

PROCEDURE FOR DELAYED PLACEMENT

It is believed that parents are children's primary and most important caregivers and educators. Therefore, the decision to delay the entry of a kindergarten-eligible child and enroll that child in the district's 4K program will be derived by a team composed of the child's parents and appropriate school personnel (typically the 4K coordinator, building principal, early childhood certified teacher, and school psychologist). There are a variety of reasons for requesting a delayed placement and many factors to consider in making this decision. To ensure fairness and consistency in making these decisions, the following procedures will be followed.

- A. A meeting shall be held between school personnel and the parents to discuss the reasons for requesting a delayed placement and to gather information about the child. School personnel will share information on current practices and curriculum in the district's 4K and kindergarten programs. School personnel will also share and discuss possible positive and negative effects of delayed placements found in research.
- B. A screening and/or and evaluation will be conducted by the school psychologist or certified early childhood professional to determine the child's potential to benefit from a delayed placement in the 4K program or the child's potential to be successful in the kindergarten program. The evaluation shall be at no cost to the parents. If the child has an Individualized Education Plan and a delayed placement is being considered, the parents and appropriate school personnel will make the decision following the established special education procedures and regulations.
- C. Factors to be considered for delayed placement requests include the child's:
 1. Health and physical development
 2. Social and emotional development
 3. Language development and communication
 4. Approached to learning
 5. Cognition and general knowledge
 6. Age and date of birth
 7. Previous educational experience
 8. Options for alternate activities during the school year being considered
 9. Possible long-term effects (both positive and negative) of the decision
- D. After the previous steps have been completed, the parents and school personnel will meet again to go over the results of the evaluation and decide the appropriateness of the child's delayed placement. The decision for the placement of the child will be made by the end of February and finalized following a six-week trial period in the fall. After the trial period, the principal in consultation with the teacher and school psychologist will determine if the child is to continue in the program.