

CONTACT INFORMATION

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BEFORE A TAG CYCLE BEGINS

TRANSPORTATION DEPARTMENT Ó

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,

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,

If a child is unable to perform academically efficiently 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,



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. Inter(a)-3 a20 TAG Participant Guide

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

PROGRESS REPORTS

TAG courses are intended for personal enrichment and are ideal for individuals looking to advance



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:

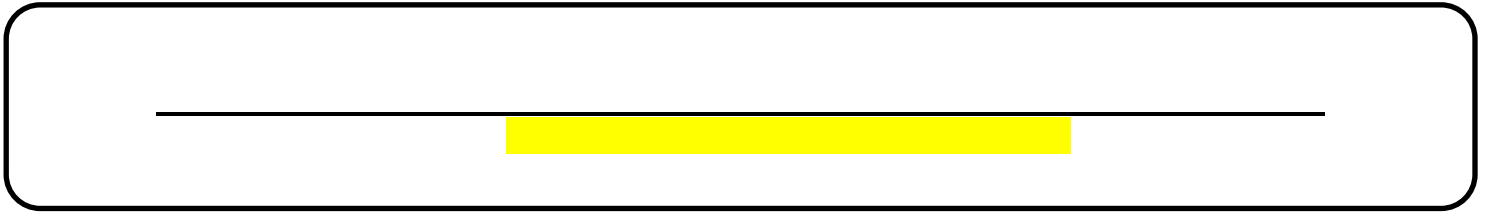
In the event weather conditions can permit schools to open later than 7:30 a.m. on days when TAG classes are scheduled, TAG classes will not be held. This information will be posted on the Clifton Board of Education Web Site www.clifton.k12.nj.us and Channel 12 NJ News.

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 persorasse, students e, fo50.4-3(a6(v)-3(

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:	



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 children,



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.

The Survival Guide for Gifted Kids
