

SCHOOL DISTRICT 5 • SOUTHEAST KOOTENAY

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

SCHOOL DISTRICT REPORT

2026

UBC HUMAN EARLY LEARNING PARTNERSHIP

ACKNOWLEDGEMENTS

We express our deep gratitude to the xʷməθkʷəy̓əm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

The Childhood Experiences Questionnaire (CHEQ) project is made possible with funding from the Ministry of Health. We would like to thank and acknowledge all participating school districts for their support of and collaboration towards this project.

We are grateful to the teachers, education staff and school administrators who work directly with us to gather data and use our reports. This includes a commitment to training and completing questionnaires, engaging with students, parents and caregivers and using HELP's data and research in schools, districts and communities. Thank you.

INTRODUCTION TO THE CHEQ

WHAT IS THE CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)?

The CHEQ is used to gather information on children's experiences in their early environments prior to kindergarten. The questionnaire focuses on experiences in specific areas of development that are strongly linked to children's health and well-being, education and social outcomes. The information from the CHEQ helps us understand variability in children's early experiences so that educators, school districts and communities can provide better support and services to children and families.

WHY DO EARLY EXPERIENCES MATTER?

Development during the first years of life is highly influenced by a young child's experiences in their home and community. Research has shown that nurturing environments promote healthy child development. While good nutrition, shelter and protection are some of the basic aspects of nurturing environments; young children also need to spend their time in environments that include support from parents/caregivers and other adults. They need opportunities to explore their world, to play and to learn how to interact with others. These experiences help to build a strong foundation for healthy development over time.

WHY WAS THE CHEQ DEVELOPED?

Life-long health and well-being are a consequence of multiple determinants within the many intersecting environments in which children grow. Research shows that there is great variability in children’s development by age 5, which present both risks and protective factors that influence developmental outcomes. To better understand this variability, a team of researchers at the University of British Columbia’s Human Early Learning Partnership, in collaboration with educators, parents/caregivers and community stakeholders from across British Columbia, developed the CHEQ to measure the experiences of children prior to kindergarten. Information collected using the CHEQ is both comprehensive and actionable, and can be used to ensure that children have the opportunities and experiences they need to learn and grow.

CHEQ DEVELOPMENTAL AREAS AND EXPERIENCES

The five key developmental areas on the CHEQ are:

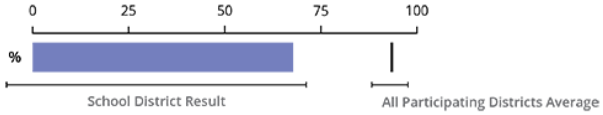
Developmental Areas	Experiences	Description
 Physical Health & Well-Being	Health	Overall health, visits with health care professionals, use of supports and programs
	Nutrition & Sleep	Eating breakfast, meals with family, foods consumed, and sleep
	Motor Skills & Experiences	Different types of physical activity and outdoor play
 Language & Cognition	Language & Cognition	Activities such as reading, pretend play, weaving, drawing, making music, and building things
 Social & Emotional Experiences	Peer Experiences	Interactions with peers and friends
	Talking about Emotions	Talking about social experiences and emotions with parents/caregivers
	Screen Time	Use of electronic devices such as computers, tablets and TVs
 Early Learning & Care	Early Learning & Care	Experiences in a non-parental care arrangement
 Community & Context	General Activities	Participation in community activities
	Neighbourhood Experiences	Parents'/caregivers' perception of their neighbourhood safety and social support
	Demographics	The child's birth place, ethnicity and language(s) spoken

BEFORE YOU GET STARTED

YOUR CHEQ SCHOOL DISTRICT DATA

This CHEQ School District Report includes the collated answers from all respondents to the questions about children's experiences, some family experiences and family demographic information.

This report aggregates CHEQ data by school district boundaries. The data in this report are a summary of the responses that parents/caregivers provided for kindergarten children attending school in your district in the current academic year. The number of parents/caregivers that responded to each question is indicated next to this icon, . School district data are compared with the average of all districts that participated in this academic year. The average is shown as a vertical line on the data charts:



This report also includes composite measures for each of four areas of children's experiences: *Nutrition & Sleep*, *Physical Activity*, *Language & Cognition*, and *Peer Experiences*. A composite measure combines scores from multiple questions related to the area of experience into a single summary score, with three categories—many, some, and few/no experiences. For a break-down of the questions that make up each composite, please refer to the appendix.

Please read the "Using Your CHEQ Report" section at the end of this report for more information on how to use CHEQ data in your school and community.

Suppression. Results are not reported when there are fewer than 35 children, for confidentiality reasons. Results are also not reported when the uncertainty of the results (i.e., margin of error) is greater than plus or minus 10%, which can result from low coverage particularly in areas with small populations.

Please interpret these results with care as not all parents/caregivers completed the CHEQ and the results may not be representative of the whole parent/caregiver population. Taking this into consideration is important especially when making decisions based on these reports for there may be certain groups of parents/caregivers whose voices are not included in the data.

89% of kindergarten students in this district have a completed CHEQ

279/312 answered

GENERAL INFORMATION

Who filled out this survey?

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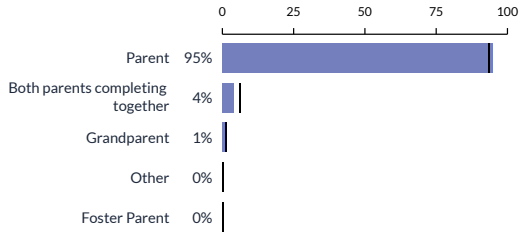

Where is the survey being completed?

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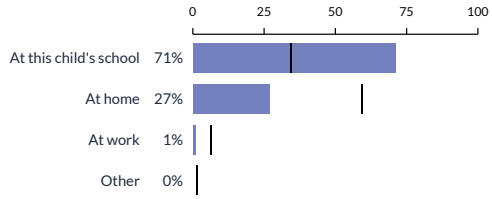


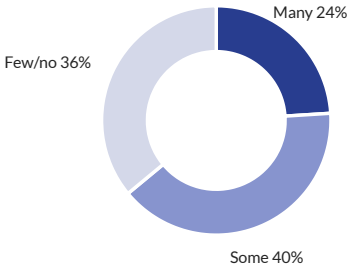
PHYSICAL HEALTH & WELL-BEING

NUTRITION & SLEEP COMPOSITE

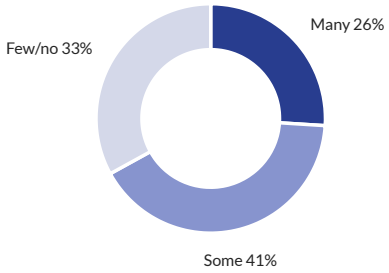
This composite summarizes how often children meet recommendations regarding having breakfast, eating vegetables, consuming sugary drinks, and hours of sleep at night.

- Many: Children are eating breakfast every day, eating vegetables more than once a day, consuming sugary drinks once a week or less, and sleeping 10 to 13 hours a night.
- Some: Children are eating breakfast most days or more, eating vegetables at least once a day, consuming sugary drinks at most a few times a week, and sleeping 9 to 13 hours a night, but the child does not meet all of the requirements for the 'many' category
- Few to no: Children are eating breakfast a few times a week or less, eating vegetables less than once a day, consuming sugary drinks at least once a day, and sleeping less than 9 hours or more than 13 hours a night.

SOUTHEAST KOOTENAY



BC PARTICIPATING DISTRICTS

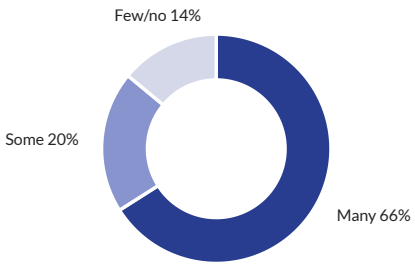


PHYSICAL ACTIVITY COMPOSITE

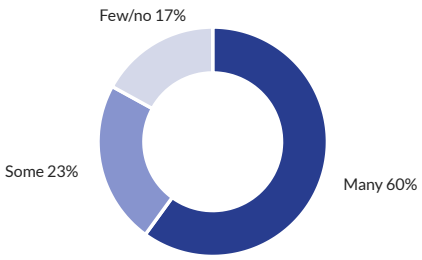
This composite summarizes children's typical weekly experiences in moderate to vigorous physical activity, both organized (e.g., soccer or swimming lessons) and unorganized (e.g., riding a bike, attending a drop-in gym program). The total time spent doing physical activity is combined and categorized based on the Canadian Physical Activity Guidelines for children at this age.

- Many: Children are typically getting more than 60 minutes of moderate to vigorous physical activity per day.
- Some: Children are typically getting 15-60 minutes of moderate to vigorous physical activity per day.
- Few to no: Children are typically getting less than 15 minutes to no moderate to vigorous physical activity per day.

SOUTHEAST KOOTENAY



BC PARTICIPATING DISTRICTS



RESULTS FOR SOUTHEAST KOOTENAY

All Participating Districts Average

Child's overall health in the last 12 months

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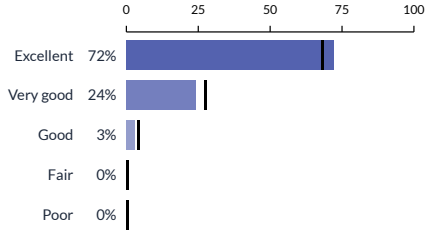
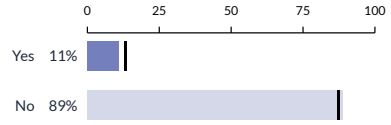


Did the child have any health concerns or disabilities, whether currently diagnosed or not, that might affect their participation in social, academic or physical activities?

275



Type of health concern or disability

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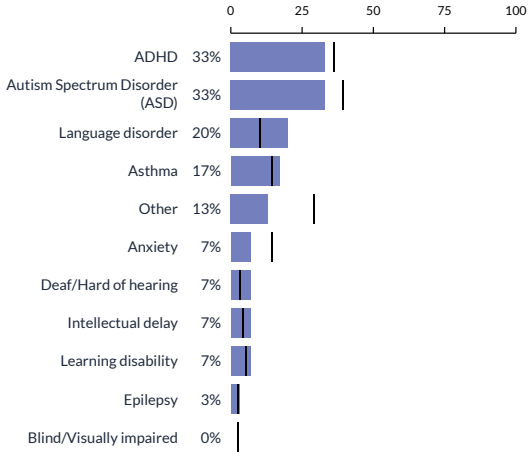

Did the child visit a health care professional in the last 12 months?

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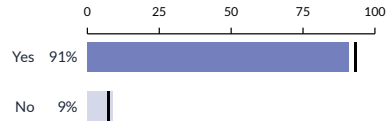
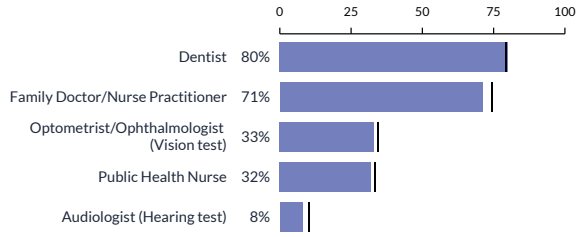


Type of health care professional visited

254



Barriers to seeing health care professionals

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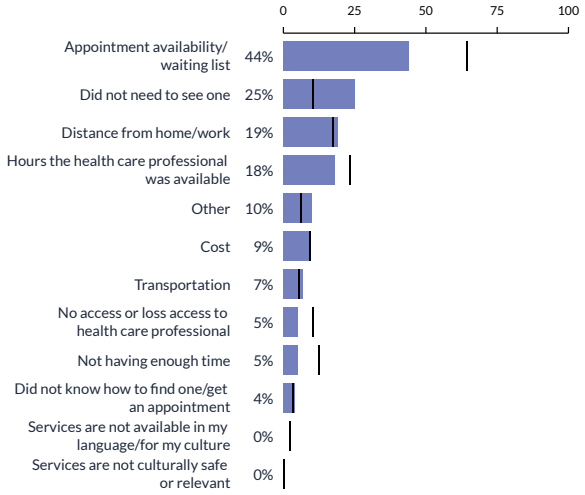
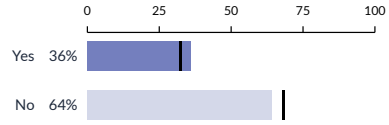


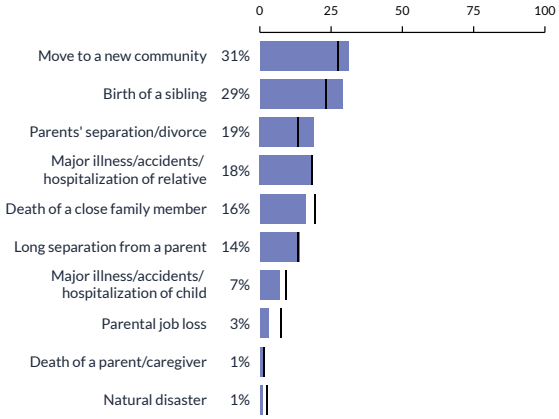
Did the child experience any stressful events in the last 12 months?

256



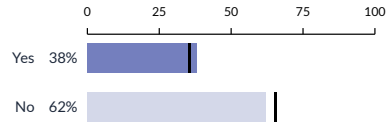
Type of stressful event

91



From 3 years to kindergarten entry, did the child or family use or receive any programs or supports?

277



Types of programs or supports used

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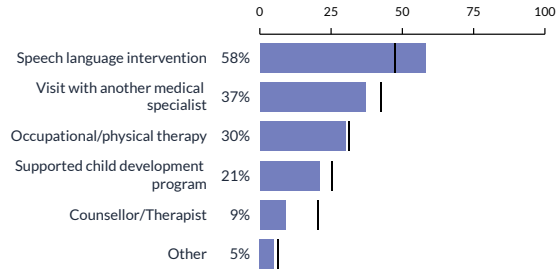
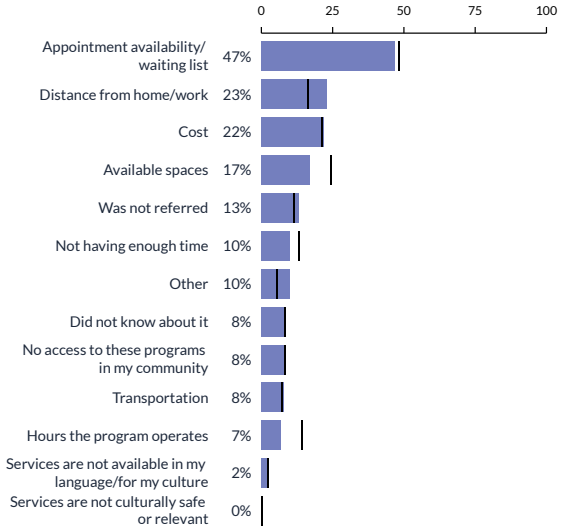


Barriers to using these types of programs or supports

60



NUTRITION

In the last 6 months, frequency the child ate breakfast

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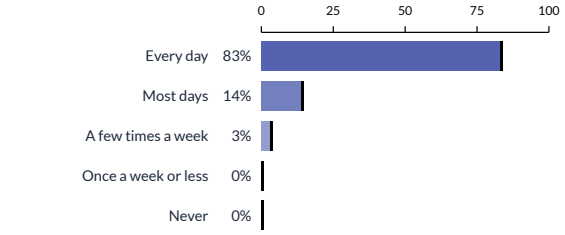

In the last 6 months, frequency the child ate a meal with another family member

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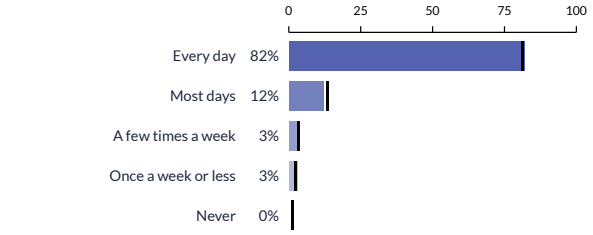

In the last 6 months, frequency the child consumed the following foods or beverages:

Vegetables

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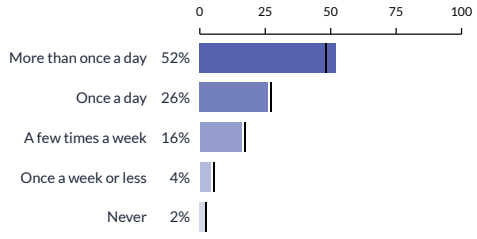

Fruits

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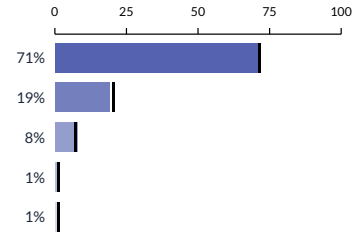

Sugary drinks

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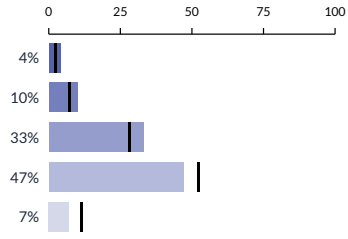

SLEEP

Number of hours the child usually sleeps at night

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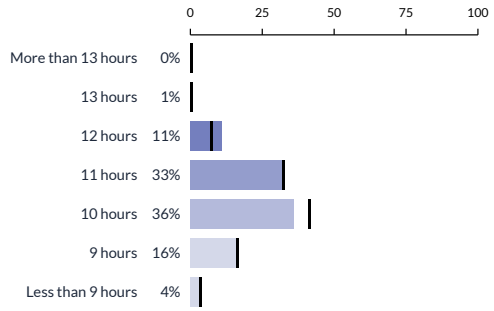

MOTOR SKILLS & EXPERIENCES

In the last 6 months, times per week the child took part in moderate to vigorous physical activity while participating in organized activities

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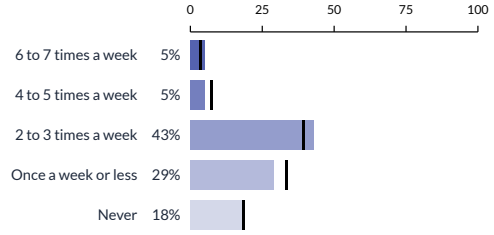
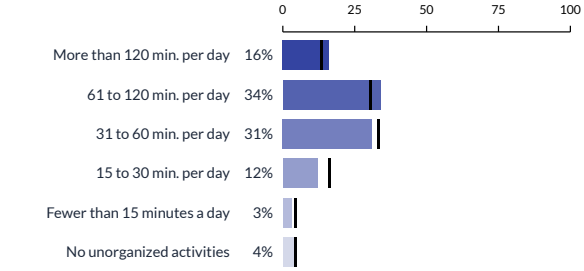


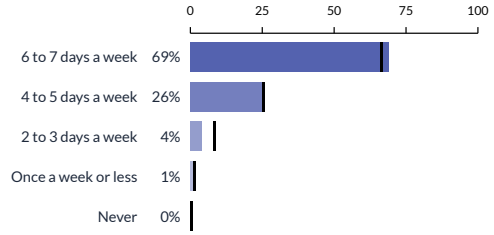
In the last 6 months, minutes a day the child took part in moderate to vigorous physical activity while participating in unorganized activities

269



In the last 6 months, days per week the child played outdoors

278



Degree to which the child likes to take risks while playing outside

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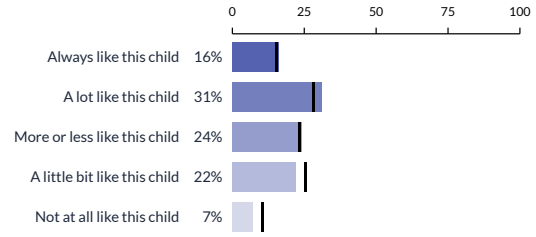

In the last 6 months, frequency the child has had the chance to take risks while playing outside

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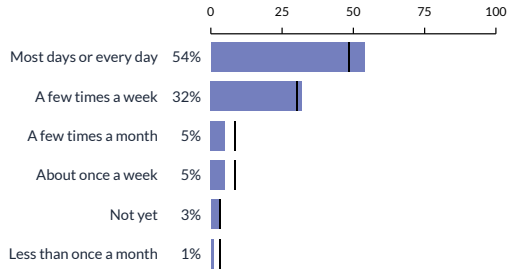
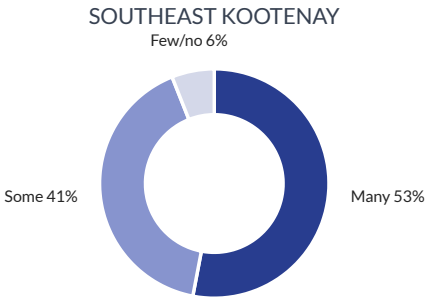
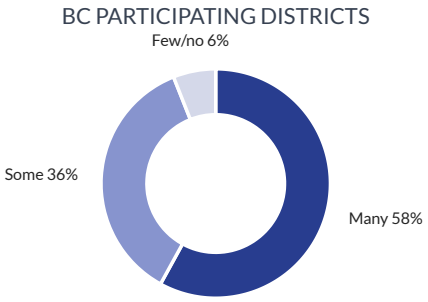


LANGUAGE & COGNITION COMPOSITE

This composite summarizes the questions within the language and cognitive experiences section of the CHEQ. The questions include the amount of time per week children engage in activities such as reading, storytelling, talking with adults, making music, dancing, drawing, painting, building things, writing letters and numbers, pretend play, and more.

- Many: Children typically engage in these activities most days or every day.
- Some: Children typically engage in these activities about once a week or a few times a week.
- Few to no: Children typically engage in these activities, on average, once a week or less, or have not had the chance yet.

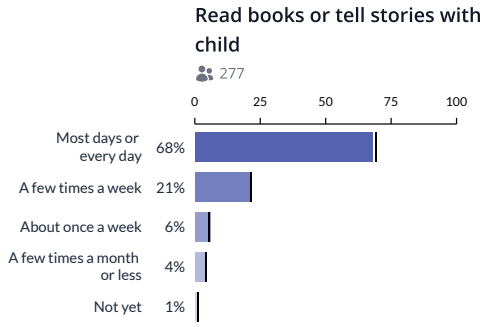


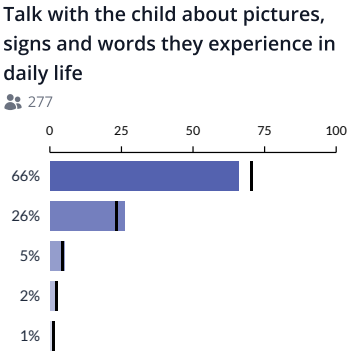


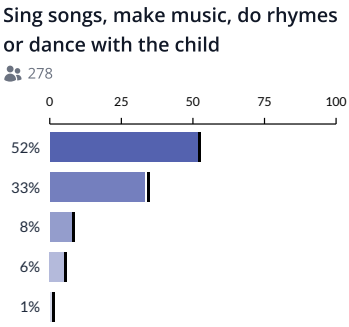
RESULTS FOR SOUTHEAST KOOTENAY

All Participating Districts Average

In the last 6 months, how often did the parent/caregiver or another adult in the child's household:







In the last 6 months, how often did the child:

Do arts and crafts (for example, weaving, draw pictures, paint or colour)

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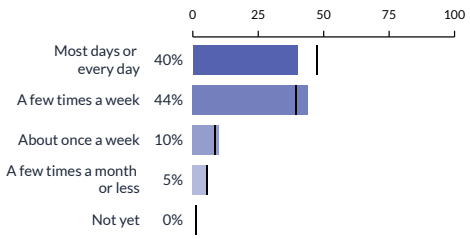

Build things (for example, using blocks, playdough or Lego™)

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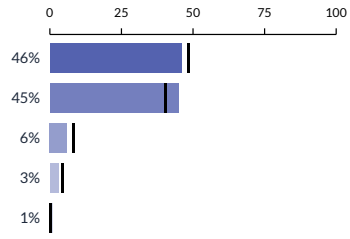

Use pencils or markers to write or draw letters or numbers or pretend to write

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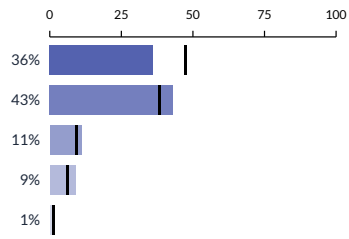

Do dress up, pretend play or make believe

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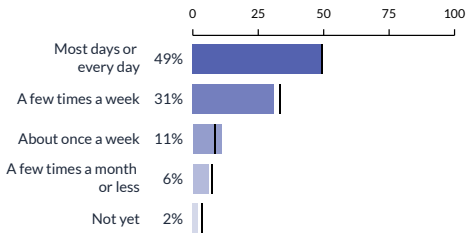


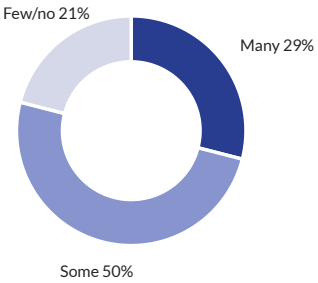
SOCIAL & EMOTIONAL EXPERIENCES

PEER EXPERIENCES COMPOSITE

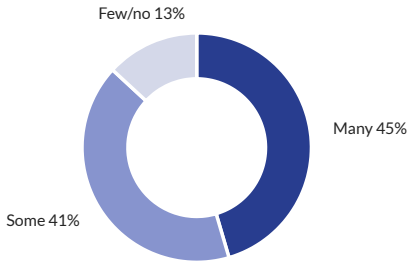
This composite summarizes how much experience a child has had around peers and friends.

- **Many:** Children almost always or often have close friendships with and spend time around other children most days or every day
- **Some:** Children have at least sometimes had friendships with and have spent time around other kids at least once a week.
- **Few to no:** Children have never or rarely had close friendships or have spent at most a few times a month with other children.

SOUTHEAST KOOTENAY



BC PARTICIPATING DISTRICTS



RESULTS FOR SOUTHEAST KOOTENAY

All Participating Districts Average

For the following questions, the parent/caregiver was asked to think about the last 6 months:

How often the child played with children other than their siblings

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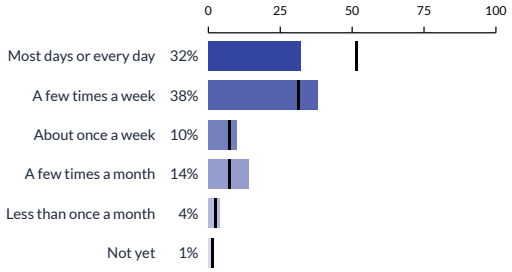
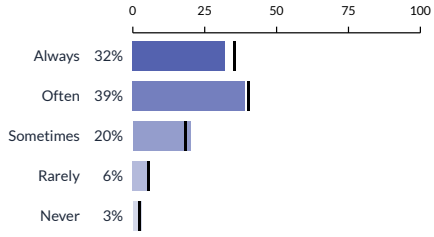


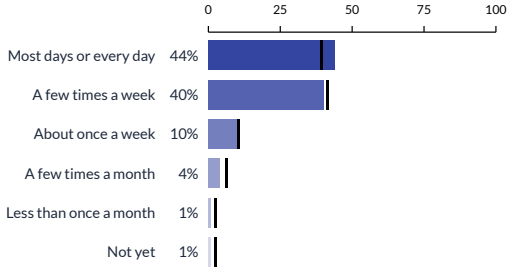
How often the child had a close friendship with another child around the same age

278

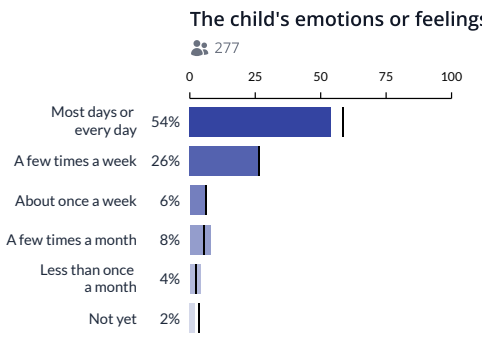


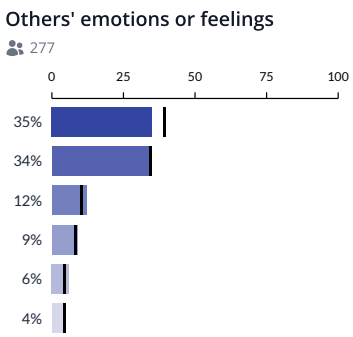
How often the parent/caregiver or another adult involved the child in household chores

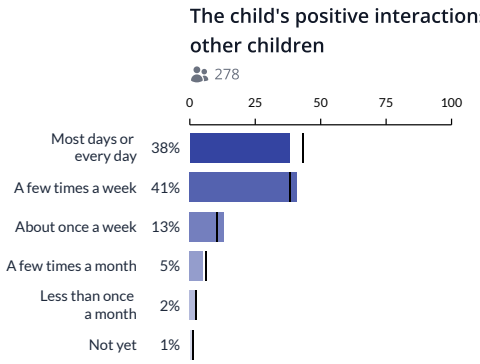
278

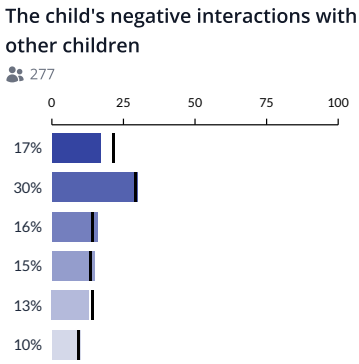


How often the parent/caregiver talked with the child about:



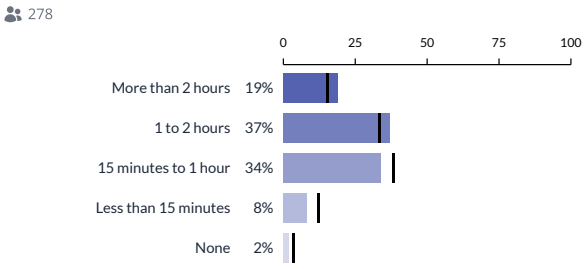






SCREEN TIME

In the last 6 months, how much time per day (on average) the child used an electronic device

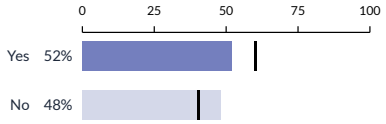


RESULTS FOR SOUTHEAST KOOTENAY

All Participating Districts Average

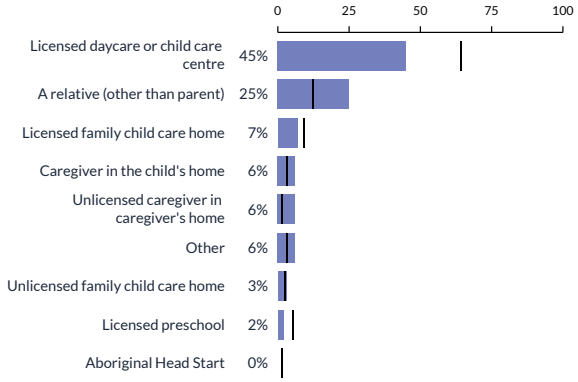
From 18 months to 3 years, was the child in a child care arrangement other than parental care?

276



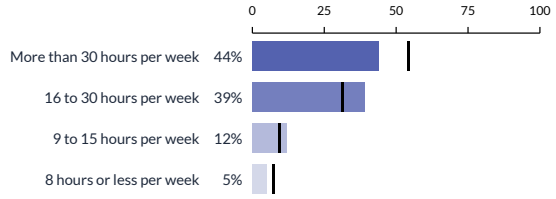
From 18 months to 3 years, type of child care arrangement used the most

144



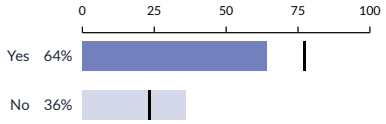
From 18 months to 3 years, number of hours in the main child care arrangement

143



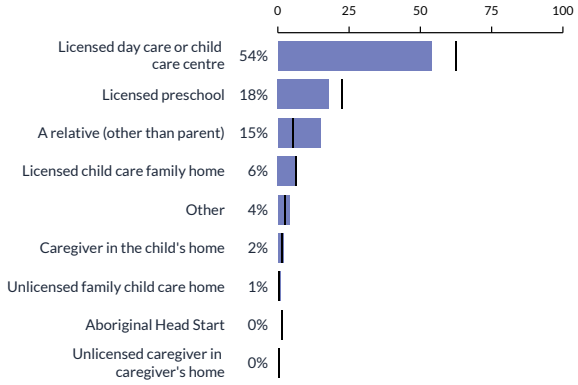
From 3 years to kindergarten entry, was the child in a child care arrangement other than parental

275



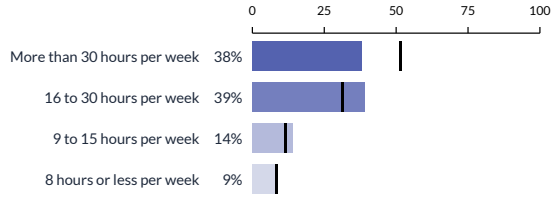
From 3 years to kindergarten entry, type of child care arrangement used the most

175



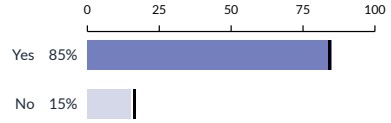
From 3 years to kindergarten, number of hours in the main child care arrangement

175



Challenges for early learning and child care arrangements

234



Type of early learning and child care challenge

198



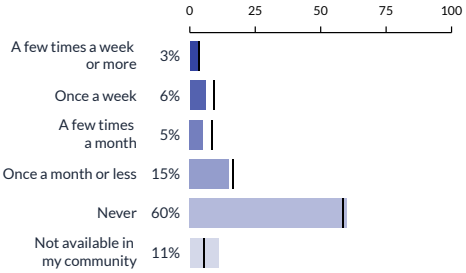
GENERAL ACTIVITIES

RESULTS FOR SOUTHEAST KOOTENAY

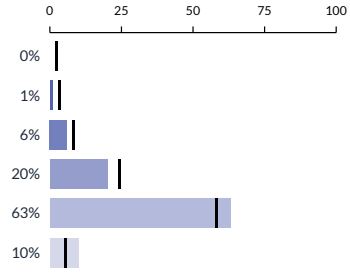
All Participating Districts Average

In the last 12 months, how often the child participated in/used community activities/resources

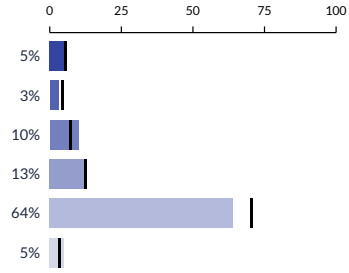
Arts, music or drama programs



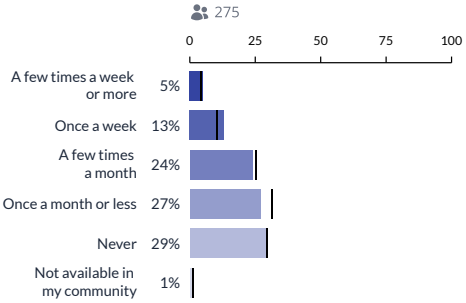
Cultural activities programs



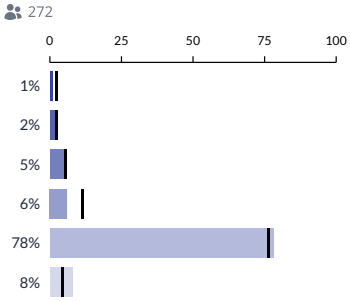
StrongStart program



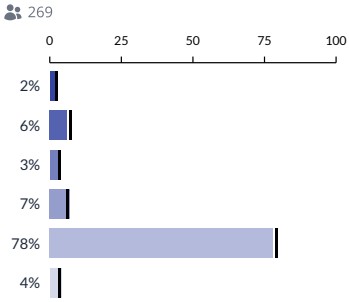
Public library or Story Time program



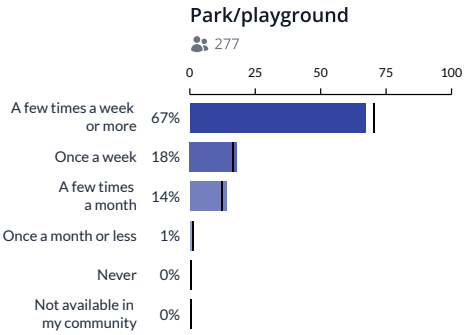
Family Resource Centre (e.g. Family Drop-In Program, Local Neighbourhood House)



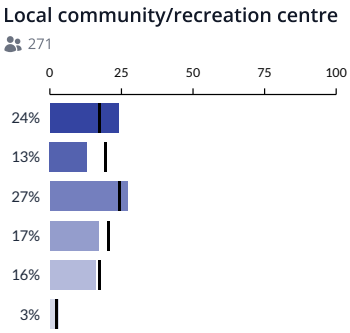
Faith-based program



Park/playground

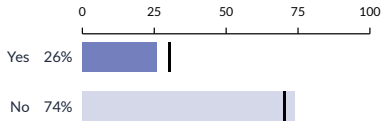


Local community/recreation centre



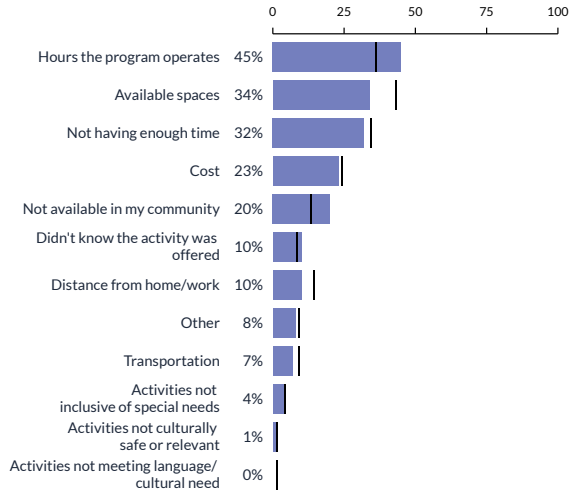
In the last 12 months, were there any local activities the parent/caregiver wanted to do with the child but couldn't?

272



Barriers to participation

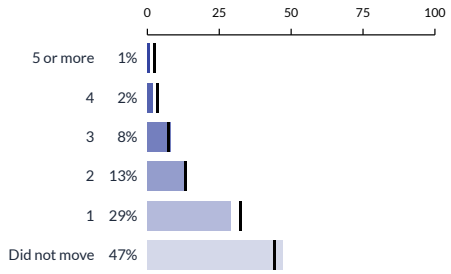
71



NEIGHBOURHOOD EXPERIENCES

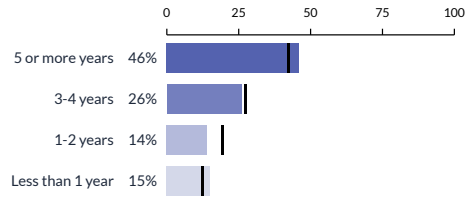
Number of times the child has moved homes in the last 5 years

278



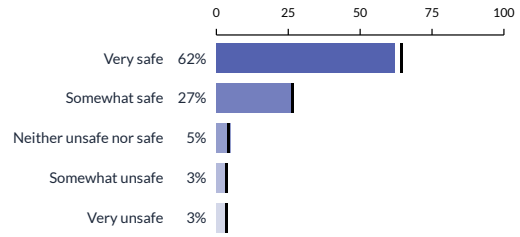
Length of time the child has lived in their current neighbourhood

278



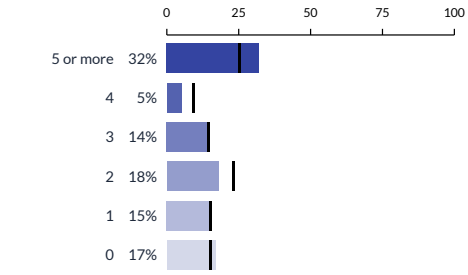
Degree to which parks in the child's neighbourhood are safe

272



Number of people the parent/caregiver can count on in their neighbourhood

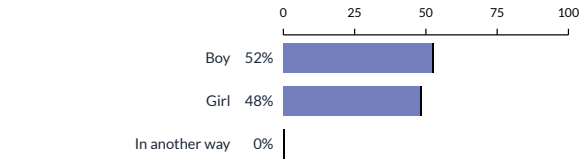
277



DEMOGRAPHICS

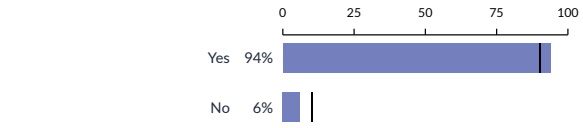
The child would describe themselves as

277



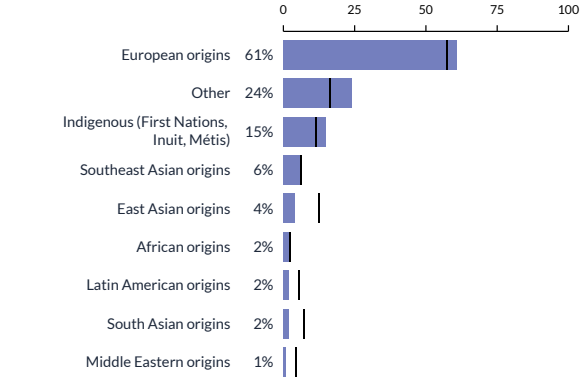
Was the child born in Canada?

277



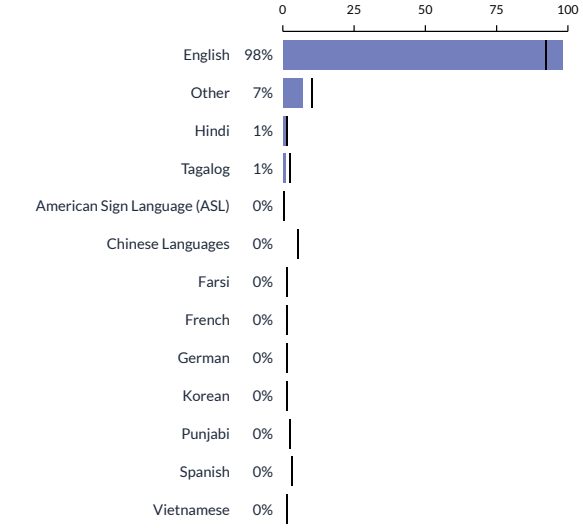
Child ethnicity

254



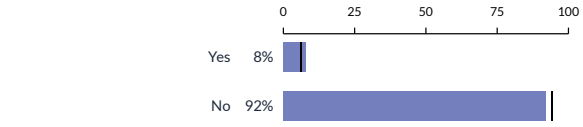
Child's first language(s)

271



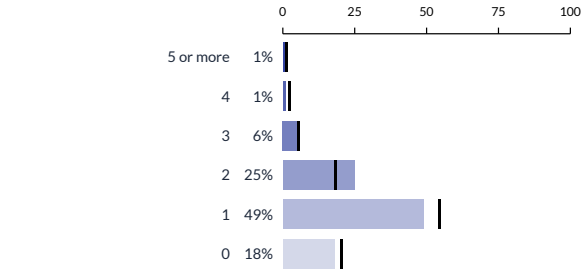
Does the child currently live in more than one home?

276



Child's number of siblings

276



USING YOUR CHEQ REPORTS

CHEQ data can be used in a number of ways to support children and families in schools, districts and neighbourhoods. It is recommended that you consider CHEQ data on its own, as a summary of the early experiences and environments of current kindergarten students, alongside complementary data and information such as:

- Early Development Instrument (EDI) data accessed from the EDI Data Dashboard (https://dashboard.earlylearning.ubc.ca/).
- Community knowledge and expertise, including information on local services and programs
- Census data and community health profiles
- Input from families with young children in your community

Publicly available CHEQ data reports may be found on the Reports Page (https://earlylearning.ubc.ca/reports/) of the HELP website, including:

- CHEQ BC Summary Reports — summarizes CHEQ data collected from all participating school districts. BC Summary Reports from 2018/19 to the most current data collection year are available to view.
- CHEQ School District and Neighbourhood Reports — summarizes CHEQ data at the district and neighbourhood level for kindergarten children attending schools in participating districts. CHEQ Neighbourhood Reports are based on children's postal codes, representing children that live in neighbourhoods within a school district's boundaries.

CHEQ data are a catalyst for important conversations and improved decision making. We encourage you to:

- Look through the table of contents of your online CHEQ report and choose sections that are interesting or valuable to you.
- Note any questions that stand out for you in these sections.
- Note any results that you expected or didn't expect to see.
- Dig deeper. Look to the questions that you felt were interesting and the results that you expected and didn't expect and ask yourself some key questions:
  - Which data do you have influence over?
  - What can you do about this?
  - Which data align with your school's priorities and goals?
  - Which data align with the priorities and goals of your school, organization, or coalition?
  - Are there resources from the school district, school, organization, municipality, or through other sources that could provide support for your ideas?
  - Are there areas where you can build on strengths in your school, organization or community?
  - Are there areas of concern?
- Once you are familiar with your CHEQ data, start to bring others in to the conversation.
  - Share CHEQ data, gather perspectives and input on actions from community partners, networks, and families with young children.

For more information and examples of CHEQ and other Child Development Monitoring System data in action visit: earlylearning.ubc.ca/impact/data-in-action (https://earlylearning.ubc.ca/impact/data-in-action).

APPENDIX

CHEQ COMPOSITES & QUESTIONS

A composite measure combines scores from multiple questions related to the area of experience into a single summary score. The following lists the CHEQ questions that make up each of the four composite measures.



PHYSICAL HEALTH & WELL-BEING

Nutrition & Sleep Composite Questions

- In the last 6 months, how often did this child eat breakfast?
- In the last 6 months, how often did this child eat or drink:
  - Vegetables?
  - Fruits?
  - Sugary drinks?
- How many hours does this child usually sleep at night?

Physical Activity Composite Questions

- In the last 6 months, about how many times per week did this child take part in moderate to vigorous physical activity while participating in organized activities?
- In the last 6 months, how many minutes a day the child took part in moderate to vigorous physical activity while participating in unorganized activities?



LANGUAGE & COGNITION

Language & Cognition Composite Questions

- In the last 6 months, how often did the parent/caregiver or another adult in the child's household:
  - Read books or tell stories with this child?
  - Talk with this child about pictures, signs, and words they experience in daily life?
  - Sing songs, make music, drum, do rhymes or dance with this child?
- In the last 6 months, how often did this child:
  - Do arts and crafts?
  - Build things?
  - Use pencils or markers to write or draw letters or numbers or pretend to write?
  - Do dress up, pretend play or make believe?



SOCIAL & EMOTIONAL & EXPERIENCES

Peer Experiences Composite Questions

- How often has this child played with children other than their siblings?
- How often did this child have a close friendship with another child around the same age?

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