Dr. Montessori advocated a minimum three year cycle of education for children. Taking into account all developmental needs of the child, this span of time provides the child with the best possible social/emotional support and leadership opportunities as well as time to fully master the large and dense cyclical Montessori curriculum. This expanded timeframe accommodates the difference in the individual development of each child. We now have proven empirically, that there are few and rare incidents when it is beneficial to the child to be advanced before the cycles are complete. Many traditional school systems no longer allow for early entry at any grade level. There are simply few or no good reasons to “rush” a child through school.

Although Central is able to, on rare occasions, accommodate students moving into the next level before their chronological age would allow- being a fixed age on September 30, we consider an early advancement to occur after a child has reached the chronological age but before they would traditionally be allowed to move up. For example: In a traditional school, Alice turned 6 in December but could not advance to the next grade level until the following September, regardless of her maturity or mastery of the curriculum. At Central, she could be a candidate for early advancement at the time she turns six or after she turns 6 if she demonstrates developmentally readiness and possesses the skills and attributes needed to be successful at the next level.

Early advancement is considered on an individual basis. Candidates who may be considered for an early advancement and who tend to be most successful at the next level are generally socially and emotionally mature for their age, are often most interested in research based learning, are able to sustain good concentration and to manage their own work cycles. Candidate will have completed the academic studies available to them at their current level.

Before a decision is made to consider a child for early advancement (s)he will, most likely, have begun visitations to the next level. The purpose of the visitations is to allow the candidate to observe the next level, interact with older peers, and to engage in the academic work offered at that level. Teachers at the next level, the child’s current teacher and the director will meet to share observations made during visitations and determinate the child’s readiness for early advancement.

If teachers at both levels and the director feel that it is in the best interest of the child and there is an available space in the classroom, parents will be notified and invited to schedule a classroom observation and discuss the possibility of an early advancement. A start date will be determined and the parents will receive written information about the new classroom and the new developmental phase their child is entering.

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| Level  | Age of entry (before Sept. 30) | Traditional grade level |
| Primary 1 (P1) | 2 ½ -3 | Preschool |
| Primary 2 (P2) | 4 | Preschool |
| Primary 3 (P3) | 5 | Kindergarten |
| Lower Elementary 1 (L1) | 6 | First grade  |
| Lower Elementary 2 (L2) | 7 | Second grade |
| Lower Elementary 3 (L3) | 8 | Third grade |
| Upper Elementary 1 (U1) | 9 | Fourth grade |
| Upper Elementary 2 (U2) | 10 | Fifth grade |
| Middle School (MS!) also UP3 | 11 | Sixth grade  |
| Middle School (MS2) | 12 | Seventh |
| Middle School (MS3) | 13 | Eighth grade  |