

SPRING

- ☐ Incorporate the CHEQ into your Gradual Entry plan:
 - Plan a [CHEQ Meeting](#) for parents/caregivers
 - And/or, schedule it alongside the [welcoming conversations](#) with families.
- ☐ Share [CHEQ resources](#) in the Welcome to K communication.
- ☐ Watch the CHEQ Leader Training Video [here](#).



FALL

- ☐ Send parents/caregivers the [CHEQ Introductory Letter](#).

→ MONDAY, AUGUST 25, 2025– CHEQ E-SYSTEM OPENS - Administrative Activities

- ☐ Log into the [CHEQ e-System](#) (you will receive a log in link on August 25th)
 - Review your class list information.
 - Create classrooms and assign students ([How-to video](#)). Once classrooms are created, the system will automatically generate the Classroom Reports as questionnaires are completed.
 - Share reports with Teachers through the CHEQ e-System ([How-to Video](#))



→ TUESDAY, SEPTEMBER 2, 2025 - Administration Begins

- ☐ Ask Parents/Caregivers to complete the questionnaires during gradual entry through a CHEQ meeting and/or paired with welcoming conversations.
- ☐ Monitor [CHEQ completions](#) and follow up with any remaining parents/caregivers to complete the CHEQ at-home ([print or email login information](#)).

OCTOBER

→ FRIDAY, OCTOBER 31, 2025–Administration Ends

- ☐ Review your reports in the [CHEQ e-System](#)
 - Reminder: To access classroom reports, you will need to [create classrooms](#) and [assign students to their classrooms](#).
- ☐ Consider hosting a session with your administrators and Kindergarten teachers to discuss the CHEQ results for your school and classes.



This checklist includes links to important resources. Access this and other resources online at the Administration website: blogs.ubc.ca/cheq/. If you would like to share more information about the CHEQ with teachers or parents/caregivers, please send them the [CHEQ Information Sheet](#) and/or visit the HELP website: earlylearning.ubc.ca/cheq/

For more information, visit the [Administration website](#) or contact us at cheq@help.ubc.ca or 604.822.3361