

Criteria for 1st Grade Enrollment For the 2026-2027 School Year

1. Priority will be given to children who are obligated to begin Elementary school attendance in the 2026-2027 school year: aged 6 years before September 1st, 2026 OR aged 7 before September 1st, 2026, having been previously granted a delay of compulsory Elementary attendance (10 points)
2. Priority will be given to children who have previously attended and are currently attending the IMSP Primary program or to children who have previously attended and are currently attending a Montessori preschool (maximum of 10 points)
3. Priority will be given to children whose parents share the Montessori educational approach, strategies, and philosophy (maximum of 10 points)
4. Priority will be given to children who demonstrate personal and social characteristics suitable for the Elementary Montessori educational environment (maximum of 10 points)
5. Priority will be given to children who demonstrate English language proficiency allowing for the implementation of our English educational program (maximum of 10 points)

Criterion 2 (evaluated on a scale)

- 3 points: the child began attending the IMSP Primary program or a Montessori preschool in the 2025-2026 school year
- 6 points: the child began attending the IMSP Primary program or a Montessori preschool in the 2024-2025 school year
- 10 points: the child began attending the IMSP Primary program or a Montessori preschool in the 2023-2024 school year or earlier

Criterion 3 (awarded cumulatively)

- (2 points) The parents are able to identify and describe the foundational principles and paradigms of Montessori Elementary education (including but not limited to the stages of childhood development, characteristics of the Elementary student and the social nature of the Elementary classroom, Elementary curriculum areas, Cosmic Education, sensory-motor education, transition from concrete to abstract learning).
- (2 points) The parents identify with and apply Montessori principles in the child's home life and education. Eg, at home, the child has opportunities for independence, responsibilities, and freedoms appropriate to their age and development; the child participates in the household with regular age-appropriate chores and duties; the child has sufficient opportunities for free and creative play; the child has a defined workspace for educational activities.
- (2 points) Parents express educational goals aligning with the goals and outcomes of Montessori education. Eg, focus on holistic development and the child's individual potential,

value education and social development alongside academics. They demonstrate respect for the child's personal preferences and inclinations. Despite their own potential preferences, they do not require a pre-conceived academic or career path for the child.

- (2 points) The parents attended the IMSP workshop for parents of Kindergarten students or attended another lecture, seminar, or other educational event on the topic of Elementary education provided by a Montessori organization (proof of attendance might be requested).
- (2 points) The parents expect and commit to active cooperation with the school in the areas of home preparation, participation in school events, etc.

Criterion 4 (awarded cumulatively)

- (1 point) The child separates from their parents successfully, makes contact with the teachers, and expresses interest in the learning environment.
- (1 point) The child successfully meets their needs in the area of physical self-care, keeps track of, and adequately cares for their belongings or assigned items.
- (3 points) The child uses appropriate manners in relation to peers and teachers, respects their physical space, and doesn't disturb another at work. They follow the teachers' instructions and accept information from both peers and adults. They cooperate and communicate in a manner appropriate to their age and development.
- (3 points) The child engages in the educational activity and is capable of following a short presentation and participating in follow-up work. They follow the work cycle of preparation-work-completion-clean up-rest. They demonstrate curiosity about the classroom and a motivation to learn.
- (2 points) The child demonstrates the ability to self-regulate and modulate their behavior, eg. waiting for their turn, stopping an activity when needed, or choosing from a selection of alternatives.

Criterion 5 (evaluated on a scale)

- 1-2 points: the child demonstrates a basic vocabulary related to their life and environment, and is able to formulate a simple sentence (to express a need or request).
- 3-4 points: the child understands and adequately reacts to teacher instruction. They are able to participate in a lesson and answer basic follow-up questions.
- 5-6 points: the child is able to converse, understand a narrative, or to themselves describe a short narrative outside of the immediate context of their environment.
- 7-8 points: the child speaks fluently. Their vocabulary encompasses the areas, materials, and nomenclature of the IMSP Primary education program. They are able to derive the meaning of an unknown word from context or from an English language explanation.
- 9-10 points: additionally, the child demonstrates the basics of literacy in the English language, eg. identifies the name as well as the phoneme of a given letter, and correctly reads and pronounces a short unknown word.



Justification:

Priority is given to applicants under mandatory Elementary attendance in the 2024-2025 school year, as their educational need is considered higher (criterion 1). This interpretation is in accordance with the methodical guideline provided by the Ministry of Education and Sport. The Montessori alternative educational method requires, at the Elementary level, for each child to have prior knowledge and experience with the educational materials and processes (criteria 2). In order to successfully implement the program, it is necessary that the school has the family's support and cooperation, and that the home and school environments are aligned (criterion 3). Montessori students receive a high degree of autonomy and experience significant project-based individual study, with a focus on interconnection between subjects. In order to succeed in this environment, the child must demonstrate a level of inner motivation, curiosity, self-control, and the ability to cooperate, which we assess in the registration process. A child not possessing these characteristics is at risk of failure and creating a negative attitude towards their education (criterion 4). Given the proportion of English instruction, the international nature of the school, and the cooperation with English native speakers among the teaching staff, students need a functional command of the English language from the beginning of school attendance (criterion 5).