

EARLY ACCESS FAMILY PACKET 2025/26 SCHOOL YEAR

Thank you for your interest in Early Access. In accordance with Colorado House Bill 08-1021, the Cherry Creek School District has established a process for identifying “highly advanced gifted” children under the age of 6 who demonstrate a *need* for Early Access into kindergarten or first grade. **The purpose of the Early Access process is to identify and meet the needs of highly advanced gifted students who require comprehensive academic acceleration.** Please remember that services and support provided by typical early childhood experiences will meet the needs of the vast majority of students including gifted learners.

The Early Access process consists of the following steps:

1. Application Screening: Review of application materials
2. Student Observation and completion of work samples. Observations will occur at the child’s preschool setting unless the child does not attend a formal preschool setting. In this case, the observation will be held at the Student Achievement Resource Center.
3. Follow-up Communications: After the portfolio screening, all families will be contacted by letter. Students whose portfolios indicate traits of a “highly gifted” learner, thus demonstrating a strong potential need for Early Access will continue to steps 4-6 (see below).
4. Assessment: Formal administration of cognitive, academic achievement, and developmental testing.
5. Determination: The Early Access committee will review all of the information gathered about each student, and a decision will be made about whether or not the child’s Body of Evidence meets the Early Access requirements.
6. Parents/guardians will meet with the Early Access assessment team to discuss assessment data and the final determination

Please mail or deliver complete applications to the address below. Deliveries will be accepted between 8:00 am - 3:00 pm on any regular business day. Materials must be received no later than noon on **Friday March 28, 2025**. **Only complete applications will be reviewed.** Complete applications must include all paperwork (see checklist) along with a check for \$250 (made payable to Cherry Creek School District) to cover the cost of testing.*
Late applications will not be accepted.

Cherry Creek School District
Neurodiverse Student Services
Student Achievement Resource Center
14188 E. Briarwood Avenue
Centennial CO 80112
Phone: 720-886-7050

*This fee is not applicable to families who qualify for free or reduced meals. If you are unsure whether or not you qualify, you may contact the district Foodservice office at 720-886-7175. If your child does not participate in steps 3 and 4 of this process, your application fee will be returned.



FAMILY CONTACT INFORMATION

Child's Name: _____ Date of Birth: ____ / ____ / ____ Age: _____

Street Address: _____ Telephone: _____

City: _____ State: _____ Zip Code: _____

Gender: Female _____ Male _____

Requesting Early Access to (choose one): _____ Kindergarten _____ 1st Grade

Is applicant a Cherry Creek School District resident? Yes _____ No _____
Applicants must currently reside in the Cherry Creek School District to apply for Early Access

Is your child currently attending a Preschool/Private Kindergarten? Yes _____ No _____

Name of current school: _____

Address of current school: _____

Name of current teacher: _____ Contact Telephone Number: _____

Mother/Guardian's name: _____

Home/Cell phone: _____ Work phone: _____

Address: _____

Contact email address (please print clearly): _____

Father/Guardian's name: _____

Home/Cell phone: _____ Work phone: _____

Address (if different than above): _____

Contact email address (please print clearly): _____

How did you learn about the Early Access Process? _____

[] I understand that I must currently reside in Cherry Creek School district in order to apply for Early Access.

[] I understand that I cannot apply in 2 different school districts for Early Access. If applying at Cherry Creek School District, participating in Another district's process could invalidate the assessments administered by one or both districts; thereby, making application to CCSD null and void

Is English the student's first language? Yes _____ No _____

Languages spoken in the home other than English: _____

Preferred language of correspondence of parent(s)/guardian(s): _____

Optional information:

Ethnicity: ___ Asian ___ African American ___ Caucasian ___ Hispanic ___ Native American ___ Multiple Races

By signing below, you are granting permission for your child to participate in the Cherry Creek School District Early Access Screening process.

Parent Signature: _____ Date ____ / ____ / ____

Parent Signature: _____ Date ____ / ____ / ____

EARLY ACCESS PARENT QUESTIONNAIRE

Child's Name: _____

Please take a moment to answer these questions using details and specific examples when possible.

What adjectives or phrases best describe your child?

Please note any particular academic and social needs of which we should be aware.

Please list any formal learning experiences your child may have had (e.g. preschool, Head Start, etc.)

How do you feel your child learns best?

Parent Signature: _____ Date ____ / ____ / ____

Parent Signature: _____ Date ____ / ____ / ____



EARLY ACCESS PARENT OBSERVATIONS FORM

Derived from the Kingore Observation Inventory (KOI) 2001

Child's Name: _____

The Kingore Observation Inventory is a research-based tool that helps adults recognize patterns of advanced behavior in children. Parents have unique opportunities to see their children at play, at work and in family settings. Thank you for sharing your observations.

ADVANCED LANGUAGE
Uses words that seem advanced for the age-level expectations.
Rewords own language for younger or less mature children.
Explains how unrelated things are similar.
Uses words for time concepts (clock and calendar) accurately.
Uses similes, metaphors, or analogies; "A _____ is really like a _____ because _____."
Asks questions about words (in print or oral language).

Examples from above of things my child said:

ANALYTICAL THINKING
Demonstrates complex or abstract thinking.
Analyzes household or school tasks.
Notices a surprising depth of details about surroundings.
Takes apart and reassembles things or ideas with skill.
Expresses relationships between past and present experiences.
Makes up songs, stories, or riddles about experiences.
Organizes collections of things uniquely; likes to plan or arrange things.

Examples from above of things my child said:

EARLY ACCESS PARENT OBSERVATIONS FORM (Page 2)

MEANING MOTIVATION
Is philosophical.
Asks surprisingly intellectual questions.
Is curious; experiments.
Demonstrates an unexpected depth of knowledge in one or more areas.
Exhibits intense task commitment and energy when pursuing interests.
Remembers!
Is independent.

Examples from above of things my child said:

PERSPECTIVE
Explains another's point of view.
Shows dimensions, angle, or perspective in art, writing, math solutions, or problem solving.
Creates complex shapes, patterns, or graphics.
Applies left and right without prompting.
Adds interesting details to enhance products.

Examples from above of things my child said:

SENSE OF HUMOR
Says or does something indicating an unexpected, sophisticated humor.
Catches an adult's subtle humor.
Understands and uses puns and riddles.
"Plays" with language.
Develops humorous ideas to an extreme.

Examples from above of things my child said:

EARLY ACCESS PARENT OBSERVATIONS FORM (Page 3)

SENSITIVITY
Cares deeply; shows intense concern for human issues.
Tries to take action to help someone in need.
Expresses feelings through words or art.
Explains others' feelings.
Displays a strong sense of fairness.
Expresses high expectations of self and others.
Seems to overreact at times.

Examples from above of things my child said:

ACCELERATED LEARNING
Learns new things quickly with minimum practice.
Uses multiple characteristics when discussing items.
Reads passages at an advanced, fluent reading level for the age-level expectations.
Explains the meaning of what has been read.
Demonstrates an unexpected mastery of math or science concepts.
Uses a dictionary, encyclopedia, map, atlas, or computer to gain advanced information.
Creates products which seem advanced for the age-level expectations.

Examples from above of things my child said:

Other information I would like you to know about my child:

Parent Signature: _____ Date ____ / ____ / ____

Parent Signature: _____ Date ____ / ____ / ____