



2019-2020 CLIFTON PUBLIC SCHOOLS
ACADEMIC GIFTED SERVICES
PULL-OUT PARTICIPANT PROGRAM GUIDE



SCHOOL #1 ♦ 158 PARK SLOPE ♦ CLIFTON, NEW JERSEY 07011

CONTACT INFORMATION

-MRS. DAWN J. WARD

ACADEMIC TAG PROGRAM TEACHER, K-5 GIFTED RESOURCE TEACHER

973-470-2370; DWARD@CLIFTONSCHOOLS.NET



School #1

-MRS. CHERYL SIMONE

SCHOOL 1 SECRETARY ♦ 973-470-2370 ♦ CSIMONE@CLIFTONSCHOOLS.NET

-Ms. ROBIN GREENGROVE

SCHOOL 1 NURSE ♦ 973-594-4059 ♦ RGREENGROVE@CLIFTONSCHOOLS.NET



****PARENTS/GUARDIANS OF TAG STUDENTS WITH MEDICAL CONCERNS
SHOULD CONTACT THE SCHOOL 1 NURSE
BEFORE A TAG CYCLE BEGINS TO MAKE ARRANGEMENTS FOR THEIR CHILD****

-TRANSPORTATION DEPARTMENT ♦ 973-470-2277

One size
does **NOT**
fit all



**THE PARENT/GUARDIAN SHOULD CAREFULLY REVIEW
AND DISCUSS THE ADVANTAGES AND
DISADVANTAGES OF PARTICIPATION IN THE
PULL-OUT ACADEMIC TAG PROGRAM WITH THEIR
STRAND C CHILD IN ORDER TO MAKE A MUTUALLY
WELL-INFORMED PARTICIPATION DECISION.
KNOWING THE PROGRAM EXPECTATIONS, RULES,
POLICIES, PROCEDURES ETC. WILL HELP YOU MAKE
THE MOST APPROPRIATE DECISION FOR YOUR CHILD.**

NOT ALL INTELLECTUALLY ADVANCED AND ACADEMICALLY TALENTED STUDENTS REQUIRE INTENSIVE PROGRAMMING SERVICES

Participation in the pull-out Academic TAG Program is an **OPTION**, *not a requirement* however those who elect to participate in a cycle are expected to make a **commitment to outstanding performance and follow-through.**

**This requires careful planning, parental support and cooperation,
as well as hard work and determination.**



To participate appropriately in the pull-out Academic TAG Program and learn from activities and experiences, the student must have sufficient social and emotional maturity and adequate executive function and self-regulation skills.

- If a child demonstrates difficulty with organization and/or work completion in his/her current placement, then the increased expectations associated with an advanced program may not be a good fit for that child, *at this time.*
- If a child expresses feelings of being different from his/her peers or has difficulty engaging in classroom activities not reflective of his/her academic abilities, then Strand C program placement is likely a suitable option for that individual, *at this time.*
- If a child's academic, social, and emotional needs are being met sufficiently in his/her neighborhood school, and/or a change of schools may cause excessive emotional distress, then it may not be appropriate for that child to change school locations for academic services, *at this time.*

*Parents/Guardians who wish to *withdraw* their child from the pull-out Academic TAG Program (*either just for a cycle or for the entire year*) must complete the ***Parental Authorization to Withdraw from the TAG Program*** form located at the end of this guide.

Please note that a student who is withdrawn from the pull-out Academic TAG Program will remain identified as gifted and talented and have their needs accommodated by means of differentiated learning opportunities within the general education classroom and along the *Continuum of Services* offered.



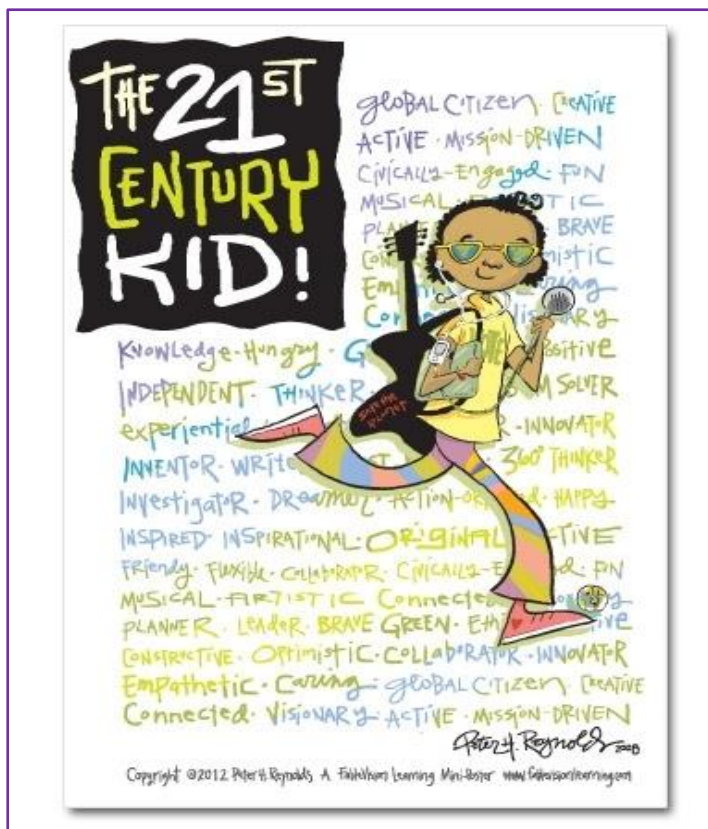
Students who participate in the pull-out academic TAG Program study a differentiated curriculum to develop cognitive, creative, intuitive, and affective skills. The TAG curriculum challenges students to develop and apply their talents through a variety of integrated, multidisciplinary learning activities and projects.

This curriculum serves to integrate Language Arts, Social Studies, Science, and Math through a rigorous, relevant, and enriched extension of the core curriculum. Interdisciplinary and exploratory units of study, along with thinking skills activities and active learning experiences are combined to foster growth and development.

While gifted children are on a fast track to mastery, that journey will likely require considerable advice, instruction, and encouragement from parents and teachers. Gifted children have much to learn in order to maximize the development of their potential. As the TAG Program seeks to recognize and develop talents in advanced-level learners, emphasis on a positive self-concept, relationships with others, and critical thinking skills enable students to become independent thinkers and self-directed learners.

The Academic TAG Program encourages the development and expression of scholarly attitudes and work habits while creating a stimulating environment that nurtures high expectations for achievement. Aligned to the New Jersey Student Learning Standards, the program's instruction and curriculum draws upon and extends Dr. Sandra Kaplan's philosophy of *Scholarliness* and curricular model of *Depth and Complexity* to increase rigor, complexity, and engagement while utilizing Dr. Arthur Costa's *Habits of Mind* to empower students to flourish as life-long learners and citizens of character in all walks & challenges of life—inside and outside of the classroom. The Paul-Elder *Intellectual Traits* help students develop as critical thinkers and internalize the responsibilities of being a scholar.

<p>Scholarly Habits/Pursuits http://woofterworld.weebly.com/uploads/7/3/8/6/7386897/scholarly_behaviors_ii.pdf</p>	<p>Intellectual Traits http://louisville.edu/ideastoaction/about/criticalthinking/framework</p>	<p>Depth & Complexity https://www.elizabetschooldistrict.org/site/handlers/filedownload.ashx?moduleinstanceid=5166&dataid=5182&FileName=BCSDDepthandComplexityParent.pdf</p>
<p>Habits of Mind http://www.pikespeakgifted.org/what-parents-should-know-about-16-habits-of-mind/</p>	<p>21st Century Toolkit http://www.p21.org/our-work/citizenship/a-parents-guide</p>	<p>Global Citizenship https://kidworldcitizen.org/teaching-global-citizenship-at-home/</p>
	<p>Growth Mindset https://www.mindsetworks.com/parents/default</p>	



Students who practice scholarly habits learn to take responsibility for their own learning and regulate behaviors that lead to peak performance. Successful students understand their strengths and constantly seek and use the behaviors to expand their learning experience.

TAG students are challenged to develop these *Scholarly Habits* as tools and push their intellectual limits on their journey toward becoming 21st century global citizens, critical thinkers, effective communicators, and responsible leaders.

<p>Intellectual Leadership: Responsible Leaders Are those who are grounded in the reality of the world, accept the consequences of choice, and strive unselfishly to help others meet their highest potential through global citizenship and social responsibility</p>	<p>Intellectual Humility: Global Citizens Are those who learn with empathy, avoid ethnocentrism and embrace the reality that people are different with different perspectives on history, religion, value systems, and many other aspects of life and living. Global citizenship means that by understanding others one can understand him/herself.</p>
<p>Intellectual Assertiveness: Effective Communicators Are those who work toward and develop excellence in the exchange of ideas both verbally and non-verbally, understand how concepts impact others intellectually and emotionally, and are challenged to develop new methods of communication</p>	<p>Intellectual Courage: Critical Thinkers Are those who work to master clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.</p>
<p>Students who participate in the pull-out academic TAG Program study a differentiated curriculum to develop cognitive, creative, intuitive, and affective skills. The TAG curriculum challenges students to develop and apply their talents through a variety of integrated, multidisciplinary learning activities and projects. This curriculum serves to integrate Language Arts, Social Studies, Science, and Math through a rigorous, relevant, and enriched extension of the core curriculum. Interdisciplinary and exploratory units of study, along with thinking skills activities and active learning experiences are combined to foster growth and development. While gifted children are on a fast track to mastery, that journey will likely require considerable advice, instruction, and encouragement from parents and teachers. Gifted children have much to learn in order to maximize the development of their potential. As the TAG Program seeks to recognize and develop talents in advanced-level learners, emphasis on a positive self-concept, relationships with others, and critical thinking skills enable students to become independent thinkers and self-directed learners.</p>	

ACADEMIC TAG PROGRAM SCHEDULE AND ATTENDANCE

Pull-out academic TAG students attend class **at School 1 with Mrs. Ward one full day a week for the entire school day: 8:50 am to 3:20 pm.**

TAG students will be picked up in the morning and dropped off after school (by Clifton school bus) at the main entrance of their homebased school according to the established schedule.

The academic TAG year is split into four sessions or “cycles” of TAG classes which run *approximately* 6-8 weeks each.

As in past years, the TAG grade-level schedule remains the same---

- 3rd grade classes meet on Tuesdays
- 4th grade classes meet on Wednesdays
- 5th grade classes meet on Thursdays

TAG families will receive a Notification Letter with specific cycle dates and course information, by mail. ** BE SURE TO SAVE YOUR LETTER AND TRANSPORTATION INFORMATION IN A SAFE PLACE FOR FUTURE REFERENCE AS CYCLE DATES AND TRANSPORTATION SCHEDULES WILL NOT BE PUBLICLY POSTED **

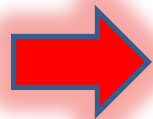
ONLY THROUGH ATTENDANCE AND CLASS PARTICIPATION DO STUDENTS ACHIEVE THE BENEFITS OF THIS EDUCATIONAL PROGRAM. TAG CLASSES FOLLOW A TIGHT SCHEDULE AND THEREFORE, THERE ARE NO MAKE-UP CLASSES/LESSONS THEREFORE...

- **Participating students have the responsibility to attend all regularly scheduled TAG classes**, to participate fully in class experiences and activities, and to set attendance as a top priority.
- **The decision to take part in a cycle indicates your agreement to attend TAG classes at School #1, on the dates listed, in place of your homeschool classes and activities.**
- Please **settle any conflicts in advance** and make preparations for your child to be present in TAG according to the schedule. Unless illness prevents a child from coming to school, students are required to attend every class in their scheduled cycle.

Strand C students are assigned to TAG cycles on a rotating basis according to the number of participants; depending on the number of students actively participating, not every student will begin in Cycle 1 or be in every cycle. In order to maximize personal attention. TAG class size is limited to 20 students per class per cycle.

****Strand B Pull-Out Option** *Strand B students will be scheduled to attend one cycle of pull-out Academic TAG.*

*****IF A STUDENT WILL BE MISSING A TAG CLASS, IT IS THE PARENT'S RESPONSIBILITY TO NOTIFY SCHOOL 1 OF THE ABSENCE AS SOON AS POSSIBLE, EITHER BY CONTACTING MRS. WARD THROUGH EMAIL:**



DWARD@CLIFTONSCHOOLS.NET
OR BY CALLING THE MAIN OFFICE: 973-470-2370

CASUAL AND/OR FREQUENT ABSENCES ARE UNACCEPTABLE
AS THEY WORK AGAINST THE ABILITY OF THE CHILD TO BE SUCCESSFUL.

ACADEMIC TAG PROGRAM TRANSPORTATION



TAG students will be picked up and dropped off (by Clifton school bus) at the main entrance of their homebased school as close to the TAG Transportation Schedule as possible. Bus schedules are subject to change throughout the school year. During the first few weeks of a cycle, schedules may change to accommodate routing and/or additional students.

****BE SURE TO SAVE YOUR CYCLE ASSIGNMENT LETTER AND TRANSPORTATION INFORMATION IN A SAFE PLACE FOR FUTURE REFERENCE AS CYCLE DATES AND TRANSPORTATION SCHEDULES WILL NOT BE PUBLICLY POSTED.****

-STUDENTS SHOULD BE 10 MINUTES EARLY AT THE ASSIGNED STOP. Buses are subject to stormy weather and city traffic conditions and in order to meet the schedule most accurately, will not wait for students. Please be aware that stormy weather and city traffic conditions can and often do result in buses being unavoidably delayed.

FOR SPECIFIC TRANSPORTATION INFORMATION / ISSUES /CONCERNS PARENTS/GUARDIANS SHOULD CALL THE TRANSPORTATION DEPARTMENT AT 973-470-2277.

LUNCH/RECESS

TAG STUDENTS EAT LUNCH AND PARTICIPATE IN RECESS WITH THE SCHOOL #1 COMMUNITY. Homebased school student lunch accounts will be honored at School #1 (so if you pay ahead for lunch at your school or receive free or reduced lunch, the same account will be accessed from School #1). Students may also bring their own lunch or purchase lunch/snacks in the School #1 lunchroom.



Recess is an important opportunity for students to not only engage in physical activity, but also to learn about and build their character, develop cooperation skills, practice social interactions, and reduce stress! Research shows that recess actually makes students better able to encode memory and learn and perform academically!

Students ***must dress in accordance to district policy and appropriate to the weather*** as recess is regularly outside on the playground. Students without appropriate outerwear will sit quietly in the office during recess.



REQUIRED SUPPLIES AND TAKE-HOME FOLDER

→ **A TWO POCKET FOLDER IS A TAG ESSENTIAL.**

EACH STUDENT SHOULD BRING A TWO-POCKET “TAKE-HOME FOLDER” TO BE USED STRICTLY FOR TAG. THIS FOLDER WILL SERVE AS AN ORGANIZATIONAL TOOL AS WELL AS FACILITATE COMMUNICATION FROM THE TAG CLASSROOM TO YOUR HOME AND BACK.

PARENTS/GUARDIANS SHOULD CHECK THE “TAKE HOME FOLDER” AFTER EACH TAG CLASS SESSION FOR IMPORTANT INFORMATION AND ASSIGNMENTS.

A **lightweight bag or backpack is sufficient for TAG students. Large backpacks or bags with wheels are unnecessary and discouraged.*

Plan Ahead

© http://blog.karmona.com

On the first day of TAG, your child should:

- ☐ **Return the completed TRANSPORTATION RELEASE FORM to the bus driver AND be aware of his/her own dismissal instructions.**
- ☐ **Return the completed EMERGENCY CONTACT INFORMATION FORM to Mrs. Ward**
 - **All forms are located at the end of this packet.**
- ☐ **Be prepared with a two-pocket folder dedicated to TAG class only.**
- ☐ **Be prepared for lunch.**
- ☐ **Look for Mrs. Ward who will be awaiting their arrival outside on the first day!**



BEHAVIOR EXPECTATIONS

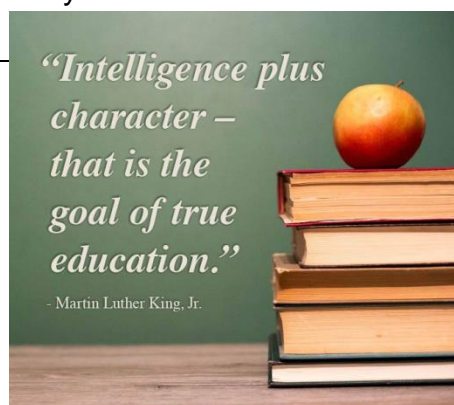
Students in TAG are responsible for their own learning: setting goals, monitoring progress, and managing independent time. In every aspect of the work they do, students are expected to work up to their full potential, to demonstrate high standards, and to strive for a level of excellence.

In order to maintain a safe and inviting learning environment, all TAG participants must adhere to the *TAG Program Honor Code*. The Honor Code establishes standards and expectations for student behavior and reflects our commitment to fostering character development, integrity, and respect for diversity both in and out of the classroom.

TAG PROGRAM HONOR CODE

In order to create a safe and successful learning community, I agree to:

- uphold the values of global citizenship
- always act with honesty and personal integrity;
- participate fully in program activities and complete my own work to the best of my ability;
- treat all individuals, staff, students and community members with respect, including those who are different from myself;
- treat all facilities and property with respect and care;
- observe all program rules and respect the authority of all staff and community members.



CLASSWORK, HOMEWORK, MAKE-UP WORK

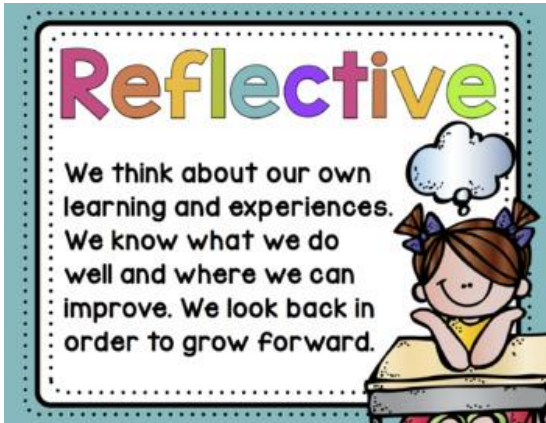


Students are expected to maintain their progress in the regular classroom. ***Be proactive in arranging a manageable system for make-up work AHEAD OF TIME with your classroom teacher.***

Students participating in the pull-out Academic TAG Program may be required, ***at the discretion of the general education teacher***, to make up tests and/or parts of lessons necessary for proper foundation for future assignments. ***Make-up work is decided upon on an individual basis according to individual needs and is at the discretion of the teacher.***

PROGRESS REPORTS

TAG courses are intended for personal enrichment and are ideal for individuals looking to advance their knowledge, skills, and abilities. Students in the Academic TAG Program do not receive “grades” for the courses/cycles they complete. Instead, students receive a *TAG Student Progress Report*.



These progress reports provide feedback about student performance, personal strengths, areas in need of further development, and learner work habits and attitudes. Students also reflect upon these factors at the conclusion of each task and cycle through various self-evaluation activities.

Parents find the feedback valuable and instructive for guiding their children toward future enrichment opportunities. **TAG Progress Reports are distributed during the last class of each cycle or during Student Showcase Nights.** Parents are welcome to arrange a private conference with Mrs. Ward to discuss concerns, questions, or their child's progress.



STRAND C SHOWCASE NIGHTS



A CELEBRATION OF STUDENT EFFORTS AND ACCOMPLISHMENTS!

One of the biggest thrills for Strand C TAG students is the opportunity to show off their creative talent, remarkable effort, and innovative work at our bi-annual Student Showcase Nights. In a celebration of success and skills, students, parents, family, and friends are invited to School #1 to see, first hand, the amazing learning happening at TAG. TAG Student Showcase Nights are also a great opportunity for TAG families to become acquainted with each other and to collect some gifted and talented resource information.

****Student Showcase Night Dates to be announced.****

TAG PROGRAM WEATHER EMERGENCY INFORMATION



-FULL DAY SCHOOL CLOSING: Notice of school closing will be posted on Channel 12 NJ News and the Clifton Board of Education Web Site www.clifton.k12.nj.us. This information will be available at approximately 5:30 a.m.

****IF CLIFTON SCHOOLS ARE CLOSED, TAG CLASSES ARE CANCELED.****

-EMERGENCY EARLY DISMISSAL: TAG STUDENTS WILL BE PICKED UP FROM SCHOOL #1 BY CLIFTON SCHOOLBUS AT 11:15 A.M. AND RETURNED TO THEIR HOMEBASE SCHOOL where they will report to their regular class until 1:00 p.m. dismissal time.

-PLANNED EARLY DISMISSAL: TAG CLASSES ARE CANCELED.

-PREVIOUSLY SCHEDULED FOUR HOUR DAYS: TAG CLASSES WILL NOT BE SCHEDULED ON PREVIOUSLY SCHEDULED FOUR HOUR DAYS.

-DELAYED OPENING SCHEDULE:

In the event weather conditions can permit schools to open later than the regular time, a delayed opening schedule will be followed. **ON A DELAYED OPENING DAY, ACADEMIC TAG CLASS WILL BE HELD FROM 10:15 AM UNTIL 3:20 P.M. THE TRANSPORTATION SCHEDULE WILL BE ADJUSTED ACCORDINGLY.**

ACADEMIC TAG PROGRAM WITHDRAWAL

Once a student is identified for services in the Academic TAG Program, **they remain enrolled in the program until the end of Grade 5 *unless the parent/guardian withdraws them from it.*** At the end of 5th grade, students are assessed by the middle school personnel for advanced learning options. Please arrange a conference with your child's middle school counselor for further details.

A parent/guardian who wishes to ***temporarily withdraw*** their child from the pull-out Academic TAG Program, must complete the ***Parental Authorization for Withdrawal from the Academic TAG Program form*** (below) and submit it Mrs. Ward at School #1 as soon as possible. The withdrawal status is temporary and the student will return to active status as indicated.

Any student who is withdrawn from the pull-out Academic TAG Program will remain identified as gifted and talented and have their needs accommodated by means of differentiated learning opportunities within the general education classroom and along the *Continuum of Services* offered.

PARTICIPATION IN 3-5 ACADEMIC GIFTED SERVICES IS NEITHER A PREREQUISITE FOR, NOR A GUARANTEE OF ELIGIBILITY FOR GIFTED SERVICES IN GRADES 6-12.

→ **STUDENTS IDENTIFIED FOR GIFTED SERVICES ARE RESPONSIBLE FOR MAINTAINING ACADEMIC EXCELLENCE IN THE GENERAL EDUCATIONAL CLASSROOM AS EVIDENCE OF THEIR GRADE LEVEL CURRICULA ACHIEVEMENT.**

→ **AT THE END OF 5TH GRADE, ALL STUDENTS ARE AUTOMATICALLY ASSESSED BY THE MIDDLE SCHOOL PERSONNEL FOR ADVANCED LEARNING OPTIONS. PARENTS ARE ENCOURAGED TO ARRANGE A CONFERENCE WITH THEIR CHILD'S CLASSROOM TEACHER OR A MIDDLE SCHOOL COUNSELOR FOR FURTHER DETAILS.**



2019-2020 PARENTAL AUTHORIZATION FOR WITHDRAWAL FROM THE ACADEMIC TAG PROGRAM

TO BE COMPLETED BY A PARENT/GUARDIAN.

SUBMIT TO MRS. WARD AT SCHOOL #1 AS SOON AS POSSIBLE

A parent/guardian who wishes to temporarily withdraw their child from the pull-out Academic TAG Program, must complete the *Parental Authorization for Withdrawal from the Academic TAG Program* form and submit it to Mrs. Ward at School #1 as soon as possible. The withdrawal status is temporary and the student will return to active status as indicated. Any student who withdraws from the pull-out Academic TAG Program will remain identified as gifted and have their needs accommodated by means of differentiated learning opportunities within the regular classroom and along the *Continuum of Services* offered.

In order to ensure the continuity of learning, withdrawals go into effect only before a TAG cycle begins, not during a cycle. Once a student has made the *commitment* to participate in a TAG cycle, they have an *obligation* to complete that cycle.

I AUTHORIZE MY CHILD'S WITHDRAWAL FROM THE
CLIFTON PUBLIC SCHOOLS ACADEMIC TAG PROGRAM FOR:

_____ THE ENTIRE SCHOOL YEAR (2019 - 2020)

_____ CYCLE: 1, 2, 3, 4 (CIRCLE CHOICE)

Briefly state reason for withdrawal:

STUDENT NAME _____

Grade _____ Homebased School # _____

Classroom teacher _____

PARENT/GUARDIAN SIGNATURE _____

Date ____/____/____

Parent/guardian e-mail _____

Telephone _____



2019-2020 ACADEMIC TAG PROGRAM STUDENT EMERGENCY CONTACT INFORMATION

TO BE COMPLETED BY A PARENT/GUARDIAN.
SUBMIT TO MRS. WARD ON YOUR FIRST DAY OF TAG.

STUDENT NAME:		
Grade:	Homebased School # _____	Classroom teacher:
Student Address:		Zip:

MOTHER NAME:	
Cell #	Work #
Email:	
FATHER NAME:	
Cell #	Work #
Email:	

LIST SOMEONE WHO MAY ASSUME TEMPORARY CARE OF YOUR CHILD IF YOU CANNOT BE REACHED:	
NAME:	Relationship:
Telephone:	
List any medications/allergies:	
PARENTS OF STUDENTS WITH MEDICAL CONCERNS SHOULD CONTACT THE SCHOOL 1 NURSE BEFORE A TAG CYCLE BEGINS TO MAKE ARRANGEMENTS FOR THEIR CHILD MS. ROBIN GREENGROVE, SCHOOL 1 NURSE ♦ 973-594-4059	
Notes/Other pertinent information:	



2019-2020 ACADEMIC TAG PROGRAM

TRANSPORTATION ACKNOWLEDGEMENT & RELEASE AUTHORIZATION FORM

TO BE COMPLETED BY A PARENT/GUARDIAN.
SUBMIT TO YOUR BUS DRIVER

In order to ensure the safety of pupils being dismissed from the TAG Program, routine release procedures for transported TAG Program students have been established. Upon dismissal, transported TAG students take a bus back to their homebased school and are then either released from the bus to an authorized escort OR permitted to walk home independently from their homebased school bus stop OR directed to enter their homebased school where they are a registered attendee of the after-care program at that school.

Completion of this form will indicate permission for your child to be transported by district transportation and specify your preference regarding the manner in which your TAG child is released from the bus.

Check **ONE** release option for your child.

This information will be kept on file at the Transportation Office for the duration of the school year. **Should you need to change the information, please contact the Transportation Office at 973-470-2277/2278.**

I AUTHORIZE MY CHILD TO BE TRANSPORTED BY THE CLIFTON PUBLIC SCHOOLS DISTRICT SCHOOL BUS FROM HIS/HER HOMEBASED SCHOOL TO THE TAG PROGRAM AT SCHOOL #1 AND BACK AS SCHEDULED THROUGHOUT THE SCHOOL YEAR.

Print Student Name _____

Homebased School # _____ Grade _____

Print Parent/Guardian Name _____

Parent/Guardian Phone (Home) _____ (Cell) _____
(Work) _____

CHECK ONE:

____ **UPON DROP OFF, MY CHILD MAY BE RELEASED TO WALK HOME INDEPENDENTLY.**

____ **UPON DROP OFF, MY CHILD IS TO ENTER THEIR HOMEBASED SCHOOL WHERE HE/SHE IS A REGISTERED ATTENDEE OF THE AFTER-CARE PROGRAM AT THE SCHOOL.**

____ **UPON DROP OFF, MY CHILD SHALL BE RELEASED TO AN AUTHORIZED ESCORT LISTED BELOW. I UNDERSTAND THAT IN THE EVENT THAT NO AUTHORIZED ESCORT IS PRESENT WHEN THE BUS ARRIVES, MY CHILD WILL BE DIRECTED TO THE HOMEBASED SCHOOL OFFICE AND IT WILL BE MY RESPONSIBILITY TO PICK UP MY CHILD FROM THE OFFICE. I UNDERSTAND THAT THIS OPTION IS NOT INTENDED TO SERVE AS AFTER SCHOOL CHILD CARE.**

- ESCORT #1 NAME _____ ESCORT #1 PHONE _____
- ESCORT #2 NAME _____ ESCORT #2 PHONE _____

PARENT/GUARDIAN SIGNATURE: _____ DATE _____

Complete and *RETURN TO YOUR BUS DRIVER* on your child's first day of TAG class.

Gifted Education Resources

National Association for Gifted Children

<http://www.nagc.org>

An estimated 3,000,000 gifted children sit in classrooms across the U.S. today. Because learning styles and levels vary widely, the needs of "smart kids" are far too often overlooked in the logical quest to meet minimum standards. But that begs the question: What is a maximum standard and how can we shift the focus in the U.S. For over 50 years, NAGC has worked to increase public awareness about these key questions and to affect positive change. The 8,000+ members of NAGC work on behalf of these 3,000,000 students who represent a good portion of the oft-heralded "pipeline of talent."

New Jersey Association For Gifted Children

<http://www.njagc.org/>

NJAGC, a volunteer organization which reaches out to parents, educators and friends of gifted children, is a state chapter of the NAGC.

Davidson Institute's GT-CyberSource

<http://www.gt-cybersource.org>

GT-CyberSource is your gateway to resources for and about gifted students. Visit this site frequently to find out what's going on in the gifted community at large and even locally.

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org>

Comprehensive source for gifted education.

Uniquely Gifted

<http://www.uniquelygifted.org/>

Resources for gifted children with special needs. This site is named after the book *Uniquely Gifted: Identifying and Meeting the Needs of the Twice-Exceptional Student*, edited by Kiesa Kay.

2e Newsletter

www.2enewsletter.com

2e stands for twice-exceptional. A newsletter dedicated to children who are gifted and have learning disabilities, learning disorders, attention difficulties, or just plain learning differences.

The Academy of Achievement

www.achievement.org

Great resources for discovering and encouraging interests

You Know Your Child Is Gifted When...

<https://www.earlychildhoodwebinars.com/wp-content/uploads/2016/08/You-Know-Your-Child-is-Gifted-When.pdf>



Links to a variety of informative and fun websites for students!

Here are some of the great sites available - some are just for fun, while others will really make you think.

National Geographic Kids

<http://kids.nationalgeographic.com/>

Smithsonian Science for Kids

<https://www.si.edu/Kids>

Funology

<http://www.funology.com/>

How Stuff Works

<http://www.howstuffworks.com/>

Funbrain

<http://www.funbrain.com/>

Amusement Park Physics

<http://www.learner.org/interactives/parkphysics/>

Free Rice

<http://freerice.com/#/english-vocabulary/1440>

Stories from the Web

<http://www.storiesfromtheweb.org/index.asp>

The Art Zone

<http://www.nga.gov/kids/zone/zone.htm>

TED_ED

<https://ed.ted.com/>

The American Museum of Natural History

<http://www.amnh.org/explore/ology>

Atlas Obscura

<https://www.atlasobscura.com/>

DIY

<https://diy.org/>

Go Figure Math

<http://gofiguremath.org/>

Time News for Kids

<http://www.timeforkids.com/news>

NASA Kids Club

<http://www.nasa.gov/kidsclub/index.html#.VWJS3vIVikp>

Khan Academy

<https://www.khanacademy.org/>

Crypto Club

<http://www.cryptoclub.org/>

A Book in Time

<http://www.abookintime.com/>

Scratch!

<https://scratch.mit.edu/>

Pottermore

<https://www.pottermore.com/>

DOGO News

<http://www.dogonews.com/>

Wonderopolis

<http://wonderopolis.org/>

The Survival Guide for Gifted Kids

<https://www.freespirit.com/files/original/Survival-Guide-Gifted-Kids-10-under-preview-1.pdf>