

FORM 1701: STUDENT DATA COLLECTION

FORM COMPLETION INSTRUCTIONS FOR PUBLIC SCHOOLS

Quick Reference

Who must complete Form 1701?

This form must be completed by:

- Standard (regular, public) Schools
- Long Term Provincial Resource Programs
- Youth Custody/Residential Attendance Centres
- Continuing Education Schools
- Alternate Schools
- Ministry-Approved Distributed Learning Schools

When must the Form 1701 file be compiled and returned to the Ministry?

Form 1701 files must arrive at the Ministry on or before February 22, 2019
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- ! **NOTE:** Schools must send their files to their Board Office, not directly to the Ministry.

What Form 1701 collects?

Form 1701 collects the following information about individual students as of February 15, 2019:

- name, birth date, gender, grade level and postal code
- language programs enrolment
- Aboriginal Education program enrolment
- Career program enrolment
- Special Needs category enrolment
- Number of courses for all students in the secondary grades including adults.

Why is Form 1701 important?

Form 1701 is collected under the [School and Student Data Collection Order \(M152/89\)](#). Under this order Boards of Education are responsible for collecting and submitting the information to the Ministry.

The collected information is critical for:

- allocating funds to boards
- tracking student movement between schools and boards
- monitoring enrolment trends in programs
- board and school data summaries.

Special cases: inclusions/exclusions for Form 1701

Include: The following students are to be reported by the education facility with which they are enrolled and in attendance (active for CE and DL students) as at February 15, 2019, or registered, in the case of home schoolers:

- Students born between July 1, 1999 and December 31, 2013 who meet the funding eligibility requirements set out in the [K-12 Funding Policy](#).
- School-aged students reported in a Continuing Education School must be born June 30, 2002 or before and must meet the reporting requirements detailed on page 15 of this document.
- Students born prior to July 1, 1999 are considered to be adult students. There are two types of adult students which may be reported and funded:
 - 1) adult students who are taking Ministry-Authorized or Board/Authority Authorized courses that lead to a graduation diploma. Eligible courses (detailed in the Adult Funding Policy) will be funded if they are documented on a Course Enrolment Form and the student meets the attendance definition written in the [Adult Funding Policy](#) and the student meets the funding eligibility requirements set out in the [K-12 Funding Policy](#);
 - 2) adult students who have either met the general requirements for graduation in British Columbia or have completed the requirements for graduation from a secondary school or high school in another jurisdiction. These students are considered Graduated Adults. The Education Guarantee offers tuition free courses for Graduated Adults through the Province's distributed learning schools, continuing education schools or in K-12 schools, the list of eligible courses for funding can be found on the list of [Tuition Free Courses](#).

See the current [Adult Program Policy](#) on the Ministry web site for details.

- Students with Special Needs - For the 2018/2019 school year, students who are over the age of 19 who: 1) have special needs; and 2) were reported in 2017/18; and 3) are working towards the continuation of the goals set out in their IEP, may be reported on Form 1701.
- [Home School](#) Registrations – a child of school age registered with the school but taught at home or elsewhere by the parent or guardian.
- B.C. Students Attending Out-Of-Province - These are students who are resident in British Columbia, but attend classes in a neighbouring province/territory, through a contractual arrangement between their school board and the school board in the neighbouring jurisdiction.
- 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 school-aged students for whom the guardians of the students are not ordinarily resident in B.C. Provincial funding will not be provided for these students.
- Exchange Students - An exchange student is school aged and non-graduated involved in a reciprocal and equal educational exchange. This exchange must be one in/one out of the same board for the same length of time during the funded school year. Boards receive funding for the ordinarily resident student.

! **NOTE:** Boards receive funding only for the ordinarily resident student. During a one in/one out reciprocal and equal exchange, the non-resident student acts as a placeholder for the funded local student during that student's absence. Claiming funding for a non-resident student after the resident student has graduated does not meet the reporting requirements.

- Youth Agreement Students - These are students who have entered into a Youth Agreement with the Director of the Ministry for Children and Family Development. They are deemed to be ordinarily resident under section (16) of the [School Regulation 265/89](#) for funding purposes set out in section 82 of the *School Act*.

Exclude: The following students are not to be reported on Form 1701 by the education facility with which they are enrolled:

- Grade 8 and 9 students who are cross enrolled to a school other than their school of record are not to be reported by the cross enrolling school in the February data collection. These students are to be reported by the cross enrolling school during the July data collection. Only the school of record should report these students during the February data collection.
- Students enrolled in a Provincial Resource Program (PRP) for 3 months or less. These students will be claimed by their regular school through a funded PRP Agreement. If the student is enrolled for longer than 3 months then they should be reported in the PRP facility in which they are enrolled as at February 15, 2019.
- Pre-primary or early childhood education children (those born after December 31, 2013).

Duplicate students

Refer to the [duplicate student rules](#) document for the 2018/2019 rules.

It is Ministry policy that a student in transition from one B.C. school to another B.C. school on February 15, 2019 should be reported at the school last attended in February.

For a student who arrives in a school during the week of February 15, 2019, the principal of the receiving school should contact the school the student has left to ensure the student is removed from the departing school's 1701 file in order to avoid duplicate reporting.

Attendance and participation records

The Ministry strongly advises schools to retain student attendance and participation documentation for each reporting claim to facilitate in the resolution of duplicate enrolment issues and to assist in the enrolment audit process.

Common mistakes to avoid when completing Form 1701

Mistake: Reporting graduated adults in grades other than GA.

Correct

Procedure: Report graduated adults in grade GA.

Mistake: Schools enter N/A or None in the legal middle name field for students who have no legal middle name.

Correct

Procedure: Leave the legal middle name field blank.

If you need assistance

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

1701	1701	Distributed Learning	Special Needs
Kathy Cordner	Mike Joa	Teresa McClintick	Patricia Kovacs
Data Management Unit	Data Management Unit	Custom Programs and Projects Unit	Inclusive Education
250 356-2441	250 356-7459	250 216-9124	250 882-5233

Step by step instructions for completing Form 1701**Ministry School Name and Code**

Be sure your school name and code are correct. If your school name has changed since September, ensure you submit an update via the [school and district contacts](#) web site.

Local School Student Identification Number

Indicate the student's school identification number.

Personal Education Number (PEN)

Enter the student's Personal Education Number (PEN) that was assigned by the Ministry. Schools must request PENs for any new student **prior** to submitting your file to 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., 2005).

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 a name other than their legal name, then complete those portions of the usual name which are different.

Gender

Indicate gender of the student.

Postal Code

Enter the current BC residential postal code of the student.

Out-of-Province/International student

Indicate if the student is an Out of Province/International student.

This includes:

- students from out of province
- students from other countries
- any incoming student not involved in a reciprocal exchange.

Newcomer Refugee

Indicate if the student is a newcomer school aged refugee or refugee claimant.

In order to report the student as a newcomer refugee or refugee claimant the following criteria must be met:

- Schools must verify that the student is new to the country, and is enrolling in a BC school for the first time after September 28, 2018 and on or before February 15, 2019
- Ensure the student has current immigration documentation indicating arrival in Canada in the Refugee Class. (See Appendix 3 for a list of all applicable refugee category codes)
- Ensure a copy of the immigration documentation is in the student's file, clearly indicating refugee status
- You may include students who are Refugee Claimants. As they do not yet have official refugee status, include a copy of their Refugee Protection Claimant document in the student's file
- If reporting the student in English Language Learning, ensure the student is eligible for ELL supplemental funding according to the eligibility criteria listed on page 9 of this document.

! **NOTE:** This field is only relevant for the February data collection cycle.

Aboriginal Ancestry

This includes First Nation (both Status and Non-Status), on reserve and off reserve, Inuit and Metis students.

- ! **NOTE:** Aboriginal identification must be made on a voluntary basis.

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 band and/or identified as "Status Indian Living 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 band on whose reserve and/or whose government district the student lives within. It may or may not be the student's membership band. For example, if a Cowichan member resides on Penelakut's reserve, the band of residence code for the student should be 0650 for Penelakut.

Self-Government Band

- ! **NOTE:** also use this section to indicate if the student is part of a "**Self-Government**" band. A "Self-Government" band refers to the following bands which have a Funding Agreement with Indigenous and Northern Affairs Canada (INAC):

0551 Sechelt
0554 Sliammon
0557 Tsawwassen
0601 Westbank
Maanulth
0638 Ka:'yu:'k't'h/Che:k:tles(Kayukth/Chektleseth)
0663 Huu-ay-aht (Ohiaht)
0666 Toquaht
0667 Uchucklesaht
0668 Ucluelet
Nisga'a Tribal Council
0671 Gingolx (Kincolith)
0677 Gitlaxt'aamiks
0679 Gitwinksihlkw
0678 Laxgalts'ap

Status Indian Living on Reserve or Member of a "Self-Government" Band

Indicate if the student is a "Status Indian Living On Reserve". "Living On Reserve" means that the student lives on the reserve in a domestic establishment that is their principle place of residence with their legal guardian(s) and that is the centre of their daily routine during the school year.

For the purpose of completing the 1701 also use this section to indicate that the student is part of a “Self-Government” band.

- ! **NOTE:** If the student is not part of a “Self - Government” band and has been removed from the Nominal roll please do not report the student as "Status Indian Living On Reserve".

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, indicate the language most often spoken. Refer to Appendix 1 for languages and their codes.

Receiving Home Schooling

Indicate if the child’s education program is being led by the parent or guardian and has been registered with your school. A home school registered child must be of school age. Please see section 12 and 13 of the [School Act](#) for further details.

Kindergarten

Indicate if the student is enrolled in Kindergarten.
The only valid grade code for public school kindergarten is KF.

Grades 1-12

If the student is in a specific elementary or secondary grade, indicate the specific grade.

Elementary and Secondary Ungraded

Indicate if the student is not in a specific elementary or secondary grade.
Ungraded students are not necessarily special education students. The ungraded categories include students who are taking courses at a number of levels and the school personnel do not consider the student to be in a specific grade level.

Graduated Adult

Indicate if the student is a graduated adult by entering GA in the grade code field.
(See Special Cases on page 2 for more details).

French language program

Schools may only report French program enrolment for those students who are receiving at least the minimum of time in French language instruction.

	Program	Required Minimum Time
Core French	Grades K-3	4.0%
	Grades 4-7	5.3%
	Grades 8-12	12.5%
Early French Immersion	Grades K-3	100.0%*
	Grades 4-7	80.0%
	Grades 8-10	50.0%
	Grades 11-12	25.0%
Late French Immersion	Grade 6	100.0%
	Grade 7	80.0%
Programme Francophone	Grades K-12	100.0%*

* By the end of grade 3, some students may be receiving up to 20% of their instruction in the English language.

Core French is a second language program offered at various grade levels, in which French is studied as a subject rather than as a language of instruction.

Early French Immersion is a separate program where instruction to students (in some subject areas) is offered in the French language. This program is normally offered to students whose first language is not French.

Late Immersion refers to those beginning French Immersion in Grade 6. At the 8 - 12 level, these students move into and are reported under the Early Immersion stream.

Programme francophone is a separate program offered, where numbers warrant, to students whose first language is French or who qualify under Section 23 of the Charter of Rights and Freedoms.

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, 2017, 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, 2017. 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, by itself, a sufficient 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 February 15, 2019 claim. For secondary students there must be some evidence of support services in February although it may be appropriate to increase the level of service in the second semester based on scheduling of the student's courses or course load.

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 of 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. Distributed Learning Schools may claim ELL students if they meet the policy and reporting requirements described in this section.

Aboriginal Education Programs and Services

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

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

Note: While Aboriginal 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 Aboriginal education department.

Note: Local Education Agreements (LEAs) can facilitate further engagement between boards of education and one or more First Nation. 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 Aboriginal Education Programs and Services:

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

Aboriginal Support Services: there must be evidence that students are receiving a program intended to assist Aboriginal 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 Aboriginal community from which the student comes.

Other Approved Aboriginal 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 Aboriginal communities it serves.

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

1. evidence that the student has self-identified as being of Aboriginal Ancestry (First Nations, status and non status, Métis, and Inuit);
2. evidence that the parent or guardian of the student has been consulted;
3. evidence that the Aboriginal Education Programs or Services have involved the Aboriginal communities in planning and delivery;
4. evidence that the Aboriginal Education Program and Services are in addition to any other programs and services to which the student is eligible;

- ! **Note:** Many programs designed for Aboriginal students may be inclusive of all students and/or may be designed to increase cultural awareness. As such, the presence of non-Aboriginal students in such programs may be appropriate under the policy. Cultural events may form part of an Aboriginal Education program but do not constitute a program in and of themselves.
 - 5. evidence that the Aboriginal Education Programs or Services provide a continuum of substantive learning experiences and/or support services throughout the school year.
- ! **Note:** A plan for the delivery of these Aboriginal Education Programs and/or Services must be in evidence at the time of the February 15, 2019 claim.
- ! **Note:** Students may be reported in all categories for which they meet the requirements: Aboriginal Education Programs or Services, ELL and Special Education Programs.

As per the “K-12 Funding-Aboriginal Education” policy, Aboriginal 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 Aboriginal communities does not preclude the responsibility of the board of education to deliver programs and services for Aboriginal students.

- ! **Note:** As best practice, decisions on Aboriginal Education Programs or Services, as well as decisions on the use of Aboriginal 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.

Career Program Enrolment Code

Career programs are identified by a two character Career Program code. Only one program may be reported per student. Use one of the 8 Focus Areas listed below:

<u>CODES</u>	<u>PROGRAM TITLE</u>
XA	Business & Applied Business
XB	Fine Arts, Design & Media
XC	Fitness & Recreation
XD	Health & Human Services
XE	Liberal Arts & Humanities
XF	Science & Applied Science
XG	Tourism, Hospitality & Foods
XH	Trades & Technology

Career Program Type Code

If you have entered a career program code for the student, indicate the type of program which the student is participating. Choose one only.

- ! **NOTE:** All programs are in place for students to earn credit towards graduation. See the [Career Website](#) for further information.

Career Preparation Programs

Programs that prepare students for entry into the workplace, or continued studies at the post secondary level in a specific career sector.

- ! **NOTE:** School-age students participating in Youth EXPLORE Trades Sampler are considered to be in a Career Preparation Program Use the XH code when specifying the Career Program Enrolment Code.

Co-operative Education Programs

Programs that provide students with opportunities to explore one or more career possibilities.

- ! **NOTE:** Adults may be eligible for the above program(s) if the course claim(s) are in accordance with the student's graduation requirements towards a BC Certification of Graduation (Dogwood) and program age requirements.

Youth WORK in Trades ¹Program (School-aged students only)

A program that provides students with opportunities to begin apprenticeship training while in secondary school.

Youth WORK in Trades consists of paid workplace-based training that counts towards completion of a trades credential. Students must be registered as a youth apprentice with the Industry Training Authority in order to be reported in the WRK program.

Career Technical or Youth TRAIN in Trades² Programs (School-aged Students only)

Programs that provide secondary students with opportunities to simultaneously earn their secondary school diplomas and post-secondary or industry training certification.

- ! **NOTE:** Boards must have a post-secondary partner, or be certified by the Industry Training Authority in order to report students in Career Technical Programs. Students must be registered in a technical training program funded by the Industry Training Authority in order for boards to report students in Youth TRAIN in Trades Programs.

Number of Courses Leading to Graduation

Report according to the actual course credit value. A course is defined by the [Student Credentials Ministerial Order MO M164/96](#).

For the purpose of completing this form, consider a four credit course (approximately 120 hours*) as one course, a two credit course (approximately 60 hours*) as a half course and a one credit course (approximately 30 hours*) as a quarter course (see P. 57 and 79 of the [Handbook of Procedures for the Graduation Program](#) for credit definition). For example, a student taking English 12 (a four credit course), Applied Skills 11 (a two credit course) and Workforce Training Certificate 12A (a one credit course) should be reported as 01.75 courses in this section.

¹ Formerly known as Secondary School Apprenticeship

² Formerly known as ACE-IT

*One credit represents the value attached to the knowledge, skill and aptitudes that most students can acquire in approximately 30 hours of instruction.

- Items that are not secondary courses, such as credit awarded through equivalency, prior learning assessments, credit recognition, credit granted, tutorial time and teacher consultation, are not fundable and are not to be included in this section.
- General Education Development (GED) preparation courses are not fundable as GED is no longer offered in British Columbia.
- Courses completed via challenge and external credential courses are not to be included in this section.
- Courses encompass only one organized set of learning outcomes. While completion of the course’s learning outcomes may be over a number of registration periods, only one course is undertaken and therefore eligible for only one funding claim.
- Post Secondary courses may be reported in this section if they are part of the school-aged student’s planned program **leading to graduation** and they meet the requirements in the [Recognition of Post-Secondary Transition Programs for Funding Purposes policy](#).

! **NOTE:** Students are not allowed to take the same course at the same time whether in different schools or the same school.

For funding and scheduling purposes the Ministry has created a set of generic, non-credit codes that meet Ministry funding requirements as accepted activities for identified special needs students on an IEP.

In order to use these non-credit codes the student (Grade 8-12 and SU):

- must have a reported designated special needs category
- must have an IEP (Individual Educational Plan)
- is receiving an educational program and/or support to meet the goals of the student’s IEP
- is assigned this activity because it is being used to assist the student in meeting one or more of the IEP goals.

<u>CODES</u>	<u>TITLE</u>
XSIEP 10A through to 10H	LD IEP Modified Course 10A etc
XSIEP 11A through to 11H	LD IEP Modified Course 11A etc
XSIEP 12A through to 12 H	LD IEP Modified Course 12A etc

Graduation Transitions

Schools may report Graduation Transitions in this field.

Graduation Transitions is only to be reported once for a student taking a graduation program leading to a BC Certificate of Graduation – Dogwood during their K-12 education and are to be reported when the student is enrolled in grade 12.

Advanced Placement courses

Schools may claim an AP course as a separate course in this section only if it meets the definition of a course, is a separate and distinct instructional session of approximately 120 hours (for a four credit course) on the student’s timetable, the course is being taught by a certified teacher and is in accordance with the [Student Credentials Ministerial Order M164/96](#).

Ministry Work Experience 12 and Youth Work in Trades courses

Work Experience 12A and 12B claims must meet the directives of the [Elective Work Experience Courses and Workplace Safety Policy](#), the [Work Experience Order MO237/11](#) and in accordance with the [Program Guide for Ministry-Authorized Work Experience Courses](#).

Youth Work in Trades (WRK11A, 11B, 12A and 12B) claims must meet the directive in the [Program guide for Youth WORK in Trades](#) (aka SSA). Schools must ensure when tracking hours related to the work study program segment of WEX 12A/B and WRK 11A/B, and WRK 12A/B that each of these four credit courses are only claimed once regardless of the number of reporting periods the student requires to complete the work placement component.

In order to calculate the Full-time Equivalent for all secondary students enrolled in Grades 8-12, SU and GA report the total number of eligible courses.

To obtain funding for **school-aged** students, boards of education must meet the following criteria:

- For all school-aged students, except those enrolled in Continuing Education and Distributed Learning Schools, report the student's annual plan of courses leading to graduation in which the student was enrolled and in attendance as at February 15, 2019.

To obtain funding for **adult** students, boards of education must meet the following criteria:

- For all adult students, a Course Enrolment Form on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment;
- For all adult students, except those enrolled in Continuing Education and Distributed Learning Schools, report the courses in which the student was enrolled and in attendance as at February 15, 2019.

! **NOTE:** When completing the 1701 form please refer to the [Adult Program Policy](#) and the [Adult Funding Policy](#) .

Distributed Learning Programs

- For all students enrolled in Distributed Learning Schools, report according to the "[active](#)" policy.
- Distributed Learning Programs report the student's annual plan of courses for active students in grades 8-9.
- Students in Grades 8-9 may only be reported by their school of record.
- Students in Grades 10-12 enrolled in a Distributed Learning School may enroll in courses in more than one school.
- Report only the courses taken at your school.
- For the February 2019 data collection, report all courses leading to graduation in which the Grade 10-12, SU and GA student has become active between September 29, 2018 and February 15, 2019.

Continuing Education Schools

For the purpose of completing Form 1701 for the 2018/2019 school year:

- For all students enrolled in a Continuing Education School, report according to the [Adult Funding Policy](#).
- School-aged students in Grades 10-12 or SU enrolled in a Continuing Education School may be reported in more than one school operated by a Board, except if enrolled in an Alternate school (see [duplicate rules](#) for further details), but may only be reported by one Board or Authority.
- Adult students in Grades 10-12, SU or GA enrolled in a Continuing Education School may be reported in more than one school and more than one Board or Authority.
- Report only the courses taken at your school.
- For the February data collection, report all new courses leading to graduation in which the student has met the attendance requirements between September 29, 2018 and February 15, 2019.

! **Note:** Students who have not met the attendance requirements for any course between September 29, 2018 and February 15, 2019 are not to be included in the CE February 1701 file.

Support Block

- For the purpose of completing this form, a support block is for non special needs, school-aged, non graduated students in grades 10-12 and SU engaged in their learning at structured times in addition to their annual academic or regular program courses provided in all schools and are taking fewer than 8 courses. The combined total number of support block and courses leading to graduation cannot exceed 8 for these students.
- Each support block is to be considered equivalent to the 120 hours of instruction of a regular 4-credit course. Instructional service is provided and documented by a teacher, regular attendance is expected, and does not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or time spent on courses at another school.

! **Note:** Support blocks are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) or Distributed Learning (DL) schools. In support of students taking distributed learning courses, students cross enrolled in non-DL schools may claim one funded support block per student per school year, as long as the other requirements noted above are met.

! **Note:** Support blocks are not to be used as the sole method for English Language Learning or Aboriginal Education support services.

! **Note:** In MyEducation BC the code for support block is XSPBK 10A etc. It is recommended that other student information systems adopt the same code scheme.

FTE Calculation

The following chart shows how FTE will be calculated by grade and student type.

- Reported courses and the calculated FTE will include support block for eligible students.

- Students enrolled in grades 10, 11, 12, SU and GA will be funded for more than 1.0000 FTE if they take more than 8 courses (exclusive of support block claims).
- School-aged non graduated students in grades 10, 11, 12 and SU reported in Alternate programs will be funded for course claims at 1.0000 FTE.

Number of Courses	School aged Grades 8-9		Grades 10-12, Secondary Ungraded and Adults	
	Reported as Courses	Funded as FTE	Reported as Courses	Funded as FTE
1	01.00	0.6250	01.00	0.1250
1.5	01.50	0.6875	01.50	0.1875
2	02.00	0.7500	02.00	0.2500
2.5	02.50	0.8125	02.50	0.3125
3	03.00	0.8750	03.00	0.3750
3.5	03.50	0.9375	03.50	0.4375
4	04.00	1.0000	04.00	0.5000
5	05.00	1.0000	05.00	0.6250
6	06.00	1.0000	06.00	0.7500
7	07.00	1.0000	07.00	0.8750
8	08.00	1.0000	08.00	1.0000
9	09.00	1.0000	09.00	1.1250
10	10.00	1.0000	10.00	1.2500

Number of Other Courses

Report the number of courses not included in the “Number of courses leading to graduation” section. Include Ministry Accepted Certificates for External Courses such as those offered by the Young Drivers of Canada or Royal Conservatory of Music. (See the [Ministry External Credits](#) web page or the [online Course Registry](#)).

\$ **NOTE:** These courses are not used in the funded FTE calculation.

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:

1. 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,
2. a current IEP must be in place dated after September 29, 2017,
3. the goals of the IEP must correspond to the category in which the student is identified,
4. support services must be outlined in the IEP and must be related to the student's identified need(s),
5. there must be evidence that a parent has been offered the opportunity to be consulted about the preparation of the IEP,
6. there must be evidence that the student is being offered learning activities in accordance with the IEP developed for the student,
7. the IEP must outline methods for measuring the student's progress in relation to the IEP goals.

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 February 15, 2019 claim.
- ! **NOTE:** Refer to the [Distributed Learning - Requirements and guidelines for students with special needs](#) policy for details regarding special needs students enrolled in Distributed Learning Schools.

Submitting the 1701 file to the Ministry

The Ministry will accept transaction files via the Ministry secure EDAccess web site. If your school has a student record system supported by a certified software supplier, you should be able to transmit data to your board office in an electronic format. Otherwise, you must use the Ministry verification software to produce your file for submission. Please contact your district contact person for further details.

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 ABORIGINAL
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	CZECHOSLOVAKIAN	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 (PHILIPINO)
072	INUKTITUT	074	TAMIL
945	ITALIAN	902	THAGALOO
049	JAPANESE	155	THAI
050	KOREAN	110	TSILHQOT'IN
108	KASKA	069	TSIMSHIAN
163	KURDISH	067	TLINGIT
064	KTUNAXA	040	TURKISH
152	KWAKW'ALA	111	TUTCHONE
080	LAOTIAN	094	UKRAINIAN
084	MALAY-BAHASA	038	URDU
173	MANDARIN	081	VIETNAMESE
802	NISGA'A	023	YUGOSLAVIAN

**APPENDIX 2
BAND OF RESIDENCE CODES**

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

**APPENDIX 3
REFUGEE CATEGORY CODES**

CR1	DR1	RM2
CR3	DR2	
CR4		
CR5		RS1
CR8	PD1	RS3
CR9	PD2	RS4
		RS5
CRC	RA3	
CRG	RA4	RSC
CRS	RA5	RSS
CRX		RSG
		RSX
DC1	RAC	
DC2	RAG	
DC3	RAS	
DC4	RAX	
DC5		