FORM 1701: STUDENT DATA COLLECTION

FORM COMPLETION INSTRUCTIONS FOR PUBLIC CE AND OL SCHOOLS

MAY COLLECTION

Quick Reference

Who must complete Form 1701?

This form must be completed by:

- Continuing Education (CE) Schools
- District Online Learning Schools
- Provincial Online Learning Schools

Form 1701 files must arrive at the Ministry on or before May 15, 2026

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 May 8, 2026:

- name, birth date, gender, grade level and postal code
- language programs enrolment
- Indigenous Education program enrolment
- Indigenous self-identification and reserve residency
- Career program enrolment
- Inclusive Education funding 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 active (or meet the attendance requirements in CE schools) as at May 8, 2026, or registered, in the case of home schoolers:

- Students born between July 1, 2006 and December 31, 2020 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, 2009 or before and must meet the reporting requirements detailed on page 15 of this document.

- Students born prior to July 1, 2006 are considered to be adult students. There are two types of adult students which may be reported and funded:

    - 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;

    - Non-graduated Adult students who are designated in an Inclusive Education funding category- For the 2025/2026 school year, students are non graduates over the age of 19 who: 1) are designated in an Inclusive Education funding category; 2) were reported in 2024/25; 3) are taking an educational program in accordance with the Adult Funding Policy, 4) are continuing their K-12 education program uninterrupted from when they were still school age, and 5) are working towards the continuation of those school-age goals set out in their Individual Education Plan (IEP), may be reported on Form 1701.

    - 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 Provincial Online Learning Schools, District Online 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 Graduation Program Policy on the Ministry web site for details.

- 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 May data collection. These students are to be reported by the cross-enrolling school from another board during the July data collection. Only the school of record should report these students during the May data collection.

- Students enrolled in a Provincial Resource Program (PRP) for 3 months or less. These students will be claimed by their regular school.

  - If the student is enrolled for longer than 3 months then they should not be reported in a CE or OL school in the May data collection.

- Pre-primary or early childhood education children (those born after December 31, 2020).

Duplicate students

Refer to the duplicate student rules document for the 2025/2026 rules.

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: 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: Leave the legal middle name field blank.

Mistake: Students enrolled in more than one school are reported in programs such as Core French, ELL or Inclusive Education funding category by both schools.
Correct: Students enrolled in more than one school should only be reported in programs such as Core French, ELL or Inclusive Education by one of the reporting schools. School staff need to work with the other reporting school to determine which school should report the supplemental program information prior to submitting the 1701 file to the Ministry.

Step by step instructions for completing Form 1701

Ministry School Name and Code

Be sure your school name and code are correct on the B.C. Schools and District Contacts website. If your school name has changed since February 2026, ensure you submit an update to Data.Management@gov.bc.ca

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. Full names are required. Do not include any of the following;

- usual names or nicknames.
- do not put names in brackets or surround them with an '*' or “#”.
- 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.

Birth Date

Year - four digits (e.g., 2014).
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.

Funding Code 14 - 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.

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 annual Nominal Roll Joint Verification Process. On our website, please refer to the Joint Verification Process document.

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

As per BCTEA, "**Ordinarily resident on reserve**" means that the 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).

From ISC BC Region's Nominal Roll Instructions, whether a student is "Ordinarily Resident on Reserve" is determined by the First Nation.

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 Treaty or a Self-Governing First Nation.

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 Nation (Sechelt)
0554 Tla'amin Nation
0577 Tsawwassen First Nation
0601 Westbank First Nation
Maanulth 0638 Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nations (Kayukth/Chektleseth) 0663 Huu-ay-aht First Nations (Ohiaht) 0666 Toquaht Nation 0667 Uchucklesaht Tribe 0668 Ucluelet First Nation (Yuułuʔiłʔatḥ Government)
Nisga'a Tribal Council 0671 Nisga'a Village of Gingolx (Kincolith) 0677 Nisga'a Village of New Aiyansh (Gitlaxt'aamiks) 0678 Nisga'a Village of Laxgalts'ap 0679 Nisga'a Village of Gitwinksihlkw

Indigenous Self-Identification

This includes First Nation, Métis, and Inuit students, on reserve or off reserve.

NOTE: Indigenous self-identification must be made on a voluntary basis.

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

Enter code (HS) in the grade code field to 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 students with disabilities or diverse abilities. 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 27, 2024, 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 27, 2024. 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 May 8, 2026 claim. For secondary students there must be some evidence of support services in May although it may be appropriate to increase the level of service later in the school year based on scheduling of the student's courses or course load. Service that is deferred entirely to a later time (i.e., there is no support or planning in evidence at May 8) will not be funded.

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 an Inclusive Education funding category may be reported in both categories. Online Learning Schools may claim ELL students if they meet the policy and reporting requirements described in this section.

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 education achievement of Indigenous students. This includes strategies and structures which have been identified by the board working with the Indigenous Education Council. Improving Indigenous student outcomes and attendance should not be viewed as the sole responsibility of the Indigenous education department and Indigenous Education Council.

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 in particular those of the First Nations in whose territory the board operates.

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 May 8, 2026 claim.

NOTE: Students may be reported in all categories for which they meet the requirements: Indigenous Education Programs or Services, ELL and Inclusive Education funding categories (A through R).

As per the “K-12 Funding-Indigenous Education” policy, Indigenous Education funds must not replace Inclusive 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.

Deference will be paid to the languages, cultures, customs, traditions, practices, or history of the First Nations in whose traditional territories the board of education operates.

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.

Online Learning Schools may claim support for services to Indigenous students if they meet the policy and reporting requirements described in this section.

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:

CODES	PROGRAM TITLE
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 in which the student is participating. Choose one only.

NOTE: All programs are in place for students to earn credit towards graduation. See 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 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 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 [1]Program (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 SkilledTradesBC in order to be reported in the WRK program.

Career Technical or Youth TRAIN in Trades[2] 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 SkilledTradesBC 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 chapter 3 of the Handbook of Procedures for the Graduation Program for credit definition) i.e., a student taking Math 12 (which is four credits - is reported as 1.0), Applied Skills 11 (which is two credits – is reported as 0.5) and Workforce Training Certificate 12A (which is one credit - reported as 0.25) should be reported as 01.75 courses (1.0+0.50+0.25) in this section.

*One credit represents the value attached to the understanding, knowledge, skills and competencies 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.

[1] Formerly known as Secondary School Apprenticeship
[2] Formerly known as ACE-IT

- 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 during the funded school year 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 students who are designated in an Inclusive Education funding category on an IEP.

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

- must have a reported designated Inclusive Education funding 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.

CODES	TITLE
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

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 12 claims must meet the directives of the Elective Work Experience Courses and Workplace Safety Policy, 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 directives in the Program Guide for Youth WORK in Trades.

Schools must ensure when tracking hours related to the work study program segment of any WEX 12 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.

Online Learning Schools

- For all students enrolled in Online Learning Schools, attendance is according to the Interim Online Learning Procedures Guide — Active participation in Online Learning
- Full time students in Grades K-9 enroll with only one board or authority and are funded for the school year.
- Full time students in Grades K-9 may only be reported once by their school of record. No additional funding may be claimed in multiple schools/programs within the same board or authority.
- Online Learning Schools report the student's annual plan of courses for full time students in grades 8-9.
- Students in Grades 8–9 who are dual-enrolled in Grades 8–9 courses within a single Board may be funded up to maximum of 1.0 FTE per school year to the enrolling Board.
- Students in Grades 10-12 enrolled in a District Online Learning School may enroll in courses in more than one school including enrolment in more than one Provincial Online Learning School.
- For the May 2025 data collection, report all new courses leading to graduation in which the Grade 10-12, SU or GA student has met the active participation requirement for each course.
- Report only the courses taken at your school where the students' active participation has been met between February 14, 2026 and May 8, 2026.

Continuing Education Schools

- 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 (refer to the 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.

- For the May 2025 data collection, report all new courses leading to graduation in which the student has met the attendance requirements between February 14, 2026 and May 8, 2026. Report only the courses taken at your school.

NOTE: Students who have not met the attendance requirements for any course between February 14, 2026 and May 8, 2026 are not to be included in the CE May 1701 file.

Support Block

Support blocks are not to be reported by Continuing Education (CE) or Online Learning (OL) schools.

FTE Calculation

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

- 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 Grades 8-9		Grades 10-12, Secondary Ungraded and Adults	
Number of Courses	**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
11	11.00	1.0000	11.00	1.3750

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.

Inclusive Education Funding Category

Select the appropriate category to report the student as a student with disabilities or diverse abilities. The following table lists the Inclusive Education funding category titles and relative codes:

CODES	CATEGORY TITLE
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 *Inclusive 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.

To identify a student in an Inclusive Education funding 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 Inclusive Education funding category,
- a current IEP must be in place dated after September 27, 2024
- 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,

Additionally

- the goals of the IEP should correspond to the Inclusive Education funding category in which the student is identified,
- the IEP should outline methods for measuring the student's progress in relation to the IEP goals).

For students in Inclusive Education funding categories A, B, C, D, E, F, G, and H: The student must be receiving **additional** Inclusive 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 Inclusive Education Services must be in evidence at the time of the May 2, 2025 claim.

NOTE: Refer to the Interim Online Learning Procedures Guide – Students with Disabilities or Diverse Abilities for details regarding these students enrolled in Online Learning Schools.

Submitting the 1701 file to the Ministry

The Ministry will accept transaction files via the Ministry secure Education Data Exchange. 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.

Need Assistance?

- Data Management Data.Management@gov.bc.ca
- Data Management Website: K-12 Data Collection Website
- Funding and Compliance: EDUC.Compliance@gov.bc.ca
- Online Learning: EDUC.OnlineLearning@gov.bc.ca
- Inclusive Education: Inclusive.Education@gov.bc.ca

APPENDIX 1

CODES FOR PRIMARY LANGUAGE SPOKEN IN THE HOME

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

APPENDIX 2
BAND OF RESIDENCE CODES

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