



Writing Advanced Learning Plans (ALPs) for Students Identified as Gifted

The Exceptional Children’s Educational Act (ECEA) is Colorado’s primary law with requirements for the implementation of specific elements and procedures for gifted education programs. These requirements include Administrative Unit (AU) provisions for the Advanced Learning Plan, the main topic for this guidebook.

The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. The Exceptional Children’s Educational Act states that there will be ALP content and procedures set in Rule for statewide implementation; and that goals in the ALP are standards-based. Sections 12.02(2)(f) – 12.02(2)(g)(vi) of the Rules clarify ALP content, procedures and responsibilities. For high school students the ALP may be blended with an Individual Career and Academic Plan (ICAP) if all contents of the ALP are inclusive in the ICAP, including achievement and affective goals.


An ALP shall be developed for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs.

Standards-aligned ALPs:

A standards-aligned approach to developing an ALP incorporates standards-aligned education and best practices in gifted instruction. This approach identifies the appropriate standards, at or above grade-level, to challenge a gifted student, and provides opportunities to show application and transfer of those standards.

- A standards-aligned ALP is a process and a document that is informed by and based upon Colorado Academic Standards (CAS) and National Association for Gifted Children (NAGC) affective standards.
- Achievement goals are standards-based statements in a student’s strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interests [12.02(2)(f)(ii)].
- Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency [12.02(2)(f)(ii)].

- The ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Parent and student participation in the ALP process is specified in the ECEA Regulations [12.02(2)(f)(v)].
- ECEA Regulations require a system to show evidence of **parent engagement and input** in ALP development and in the regular review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance of parental support for the student's growth. If, after three documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process [12.02(2)(g)(vi)].
- Teacher(s) and other school personnel directly responsible for instruction or program delivery develop ALP goals in collaboration with gifted personnel at an end-of-year review or within the first month of the beginning of a school year.
- For identified gifted students new to a district, adjustments may need to be made in the ALP to match programming options available in the district. Communication to parents shall occur within **60 school days** of the district's start date or date the student entered the district outlining changes or modifications to the student's ALP.
- ALPs are managed and monitored in the school and filed in the student's cumulative file or e-file. Districts determine the process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. 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 [12.02(2)(g)(iv)].
- An ALP is created **30-45 days** from the time of formal identification.
- In order to receive per-pupil funding for Early Access students in kindergarten and first grade, an ALP must be completed by **September 30** and clearly marked as an Early Access ALP.
- An **initial** ALP is developed after identification to include information on the body of evidence (BOE) and a student profile. Achievement and affective goals are included within the initial and subsequent ALPs.
 - A body of evidence includes quantitative and qualitative data used for identification and area(s) of identification [12.02(2)(c)(v)].



The ALP Process is a collaborative effort between parents, the student and school personnel.

- A student profile includes area(s) of strength, student interest and parent input. The profile is periodically updated in terms of student interests and/or demonstration of previously unidentified strengths [12.02(2)(f)(i)].
- The working-document section of the ALP is updated at least **annually with routine progress monitoring reports during the year**. The report card cycle is a suggested routine. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. It describes supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals [12.02(2)(f)(ii)-(iii)]. The ALP may also contain programming options that extend to community and/or university resources.

