

FORM 1701: STUDENT DATA COLLECTION

FORM COMPLETION INSTRUCTIONS FOR SUMMER LEARNING

Quick Reference

Who must complete Form 1701?

This form must be completed by:

- Districts offering Summer Learning instruction

When must the file be compiled and returned to the Ministry?

**Form 1701 files must arrive at the Ministry on or before
July 12, 2024**

What Form 1701 collects?

Form 1701 collects the following information about individual students as of **July 5, 2024**:

- Name, birth date, gender, grade level and postal code
- Language program enrolment
- Indigenous Education program enrolment
- Special Needs category enrolment
- Number of courses for secondary students.

Special cases: inclusions/exclusions for Form 1701

Include: The following students should be reported by the Summer Learning facility with which they are enrolled and in attendance as at July 5, 2024:

Students who are school age non-graduates (born between July 1, 2005 and December 31, 2019) and are:

1. Enrolled and attending at the Grade 1 to Grade 7 level, for the completion of courses that align with the provincial curriculum, and are offered for a minimum of 40 hours; or
2. Enrolled and attending in Grade 8 to Grade 9 level courses that align with the provincial curriculum, and are offered for a minimum of 40 hours, or
3. Enrolled and attending in Grade 10-12 level courses. Both four credit courses that meet all the provincial or board/authority authorized learning outcomes within the provincial curriculum offered for a minimum of 80 hours, or partial credit courses that align with the provincial or board/authority authorized curriculum and are offered for a minimum of 40 hours.

! NOTE: The program or course must be offered, attended, and completed by eligible students between July 1, 2024 and August 31, 2024.

Exclude: The following students should not be reported in the Summer Learning 1701 file:

- Students in Kindergarten
- School aged graduates
- Adult students (those born before July 1, 2005)
- Students taking part in summer camp
- Grades 10, 11, 12 and SU students enrolled in Distributed Learning programs
- Out of Province/International Students - These students fall under the following categories: 1) not involved in a reciprocal exchange; 2) not ordinarily resident in the province and for whom the guardians of the students are not ordinarily resident in B.C.
- Students enrolled in a Provincial Resource Program (PRP) for 3 months or less
- Exchange Students
- Pre-primary or early childhood education students (those born after December 31, 2019).

Duplicate students

For this data collection, students may be reported as attending multiple schools and districts.

Attendance and participation records

The Ministry strongly advises schools to retain student attendance and participation documentation to assist in the enrolment audit process.

Common mistakes to avoid when completing Form 1701

Mistake: Including adults and school aged graduates in the summer learning file.

Correct Procedure: Only include school aged, non graduated students in the summer learning file.

If you need assistance

Questions about completing Form 1701 should be directed to your district contact person, or:

Data Management Unit: Data.Management@gov.bc.ca

Step by step instructions for completing Form 1701

Ministry School Name and Code

Summer Schools are assigned a separate ministry school code for this reporting period. If you haven't already done so, have your district contact request a school code by contacting the Data Management Unit at the Ministry. Do not use a Distributed Learning program to report Summer Learning enrolments.

Local School Student Identification Number

Indicate the student's school identification number.

Report Date

The report date is "2024 07 01".

Personal Education Number (PEN)

School board staff must request PENs for any new eligible student **prior** to submitting your file to the Ministry. Enter the student's Personal Education Number (PEN) that was assigned by the Ministry.

Legal Names

These are the names that appear on a student's birth certificate, unless a legal name change has been filed. Please do not include usual names or nicknames. Do not put names in brackets or surround them with an '*'. Full names are required. Do not enter an initial in any of these fields. Do not enter words such as Junior, Senior, or No Middle name. Do not use language accents in names as the Ministry system treats them as fatal name errors.

Birth Date

Year - four digits (e.g., 2009).

Month - two digits (e.g., 01 rather than Jan).

Day - two digits (e.g., 05 rather than 5).

Usual Names

In most instances the usual name will be the same as the legal name and this section should be left blank. In those situations where the student requests to be referred to by other than their legal name, then complete those portions of the usual name which are different.

Gender

Indicate gender of student.

Postal Code

Enter the current BC residential postal code of the student.

Funding Code 16 – Refugees

When completing the 1701 form please refer to these policies: [Students Who are Refugees](#) and [K-12 Funding – Newcomer Refugees](#)

School age students who have been displaced from Ukraine and are residing in B.C., despite the variety of documentation Immigration Canada provides, may be considered as “refugees” and identified through the Summer Learning Form 1701 data management process as a Code 16 student (Newcomer Refugee).

Funding Code 20 – ‘Ordinarily Resident on Reserve’

Funding Code 20 should be applied to the student’s record if the student is deemed eligible to be on the Nominal Roll. This will be determined via the Nominal Roll Verification Process. Please refer to the document “Instructions to complete 2024-2025 Nominal Roll – BC Region” provided mid-August.

Funding Code 20 – Nominal Roll Eligibility and Living on Reserve refers to “any student (First Nations status, other Indigenous, and non-Indigenous) who is ordinarily resident living on reserve and is eligible to be on the Nominal Roll or living within a Self-Governed District in British Columbia”.

As per BCTEA, “**Ordinarily resident on reserve**” means that the school-age student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents or guardians during the year, even if they live elsewhere in B.C. while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by Canada as settlement lands of the Indian band of which the student is a resident).

NOTE 1: For the purpose of completing the 1701, funding code 20 should also be used to indicate that the student is living within a Self-Governed District.

NOTE 2: If the student has been removed from the Nominal Roll please do not report the student with Funding Code 20.

Band Code (Band of Residence)

Please indicate the four character “band of residence” code for the student if they are identified as part of a Self-Government First Nation and/or identified as “Ordinarily Resident on Reserve”. **Refer to Appendix 2** for a list of bands of residence and their codes.

NOTE: Band of Residence code is the band number of the First Nation on whose reserve and/or whose government district the student lives within. It may or may not be the student’s membership First Nation i.e., if a Cowichan member resides on Penelakut's reserve, the band of residence code for the student is 0650 for Penelakut.

Self-Government First Nation

A “Self-Government” First Nation refers to the following First Nations:

0551 Shíshálh (Sechelt)
0554 Tla’amin
0577 Tsawwassen
0601 Westbank
Maanulth 0638 Ka:’yu:’k’t’h/Che:k:tl̓es(Kayukth/Chektleseth) 0663 Huu-ay-aht (Ohiaht) 0666 Toquaht 0667 Uchucklesaht 0668 Yuu-Cluth-aht (Ucluelet)
Nisga’a Tribal Council 0671 Gingolx (Kincolith) 0677 New Aiyansh (Gitlaxt’aamiks) 0678 Laxgalts’ap 0679 Gitwinksihlkw

Primary Language Spoken in the Home

Please indicate the language normally spoken in the home. If more than one language is normally spoken in the home, only indicate the language most often spoken. Refer to Appendix 1 for languages and their codes.

Grades 1-12

Indicate the specific grade in which the student is enrolled for Summer Learning.

English Language Learning Program or Apprentissage de la langue anglaise Program (for students enrolled in Conseil scolaire francophone de la Colombie-Britannique*)

Refer to the [English Language Learning Policy and Guidelines](#) and the [K-12 Funding-English Language Learning Policy](#).

In order for a Board of Education to qualify for Supplemental Funding for English Language Learning/Apprentissage de la langue anglaise* support services, there must be, for each student reported:

1. documentation of a current annual English (French*) language proficiency assessment, dated after September 29, 2023, confirming that the student’s use of English (French*) is sufficiently different from standard English that he or she is identified as requiring specialized services to develop intellectually, to develop as a citizen and to achieve the expected learning outcomes of the

- provincial curriculum;
2. evidence that a current annual instructional plan is in place, dated after September 29, 2023. The instructional plan must be designed to meet the needs of the student or groups of students as identified in their English (French*) language proficiency assessments;
3. evidence that an ELL (ALA*) specialist teacher is involved in the development of the instructional plan and participates in a regular review of that plan during the school year (at a minimum, at each student reporting period);
4. evidence that additional ELL (ALA*) services are being provided. These services might include pull-out services, specialist support to a classroom teacher or teachers' assistant, and/or additional services provided in a regular classroom environment. When students receive adaptations within mainstream classrooms, there must be documentation that these adaptations address the ELL (ALA*) needs identified in the student's English Language (French Language*) proficiency assessment;
5. a schedule or list documenting the ELL/ALA* services provided (see #4 above) by an ELL/ALA* specialist teacher, teacher or teacher's assistant;
6. documentation of the student's progress in the acquisition of English (French*) proficiency in all Student Progress Reports.

Speech Language Pathology services and other non-ELL (non-ALA*) specific services are not considered to be additional services for purposes of this 1701 report. Reduction of class size is not enough service to meet the definition of ELL services.

A plan for delivery of ELL (ALA*) support services must be in evidence at the time of the **July 5, 2024 claim**.

Provincial policy recognizes **English as a Second Dialect (ESD)** support services as a part of ELL support services. ESD support services must address the development of Standard English language proficiency, including oral language proficiency. Students reported as requiring ESD services speak a dialect of English that differs significantly from Standard English used in school and in broader Canadian society (i.e., significant variations in oral language vocabulary and sentence structure from those used in Standard English).

ESD services do not include: speech-language therapy for language development disorders; services that solely address accents in speech carried over from another language; or services that solely address deficits in reading and writing Standard English. Boards must also meet all the conditions noted above (criteria 1-6) in order to receive Supplemental Funding for ESD.

NOTE: Students meeting the requirement of both ELL (ALA*) and a Special Education program may be reported in both categories.

Indigenous Education Programs and Services

When completing the 1701 form please refer to the policy, "[K-12 Funding-Indigenous Education](#)".

Indigenous Education programs and services are intended to support the success of

Indigenous students preferably through the implementation of an [Enhancement Agreement](#) (EA) or a Local Education Agreement (LEA). This includes strategies and structures which have been identified by the board working with its Indigenous communities to achieve the goals of the EA and/or LEA. Where an EA or LEA is not in place, it is still expected that programs and services are identified through the direct involvement of Indigenous communities working with the board of education to support the success of Indigenous students.

NOTE: While Indigenous education targeted funds may be used to support an EA, an EA should also be supported through core funding. Similarly, it is important to recognize that the EA is a board of education commitment and should not be viewed as the sole responsibility of the Indigenous education department.

NOTE: Local Education Agreements (LEAs) can facilitate further engagement and relationship building between boards of education and one or more First Nation. LEAs are more than financial transactions; LEAs are a core shared accountability mechanism for both First Nations and boards of education regarding First Nations education in BC public schools. LEAs are a tool with the potential to improve the public-school experience of students living on reserve.

Students may be claimed for funding under one or more of the following three categories of Indigenous Education Programs and Services:

Indigenous Language and Culture Programs: there must be evidence that students are receiving a program leading to knowledge and understanding of Indigenous language and/or culture.

Indigenous Support Services: there must be evidence that students are receiving a program intended to assist Indigenous students to achieve success in school by providing support services. Services should be provided by personnel who are familiar with and sensitive to, the values, beliefs and needs of the Indigenous community from which the student comes.

Other Approved Indigenous Programs: there must be evidence that students are receiving a program developed, defined, approved and delivered through a shared decision-making process between the board of education and the Indigenous communities it serves.

For a student to be reported as receiving an Indigenous Education Program or Services, all the following must be met:

- evidence that the student has self-identified as being of Indigenous Ancestry (First Nations, Métis, or Inuit).
- evidence that the parent or guardian of the student has been consulted;
- evidence that the Indigenous Education Programs or Services have involved the Indigenous communities in planning and delivery;
- evidence that the Indigenous Education Program and Services are in addition to any other programs and services to which the student is eligible;
- evidence that the Indigenous Education Programs or Services provide a continuum of substantive learning experiences and/or support services throughout the school year.

NOTE: Many programs designed for Indigenous students may be inclusive of all students and/or may be designed to increase cultural awareness. As such, the presence of non-Indigenous students in such programs may be appropriate under the policy. Cultural events may form part of an Indigenous Education program but do not constitute a program in and of themselves.

NOTE: A plan for the delivery of these Indigenous Education Programs and/or Services must be in evidence at the time of the **July 5, 2024** claim.

NOTE: Students may be reported in all categories for which they meet the requirements: Indigenous Education Programs or Services, ELL and Special Education Programs.

As per the “K-12 Funding-Indigenous Education” policy, Indigenous Education funds must not replace Special Education funding and must not be used for the delivery of BC First Nations Studies 12, English 12 First Peoples or the delivery of any other course leading to graduation.

The languages and cultures of the First People whose traditional territories are served by the board of education must be respected. Initial lack of consensus with the local Indigenous communities does not preclude the responsibility of the board of education to deliver programs and services for Indigenous students.

NOTE: As best practice, decisions on Indigenous Education Programs or Services, well as decisions on the use of Indigenous education targeted funds, should be informed by data contained in the [Aboriginal Report — How Are We Doing?](#) and the online Information to Support Student Learning tool.

Number of Courses Leading to Graduation (these are secondary courses grades 8-12)

The “number of courses leading to graduation” are required in order to calculate the Full-Time Equivalent (FTE) for school aged students enrolled in grades 8 – 12.

For summer learning students enrolled in grade 8 and 9 courses that align with the provincial curriculum, and are offered for a minimum of 40 hours, report 0100 in the “courses leading to graduation” field. Fundable FTE for these students will be calculated as .125 FTE for each course.

Fundable FTE for students in grades 10, 11, and 12 is calculated at 0.125 FTE for each four credit course that meets all of the provincial or board/authority authorized learning outcomes within the provincial curriculum offered for a minimum of 80 hours. Report the course as a four credit course by entering 0100 in this field.

For students taking partial courses in grades 10, 11, and 12 that align with the provincial or board/authority authorized curriculum and offered for a minimum of 40 hours, report the course as a partial credit course by entering the appropriate portion of a course in this field.

For example a 2 credit course would be entered as 0050.

NOTE: The course must be offered, attended and completed between July 1, 2024 and August 31, 2024.

A course is defined by the [Student Credentials Ministerial Order MO M164/96](#).

Classroom based industry training courses may be reported in this section if they are part of the student's planned program leading to graduation and they meet the requirements in the [Recognition of Post-Secondary Transition Programs for Funding Purposes policy](#) on the Ministry web site.

The following may **not** be included as courses for funding purposes in this data collection:

- Career Life Education
- Career Life Connections
- Youth WORK in Trades
- Work experience
- Support Blocks
- Prior learning assessment credit granting
- Tutorial time
- Teacher consultation
- Courses completed via challenge.

Special Needs Category

Select the appropriate category to report the student as a student with special needs. The following table lists the Special Needs category titles and relative codes:

<u>CODES</u>	<u>CATEGORY TITLE</u>
A	Physically Dependent
B	Deafblind
C	Moderate to Profound Intellectual Disability
D	Physical Disability or Chronic Health Impairment
E	Visual Impairment
F	Deaf or Hard of Hearing
G	Autism Spectrum Disorder
H	Intensive Behaviour Intervention/Serious Mental Illness
K	Mild Intellectual Disability
P	Gifted
Q	Learning Disability
R	Moderate Behaviour Support/Mental Illness

Students must be reported in the category according to the definition, identification and service delivery found in the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#). Principals should consult with board staff in identifying these students to ensure that information is reliable for audit and accountability purposes.

In order to identify a student in a Special Needs category the following criteria **must** be

met:

- there must be documentation to support that the student has been appropriately assessed and identified by the Board of Education as meeting the criteria of the special education category,
- a current IEP must be in place dated after September 29, 2023
- the goals of the IEP must correspond to the category in which the student is identified,
- support services must be outlined in the IEP and must be related to the student's identified need(s),
- there must be evidence that a parent has been offered the opportunity to be consulted about the preparation of the IEP,
- there must be evidence that the student is being offered learning activities in accordance with the IEP developed for the student,
- the IEP must outline methods for measuring the student's progress in relation to the IEP goals (goals must be measurable).

For students in categories A, B, C, D, E, F, G, and H: The student must be receiving **additional** special education services on a regular basis, other than:

- Speech/Language Pathology
- Counseling
- Physiotherapy
- Occupational Therapy
- Psychology
- Hospital/Homebound Instruction.

NOTE: A plan for the delivery of these Special Education Services must be in evidence at the time of the **July 5, 2024** claim.

Submitting the 1701 file to the Ministry

The Ministry will accept transaction files via the Ministry secure [EDAccess](#) web site.

APPENDIX 1
CODES FOR PRIMARY LANGUAGE SPOKEN IN THE HOME

044	AFRIKAANS	009	NORWEGIAN
096	ALBANIAN	153	NUU-CHAH-NULTH
076	ARABIC	141	NUXALK
030	ARMENIAN	145	OKANAGAN
034	BENGALI	071	OTHER INDIGENOUS
172	BOSNIEN	091	OTHER AFRICAN
020	BULGARIAN	082	OTHER ASIATIC
083	CAMBODIAN	061	OTHER ATHPASKAN
174	CANTONESE	947	OTHER GERMANIC
060	CARRIER	090	OTHER LANGUAGES
043	CATALAN	087	OTHER MALAYO-POLY
946	CHINESE	147	OTHER SALISHANE
097	CREOLE	070	OTHER WAKASHANES
112	CROATIAN	033	PERSIAN
024	CZECH	085	PILIPINO
007	DANISH	027	POLISH
132	DUNNE-ZA	001	PORTUGUESE
004	DUTCH	037	PUNJABI
943	ENGLISH	103	ROMANCHE
041	ESTONIAN	003	ROMANIAN
045	FAEROESE	018	RUSSIAN
042	FINNISH	065	SECWEPEMC
944	FRENCH	113	SERBIAN
927	GERMAN	021	SERBO-CROATIAN
149	GITKSAN	801	SIGNING
029	GREEK	035	SINHALESE
039	GUJARATI	025	SLOVAK
062	HAIDA	022	SLOVENIAN
077	HEBREW	002	SPANISH
036	HINDI	144	STL'ALT'IMC
048	HUNGARIAN	088	SWAHELI
008	ICELANDIC	010	SWEDISH
047	INDO IRANIAN	086	TAGALOG (PILIPINO)
072	INUKTITUT	074	TAMIL
945	ITALIAN	155	THAI
049	JAPANESE	110	TSILHQOT'IN
050	KOREAN	069	TSIMSHIAN
108	KASKA	067	TLINGIT
163	KURDISH	040	TURKISH
064	KTUNAXA	111	TUTCHONE
152	KWAKW'ALA	094	UKRAINIAN
080	LAOTIAN	038	URDU
084	MALAY-BAHASA	081	VIETNAMESE
173	MANDARIN	023	YUGOSLAVIAN
802	NISGA'A		

**APPENDIX 2
BAND OF RESIDENCE CODES**

0604	?AKISQ'NUK	0628	KWIAKAH	0729	SKIN TYEE
0602	?AQAM (ST. MARY'S)	0625	KWIKWASUT'INUXW HAXWA'MIS	0571	SKOWKALE
0709	?ESDILAGH (ALEXANDRIA)	0560	KWIKWETLEM (COQUITLAM)	0707	SKUPPAH
0684	ADAMS LAKE	0678	LAXGALTS'AP	0573	SKWAH
0659	AHOUSAHT	0607	LAKE BABINE	0648	SNUNEYMUXW (NANAIMO)
0558	AITCHELITZ	0674	LAX KW'ALAAMS (PORT SIMPSON)	0656	SONGHEES
0685	ASHCROFT	0579	LEQ' A: MEL (LAKAHAMEN)	0572	SOOWAHLIE
0640	BEECHER BAY	0611	LHEIDLI TENNEH	0600	SPLATSIN (SPALLUMCHEEN)
0730	BINCHE WHUT'EN	0721	LHOOSK'UZ DENE (KLUSKUS)	0708	SPUZZUM
0547	BLUEBERRY RIVER	0715	LHTAKO DENE (RED BLUFF)	0568	SQ'ÉWLETS
0686	BONAPARTE	0502	LIARD RIVER	0555	SQUAMISH
0700	BOOTHROYD	0557	LIL'WAT (MOUNT CURRIE)	0574	SQUIALA
0701	BOSTON BAR	0606	LOWER KOOTENAY	0613	STELLATEN
0590	BRIDGE RIVER	0695	LOWER NICOLA	0559	STS'AILES
0622	CAMPBELL RIVER	0598	LOWER SIMILKAMEEN	0723	STSWECEM'C XGAT'TEM
0591	CAYOOSE CREEK	0646	LYACKSON	0641	STZ'UMINUS (CHEMAINUS)
0583	CHAWATHIL (HOPE)	0705	LYTTON	0578	SUMAS
0584	CHEAM	0647	MALAHAT	0593	T'IT'Q'ET (LILLOOET)
0620	CHESLATTA CARRIER	0629	MAMALILIKULLA	0657	T'SOU-KE (SOOKE)
0693	COLDWATER	0565	MATSQUI	0682	TAHLTAN
0694	COOK'S FERRY	0618	MCLEOD LAKE	0608	TAKLA LAKE
0642	COWICHAN	0673	METLAKATLA	0501	TAKU RIVER TLINGIT
0635	DA'NAXDA'XW (TANAKTEUK)	0630	MOWACHAHT/MUCHALAHT	0688	TK'EMLÚPS TE SECWÉPEMC
0504	DEASE RIVER	0550	MUSQUEAM	0554	TLA'AMIN (SLIAMMON)
0662	DITIDAHT	0612	NADLEH WHUTEN (FORT FRASER)	0660	TLA-O-QUI-AHT
0548	DOIG RIVER	0614	NAK'AZDLI WHUT'EN	0632	TLATLASIKWALA
0636	DZAWADA'ENUXW	0631	NAMGIS	0617	TL'AZT'EN
0634	EHATTESHAHT	0649	NANOOSE	0712	TL'ETINQOX (ANAHAM)
0711	ESK'ETEMC (ALKALI LAKE)	0720	NAZKO	0637	TLOWITSIS
0644	ESQUIMALT	0726	NEE-TAHI-BUHN	0603	TOBACCO PLAINS
0543	FORT NELSON	0690	NESKONLITH (NESKAINLITH)	0718	TOOSEY
0671	GINGOLX (KINCOLITH)	0677	NEW AIYANSH (GITLAXT'AAMIKS)	0666	TOQUAHT
0531	GITANMAAX	0566	NEW WESTMINSTER	0619	TS'IL KAZ KOH (BURNS LAKE)
0537	GITANYOW	0696	NICOMEN	0595	TSAL'ALH (SETON LAKE)
0675	GITGA'AT (HARTLEY BAY)	0699	NOOAITCH	0653	TSARTLIP
0535	GITSEGUKLA	0556	N'QUATQUA (ANDERSON LAKE)	0654	TSAWOUT
0536	GITWANGAK	0639	NUCHATLAHT	0577	TSAWWASSEN
0679	GITWINKSIHLKW	0539	NUXALK (BELLA COOLA)	0609	TSAY KEH DENE
0672	GITXAALA (KITKATLA)	0616	OKANAGAN	0665	TSESHAHT
0533	GLEN VOWELL (GITSKAN)	0669	OLD MASSETT VILLAGE COUNCIL	0655	TSEYCU
0724	GWA'SALA-NAKWAXDA'XW	0692	OREGON JACK CREEK	0710	T'SIDELDEL (ALEXIS CREEK)
0627	GWAWAENUK (KWA-WA-AINEUK)	0596	OSOYOS	0594	TS'KW'AYLAXW (PAVILION)
0534	HAGWILGET	0658	PACHEEDAHT	0549	TSLEIL-WAUTUTH (BURRARD)
0676	HAISLA (KITAMAAT)	0652	PAUQUACHIN	0713	TSQ'ESCEN' (CANIM LAKE)
0645	HALALT	0650	PENELAKUT	0643	TS'UUBAA-ASATX (LAKE COWICHAN)
0546	HALFWAY RIVER	0597	PENTICTON	0575	TZEACHTEN
0538	HEILTSUK	0586	PETERS	0667	UCHUCKLESAHT
0661	HESQUIAHT	0585	POPKUM	0722	ULKATCHO
0703	HIGH BAR	0544	PROPHET RIVER	0588	UNION BAR
0552	HOMALCO	0651	QUALICUM	0697	UPPER NICOLA
0664	HUPACASATH (OPETCHESAHT)	0633	QUATSINO	0599	UPPER SIMILKAMEEN
0663	HUU-AY-AHT (OHIAHT)	0615	SAIK'UZ (STONEY CREEK)	0545	WEST MOBERLY
0683	ISKUT	0567	SAMAHQUAM	0601	WESTBANK
0704	KANAKA BAR	0542	SAULTEAU	0725	WET'SUWET'EN (BROMAN LAKE)
0563	KATZIE	0581	SEABIRD ISLAND	0623	WE WAI KAI (CAPE MUDGE)
0638	KA:'YU:'K'TH'/CHE:'K'TLES7ET'H'	0569	SEMAHMOO	0702	WHISPERING PINES
0532	KISPIOX	0551	SHÍSHÁLH (SECHELT)	0719	WILLIAMS LAKE
0540	KITASOO	0698	SHACKAN	0530	WITSET (MORICETOWN)
0680	KITSELAS	0605	SHUSWAP	0541	WUIKINUXV
0681	KITSUMKALUM	0570	SHXWHÁ:Y VILLAGE (SKWAY)	0561	XA'XTSA (DOUGLAS)
0553	KLAAHOOSE	0587	SHXW'OW'HAMEL (OHAMIL)	0716	XATSULL (SODA CREEK)
0503	KLUANE TRIBAL COUNCIL	0691	SIMPCW (NORTH THOMPSON)	0592	XAXLI'P (FOUNTAIN)
0624	K'ÓMOKS (COMOX)	0706	SISKA	0714	XENI GWET'IN (NEMIAH VALLEY)
0610	KWADACHA (FORT WARE)	0562	SKATIN (SKOOKUMCHUCK)	0576	YAKWEAKWIOOSE
0626	KWAKIUTL	0582	SKAWAHLOOK	0589	YALE
0500	KWANLIN DUN	0687	SKEETCHESTN	0728	YEKOOCH
0564	KWANTLEN (LANGLEY)	0670	SKIDEGATE	0717	YUNESIT'IN (STONE)
0580	KWAW-KWAW-APILT	0689	SKWLAX TE SECWEPEMCULECW (LITTLE SHUSWAP LAKE)	0668	YUU-CLUTH-AHT (UCLUELET)