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.	***Area(s) 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:

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

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