I. PURPOSE
   The purpose of this policy is to provide guidelines for the creation and/or purchase of supplementary learning materials.

II. GENERAL STATEMENT OF POLICY
   Supplementary learning materials are used within the Montessori learning environment to complete and expand upon the current curriculum, and to meet State Standards.

III. GUIDELINES
   A. DESIGN
      All supplementary learning materials within the Montessori learning environment should have the following design elements:
      1. Appropriate to the needs of the developmental age span of the children present.
      2. Focused on specific academic skills that can be introduced and repeated by the individual learner to establish mastery before moving up the spiral of the curriculum.
      3. “Bite sized” and packaged in such a way that they can be displayed on a tray or in a box at a specific place on a shelf within the room.
      4. Well made, attractive, manageable, and durable.
      5. Self-correcting with a built-in “control-of-error”, such that as the child manipulates the material, they are able to gauge their performance because of some built-in “control-of-error” or provided “answer key.”
      6. Function as an “indirect preparation” for a higher level of understanding or skill.
      7. Sequential and presented in a clearly defined manner.

IV. EVALUATION OF SUPPLEMENTAL MATERIALS
   A. Classroom Use
      The classroom teacher will evaluate supplemental materials used in their classroom.
   B. Level Use
      If supplemental materials are used in all the classrooms at one level, they will be evaluated by a team at that level.
   C. School-wide Use
      Supplemental materials that have a possible use or impact on curriculum of the entire school will be evaluated by the Pedagogy Committee.