

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?

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| Form 1701 files must arrive at the Ministry on or before July 13, 2018 |
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What Form 1701 collects?

Form 1701 collects the following information about individual students as of **July 6, 2018**:

- name, birth date, gender, grade level and postal code
- Language program enrolment
- Aboriginal 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 6, 2018:

- Students who are school age non-graduates (born between July 1, 1999 and December 31, 2013) 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, 2018 and August 31, 2018.

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, 1999)
- 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, 2013).

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.

! **NOTE:** All students attending summer school must be assessed and assigned a mark. Those courses/programs and marks must be reported to the Ministry in the October SADE submission.

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:

| | | |
|-----------------|----|-----------------|
| Kathy Cordner | or | Mike Joa |
| Data Management | | Data Management |
| 250 356-2441 | | 250 356-7459 |

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 Kathy Cordner 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 "2018 07 06".

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 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.

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):

| |
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| 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 Gitlakdamix 0679 Gitwinksihlkw 0678 Lakalzap |

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, 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

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 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 specific services are not considered to be additional ELL 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.

! **NOTE:** ELL support services must be in evidence at the time of the **July 6, 2018** 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, specifically oral language proficiency. Students reported as requiring ESD services speak a variation 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.

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

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 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 school board to support the success of Aboriginal students.

Note: While targeted funds may be used to support an EA, it is important to recognize that the EA is a Board commitment and should not be viewed as the sole responsibility of the Aboriginal education department and limited to targeted funds. An Enhancement Agreement should also be supported through core funding.

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 school board and the Aboriginal communities it serves.

For a student to be reported as receiving an Aboriginal Education Program and/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 and Services have involved the Aboriginal communities in planning and delivery;

4. evidence that the Aboriginal Education Program is in addition to any other programs and services to which the student is eligible;
5. evidence that the Aboriginal Education programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year.

! **Note:** Students may be reported in all categories for which they meet the requirements: Aboriginal Education Programs and Services, ELL and Special Education programs.

As per the “K-12 Enhanced Funding for 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. Cultural events may form part of an Aboriginal Education program but do not constitute a program in and of themselves. Initial lack of consensus with the local Aboriginal communities does not preclude the responsibility of the school board to deliver programs and services for Aboriginal students. The languages and cultures of the First People whose traditional territories are served by the board must be respected.

! **NOTE:** Aboriginal Education services must be in evidence at the time of the **July 6, 2018** claim.

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, 2018 and August 31, 2018.

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 and Personal Planning
- Graduation Transitions
- Youth WORK in Trades
- Work experience
- Support Blocks
- Prior learning assessment credit granting
- Tutorial time
- Teacher consultation
- Courses completed via challenge.

Special Needs Category

Mark the appropriate box to report the student as a student with special needs.

! **NOTE:** Special Needs support services must be in evidence at the time of the **July 6, 2018** claim.

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.

Submitting the 1701 file to the Ministry

The Ministry will accept transaction files via the Ministry secure EDAccess web site.

SADE file submission

In addition to submitting a 1701 file districts are required to submit summer learning course enrolments and final marks in the October SADE file using the Summer School ministry school code. Instructions for submitting a SADE file can be found on the Ministry of Education web site
<http://www.bced.gov.bc.ca/datacollections/sade/> .

Reporting grade 10-12 courses in SADE

Partial grade 10-12 courses

For partial grade 10-12 courses;

Schools should use the subject based LD course codes to report summer school courses with the appropriate credit value for courses that are not BAA courses.

Where no corresponding subject based LD course code exists; Schools should use the XLDC courses codes and the corresponding credit value.

Where partial credit BAA courses are being offered in summer school;

Schools should use the core BAA course code with the appropriate partial credit value.

Full four credit grade 10-12 courses

Schools should use the specific Ministry authorized or BAA course codes with the full 4 credit value.

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 | SECWPEMC |
| 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 | 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 | LAKALZAP | 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 (LAKAHAHMEN) | 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 SIMILKAMEEN | 0602 | ST. MARY'S |
| 0620 | CHESLATTA CARRIER | 0646 | LYACKSON | 0613 | STELLATEN |
| 0693 | COLDWATER | 0705 | LYTTON | 0559 | STS' AILES |
| 0694 | COOK'S FERRY | 0647 | MALAHAT | 0723 | STSWECEM'C XGAT'EM |
| 0642 | COWICHAN | 0629 | MAMALILIKULLA-QWE'QWA'SOT'EM | 0641 | STZ'UMINUS (CHEMAINUS) |
| 0635 | DA'NAXDA'XW (TANAKTEUK) | 0565 | MATSQUI | 0578 | SUMAS |
| 0504 | DEASE RIVER | 0618 | MCLEOD LAKE | 0682 | TAHLTAN |
| 0662 | DITIDAHT | 0673 | METLAKATLA | 0608 | TAKLA LAKE |
| 0548 | DOIG RIVER | 0530 | MORICETOWN | 0501 | TAKU RIVER TLINGIT |
| 0561 | DOUGLAS | 0630 | MOWACHAHT/MUCHALAHT | 0593 | T'IT'Q'ET (LILLOOET) |
| 0634 | EHATTESHAHT | 0550 | MUSQUEAM | 0688 | TK'EMLUPS (KAMLOOPS) |
| 0711 | ESKETEMC (ALKALI LAKE) | 0612 | NADLEH-WHUT'EN (FORT FRASER) | 0554 | TLA'AMIN (SLIAMMON) |
| 0644 | ESQUIMALT | 0614 | NAK'AZDLI WHUT'EN | 0660 | TLA-O-QUI-AHT |
| 0543 | FORT NELSON | 0631 | NAMGIS | 0632 | TLATLASIKWALA |
| 0671 | GINGOLX (KINCOLITH) | 0649 | NANOOSE | 0617 | TL'AZT''EN |
| 0531 | GITANMAAX-GITSKAN | 0720 | NAZKO | 0712 | TL'ETINQOX (ANAHAM) |
| 0537 | GITANYOW | 0726 | NEE TAHI BUHN | 0637 | TLOWITSIS-MUMTAGILA |
| 0675 | GITGA'AT (HARTLEY BAY) | 0690 | NESKONLITH (NESKAINLITH) | 0603 | TOBACCO PLAINS |
| 0677 | GITLAKDAMIX | 0566 | NEW WESTMINSTER | 0718 | TOOSEY |
| 0535 | GITSEGUKLA-GITSKAN | 0696 | NICOMEN | 0666 | TOQUAHT |
| 0536 | GITWANGAK-GITSKAN | 0699 | NOOAITCH | 0653 | TSARTLIP |
| 0679 | GITWINKSIHLKW | 0556 | N'QUATQUA (ANDERSON LAKE) | 0636 | TSAWATAINEUK |
| 0672 | GITXAALA (KITKATLA) | 0639 | NUCHATLAHT | 0654 | TSAWOUT |
| 0533 | GLEN VOWELL-GITSKAN | 0539 | NUXALK (BELLA COOLA) | 0577 | TSAWWASSEN |
| 0724 | GWA'SALA-NAKWAXDA'XW | 0616 | OKANAGAN | 0609 | TSAY KEH DENE |
| 0627 | GWAWAENUK (KWA-WA-AINEUK) | 0669 | OLD MASSETT VILLAGE COUNCIL | 0665 | TSESHAHT |
| 0534 | HAGWILGET | 0692 | OREGON JACK CREEK | 0655 | TSEYCUM |
| 0676 | HAISLA (KITAMAAT) | 0596 | OSOYOOS | 0594 | TS'KW'AYLAXW (PAVILION) |
| 0645 | HALALT | 0541 | OWEKENO/WUIKINUXV | 0549 | TSLEIL-WAUTUTH (BURRARD) |
| 0546 | HALFWAY RIVER | 0658 | PACHEEDAHT | 0657 | T'SOU-KE (SOOKE) |
| 0538 | HEILTSUK | 0652 | PAUQUACHIN | 0575 | TZEACHTEN |
| 0661 | HESQUIAHT | 0650 | PENELAKUT | 0667 | UCHUCKLESAHT |
| 0703 | HIGH BAR | 0597 | PENTICTON | 0668 | UCLUELET |
| 0552 | HOMALCO | 0586 | PETERS | 0722 | ULKATCHO |
| 0664 | HUPACASATH (OPETCHESAHT) | 0585 | POPKUM | 0588 | UNION BAR |
| 0663 | HUU-AY-AHT (OHIAHT) | 0544 | PROPHET RIVER | 0697 | UPPER NICOLA |
| 0683 | ISKUT | 0651 | QUALICUM | 0599 | UPPER SIMILKAMEEN |
| 0704 | KANAKA BAR | 0633 | QUATSINO | 0545 | WEST Moberly Lake |
| 0563 | KATZIE | 0615 | SAIK'UZ (STONEY CREEK) | 0601 | WESTBANK |
| 0638 | KAYUKTH/CHEKTLESETH | 0567 | SAMAHQUAM | 0725 | WET'SUWET'EN (BROMAN LAKE) |
| 0532 | KISPIOX | 0542 | SAULTEAU | 0702 | WHISPERING PINES |
| 0540 | KITASOO | 0568 | SCOWILTZ | 0719 | WILLIAMS LAKE |
| 0680 | KITSELAS | 0581 | SEABIRD | 0592 | XAXLI'P (FOUNTAIN) |
| 0681 | KITSUMKALUM | 0551 | SECHELT | 0714 | XENI GWET'IN (NEMIAH VALLEY) |
| 0553 | KLAAHOOSE | 0569 | SEMIAHMOO | 0576 | YAKWEAKWIOOSE |
| 0503 | KLUANE TRIBAL COUNCIL | 0595 | SETON LAKE | 0589 | YALE |
| 0624 | K'OMOKS (COMOX) | 0698 | SHACKAN | 0728 | YEKOOCHE |
| 0610 | KWADACHA (FORT WARE) | 0605 | SHUSWAP | 0717 | YUNESIT'IN (STONE) |
| 0626 | KWAKIUTL | 0570 | SHXWHA:Y VILLAGE (SKWAY) | | |