Administrative units (AU) have an obligation for the implementation of individual Advanced Learning Plans (ALPs) of gifted students, K-12. In meeting the provisions for ALPs, each AU maintains a platform/format that houses a gifted student’s Advanced Learning Plan (ALP) and the development of information contained within the plan pursuant to the Exceptional Children’s Education Act (ECEA) Rules for ALP Content, Procedures and Responsibilities.

- AUs shall have a process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts [12.02(2)(g)(iv)].

- Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students [12.05(4)].

- The student’s learning profile described in the body of evidence shall be subject to the AU’s student records confidentiality guidelines [12.02(2)(f)].

The following ALP worksheet is provided to guide an AU with the development of ALP forms. Areas indicated below meet conditions of ECEA Rules. An AU may choose to include additional areas of information to individualize a student’s plan.

### Advanced Learning Plan Worksheet

#### Student Information

**Required:**
- Student’s Name
- Student’s ID number
- Date of birth
- Grade level
- School and District
- Twice-exceptional designation (IEP or 504) or other educational plans (ELL, READ)
- Date of ALP development [12.02(2)(g)(i)] ALPs for early access students in grades K or 1st must be completed by September 30

- Early Access: To receive state funding, clearly indicate on page 1 of the ALP the K or 1st grade student is an “Accelerated Early Access Student”
## ALP Team Members [12.02(2)(f)(v)]

**Required:**
- Student
- Parent
- Classroom teacher(s)
- Gifted education staff or other staff with training in gifted education

**Other:**
- Additional support staff as appropriate

## Parental Engagement and Participation

**Required:**
- Date of parent notification of ALP development [12.02(2)(g)(i)]
- A method to show evidence of parent engagement and input in ALP development and review of progress [12.02(2)(g)(vi)]

**Examples:**
- Signature
- Electronic signature
- Checklist
- Inventory
- Survey
- Questionnaire
- Narrative description

## Student Profile: Section I

### A. Body of Evidence for Identification

**Required:**
- Initial Referral Date: Action taken no later than 30 school days after receiving referral [12.02(2)(c)(iii)]
- Date determination letter sent to parents about the decision of the review team and the area(s) of identification [12.02(2)(c)(viii)]
- Description of communication procedure by which parents are made aware of identification assessment, understand the results of the determination and process to engage in ALP development [12.02(2)(c)(ix)]

**Examples:** Conference, phone call, email, letter

**Required:** Multiple sources and types of quantitative and qualitative data [12.02(2)(c)(v)]

- Cognitive data
- Criterion- or Norm-referenced data
- Normed Reference Observation Scale
- Performance Evaluation
- Additional Quantitative or Qualitative data
### B. Areas of giftedness

**Required:** [12.02(2)(f)]

Areas of Giftedness: [12.01(16)(a-e)]
- General/Specific Intellectual Aptitude
- Academic Aptitude: Reading  Writing  Mathematics  Science  Social Studies  World Language
- Talent Aptitude: Visual Arts  Performing Arts  Musical  Dance  Psychomotor Abilities
- Creative or Productive Thinking
- Leadership Abilities

**Student Profile: Section II** (Working Document Section of ALP)

### A. Current Performance Data

**Required:**
- Periodic updates to note an additional area of giftedness, as appropriate [12.02(2)(f)(i)]
- Increasing performance in student’s area(s) of strength [12.02(2)(g)(iv)]

**Examples:**
- State assessment data
- Achievement data
- Classroom data
- Performance data

### B. Student Interests and Participation

**Required:**
- A method to develop student awareness and active participation in the ALP process [12.02(2)(g)(iii)]
- Periodic updates to student interests [12.02(2)(f)(i)]

**Examples:**
- Interview
- Checklist
- Survey
- Inventory
- Student-version of standards-based goal

### C. Annual Performance and Affective Goals [12.02(2)(f)(ii)]

**Required:**
- Standards-aligned SMART Achievement Goal in strength/interest area(s)
- Standards-aligned SMART Affective Goal in strength/interest area(s) to address one or more competency: personal, social, communication, leadership, cultural and college/career planning

### D. Progress Reporting

**Required:**
- Date(s) of progress reporting aligned to district’s schedule for parent reporting or conferences [12.02(2)(f)(iv)]
- Data, updates and adjustments to programming options [12.02(2)(f)(iv)]
Programming [12.02(2)(f)(iii)]

**Required:**
Description of supplemental curriculum, activities, specific programs or coursework, specific strategies and/or extended or expanded learning opportunities

*Example:*

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accelerated curriculum</td>
<td>• Acceleration</td>
<td>• Authentic audience</td>
<td>• Center</td>
</tr>
<tr>
<td>• Grade-level curriculum</td>
<td>• Depth &amp; Complexity</td>
<td>• Cross-curricular</td>
<td>• Cluster group</td>
</tr>
<tr>
<td>• Honors/AP/IB</td>
<td>• Extension</td>
<td>• Demonstration of new knowledge</td>
<td>• Flexible group</td>
</tr>
<tr>
<td>• Online classes</td>
<td>• Grouping</td>
<td>• Formative/ summative assessment</td>
<td>• Independent</td>
</tr>
<tr>
<td>• Supplemental curriculum</td>
<td>• Higher order thinking</td>
<td>• Real-world application</td>
<td>• Resource room</td>
</tr>
<tr>
<td>• College courses</td>
<td>• Independent study</td>
<td></td>
<td>• Whole class</td>
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<tr>
<td></td>
<td>• Research</td>
<td></td>
<td>• Online</td>
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<tr>
<td></td>
<td>• Tiered instruction</td>
<td></td>
<td>• Magnet classroom</td>
</tr>
</tbody>
</table>

**Goal Attainment [12.02(2)(f)(ii)]**

**Required:**
• Annual, measureable, attainable achievement and affective goal progress

*Examples:*
• Checkbox for Goal Attained or Goal Not Attained
• Narrative description of annual student progress
• Recommendations for transition to next grade

Where can I learn more?
• ECEA Rules
• ALP Guidance Document
• ALP Regional Workshops
• ALP Recorded Webinars
• To view the resource documents, visit: [http://www.cde.state.co.us/gt](http://www.cde.state.co.us/gt)