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## Grade Acceleration Policy

Student acceleration or “grade skipping” will be a relatively rare occurrence in the Christian elementary school. For a student with exceptionally high intellectual skill and strong social and emotional well-being, grade acceleration may result in a long-term positive experience.

Prior to consideration of grade acceleration, differentiated instruction or program adjustments will have been implemented for the student (see the OACS enrichment manual, “Expanding Horizons” for suggestions). The actual decision making process for acceleration will include a thorough assessment of the student’s intellectual capacity and academic achievement levels, as well as extensive consultation with school team members and other professionals. The process may be initiated by the school or the parents.

The following criteria must be satisfied for student grade acceleration to be considered:

1. The student demonstrates exceptionally advanced academic ability in all subject content, social and emotional maturity, (strong interests), and self-motivation.
2. A psychological assessment points to unusual and exceptional academic potential. This assessment will be paid for by the party that initiates the process.
3. An assessment of current academic achievement also points to unusual and exceptional academic potential.
4. Lateral enrichment is deemed insufficient.
5. Consideration is given to when the student’s date of birth (e.g., a student born early in the school year will be relatively close in age to students in the next grade).
6. Student is Grade 1 or above.
7. The principal, special education coordinator, homeroom teacher, other professionals who were consulted, and the parents agree that this placement is workable and considered to be in the long term best interests of the student.
8. The principal makes the final placement decision.