

FORM 1701: STUDENT DATA COLLECTION

FORM COMPLETION INSTRUCTIONS FOR INDEPENDENT AND BC OFFSHORE SCHOOLS

Quick Reference

Who must complete Form 1701?

This form must be completed by the following schools that **have ten or more** school-aged students enrolled in their school:

- Independent schools
 - Standard (non Distributed Learning)
 - Ministry-approved Distributed Learning Schools that have entered into an agreement with the Ministry to offer instruction by means of distributed learning (DL)
- BC certified Offshore Schools

! **NOTE:** Students enrolled in courses offered at a distance (DL) must be reported in a ministry approved distributed learning school.

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

Form 1701 files must arrive at the Ministry on or before
February 24, 2012

Why is Form 1701 important?

Form 1701 collects the following information about individual students as of February 17, 2012:

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

The collected information is critical for:

- determining FTEs for funding purposes
- collecting enrolment information about offshore schools
- tracking student movement between schools
- monitoring enrolment trends in programs.

For independent schools, form 1701 is collected under the Reports, Records and Data Collection Order (I 1/91). Under this order schools are responsible for collecting and submitting the information to the Ministry.

For offshore schools, form 1701 is collected under the Offshore School British Columbia Program Certification Status Agreement.

Duplicate students

It is Ministry policy that a student in transition from one B.C. school to another B.C. school during the week of February 17, 2012 should be reported at the school last attended in February.

For a student who arrives in a school during the week of February 17, 2012, the principal of the receiving school should phone 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.

School aged students in K through Grade 9 can only be reported in one school.

§ **NOTE:** If a student is enrolled in both a public school and an independent school kindergarten program, provincial funding will be sent solely to the public school enrolling the student.

Distributed Learning Schools

Students in K through Grade 9 can only be enrolled in one school at a time during any portion of the school year.

A student in a Distributed Learning School in Grades K-9 may be claimed for funding only if not enrolled in another school.

By agreement between schools, students may take courses in distributed learning schools and any other school concurrently, exchanging appropriate fees for services.

Students in Grades 10-12 who enrol in a Distributed Learning School may:

Enrol in one or more additional Distributed Learning Schools, and in addition, enrol in a school operated by a Board or Authority;

For Distributed Learning Schools the ministry assigns 0.125 FTE for each grade 10, 11 or 12 four credit course in which the student is actively enrolled.

Ministry School Name and Code

Be sure your school name and code are correct in the electronic file. If it is not correct, please ensure you submit a "school update" via the [school contacts web site](#).

Local School Student Identification Number

Indicate the student's school identification number.

Report Date

The report date is "2012 02 17".

Personal Education Number (PEN)

Enter the student's Personal Education Number (PEN) that was assigned by the Ministry. All student records submitted to the Ministry must contain a PEN. 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, None, NA 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., 1999).
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

Mark one only.

Postal Code

Enter the B.C. residential postal code of the student. Do not enter the foreign country zip codes.

Out-of-Province/International student

Enter funding code (14) if the student is an Out-of-Province/ International student. These are students whose parent or guardian is not a permanent resident of British Columbia. This includes students from:

- out of province
- other countries

Any incoming student not involved in a reciprocal exchange (e.g., an exchange student) would be considered an out-of-province/international 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.

Status Indian Living On Reserve

Enter code (20) 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.

Band Code (Band of Residence)

Please indicate the "band of residence" code for the student if they are a "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 the student lives. 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.

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.

Receiving Home Schooling

Enter code (HS) in the grade code field 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 (must be 5 years of age by December 31, but not 19 years of age or older as of July 1, of the current school year).

Kindergarten Half Time

Enter code (KH) if the student is enrolled in Kindergarten and attends class on a half time (0.5 FTE) basis.

- ! **NOTE:** Kindergarten students may not be enrolled in more than one school.

Kindergarten Full Time

Enter code (KF) if the student is enrolled in Kindergarten and attends class on a full day (1.0 FTE) basis.

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.

- ! **NOTE:** Students reported under Secondary Ungraded will not be included in the calculation of Passport to Education Stamps.

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 and 7. 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

Refer to the *English Language Learning Policy and Guidelines*, <http://www.bced.gov.bc.ca/ELL>

For a student to be reported as receiving English Language Learning support services there must be:

1. a record of a current annual English language proficiency assessment, dated after September 30, 2010, confirming that the student's use of English 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 30, 2010. The instructional plan must be designed to meet the needs of the student or groups of students as identified in their English language proficiency assessments;
3. evidence that a 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 services are being provided. These services might include direct instruction in reception classes, 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 needs identified in the student's English Language proficiency assessment;
5. a schedule or list documenting the ELL services provided (see #4) by an ELL/specialist teacher, teacher or teachers' assistant;
6. documentation of the student's progress in the acquisition of English 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.

ELL support services must be in evidence at the time of the February 17, 2012 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. All of the conditions noted above (criteria 1-6) must also be met for ESD.

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

Aboriginal Education Programs and Services

This information is collected for statistical purposes only.

Aboriginal Education programs and services are intended to support the success of Aboriginal students in the areas of: improved academic performance; increased retention, attendance and graduation rates; or, other results agreed upon in writing between the Aboriginal communities and the school.

Students may be identified 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 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;

! **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.

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 and ELL Programs and Services. 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 to deliver programs and services for Aboriginal students. The languages and cultures of the First People whose traditional territories are served by the school must be respected.

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 and a two credit course (approximately 60 hours) as a half course (see chapter 2 of the Handbook of Procedures for the Graduation Program Manual’s credit definition). For example, a student taking English 12 (a four credit course) and Applied Skills 11 (a two credit course) should report **01.50** courses in this section.

- Items that are not secondary courses, such as prior learning assessment credit granting, tutorial time and teacher consultation are not to be included in this section.
- Courses completed via challenge are not to be included in this section.
- Post Secondary 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 http://www.bced.gov.bc.ca/policy/policies/recog_post_sec.htm
- One locally developed General Education Development (GED) preparation course may be reported for adults.

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

In order to use these non-credit codes the student:

- must have a 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 12H	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 should 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 80-100+ hours 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 courses

Work Experience 12A and 12B claims must meet the directives of the Elective Work Experience Courses and Workplace Safety Policy

http://www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm ,

MO282/04 Work Experience Order

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m282-04.pdf> and in accordance with the Program Guide for Ministry-Authorized Work Experience Courses

http://www.bced.gov.bc.ca/careers/work_experience.pdf .

Schools must ensure when tracking hours related to the work study program segment of WEX 12 only one four credit course is claimed 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 and SU, report the total number of eligible courses.

To report **school aged** students, schools must meet the following criteria:

- For all school aged students, except those enrolled in Distributed Learning Schools, report the student's annual plan of courses, as defined above, leading to graduation in which the student was enrolled and in attendance as at February 17, 2012.

To report **adult student**, schools must meet the following criteria:

- Have a Course enrolment form on file at the school listing the courses(s) in which the student is enrolled and the date(s) of enrolment.
- For all adult students, except those enrolled in Distributed Learning Schools, report the student's annual plan of courses, as defined above, in which the student was enrolled and in attendance as at February 17, 2012.
- For adult students enrolled in Distributed Learning Schools, report according to the "active" 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 in one school.
- 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 17, 2012 data collection, report all courses leading to graduation in which the Grade 10-12 student has become active between October 1 2011 and February 17, 2012.

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 academic or regular program courses and are taking less than 8 courses. The combined total number of support block and courses leading to graduation cannot exceed 8 for these students.
 - Each support block should be considered equivalent to the 120 hours of instruction of a regular course, instructional service should be provided by a teacher, regular attendance should be expected, and does not include independent study time, 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 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 requirement for number of courses, structured time, teacher support and regular attendance are met.
- ! **Note:** Support blocks are not to be used as the sole method for English Language Learning or Aboriginal Education support services.

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.

Number of Courses	School aged Grades 8-9		Grades 10-12, Secondary Ungraded	
	Reported as Courses	FTE	Reported as Courses	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	1.0000
10	10.00	1.0000	10.00	1.0000

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 [Handbook of Procedures for the Graduation Program 2011/2012](#) or the [online Course Registry](#)).

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

Submitting the 1701 file to the Ministry

The Ministry will accept transaction files via the secure EdAccess web site <http://www.bced.gov.bc.ca/datacollections/>. If your school has a student record system supported by a certified software supplier, you are able to transmit data to the Ministry in an electronic format. Otherwise you must use the Ministry verification software to produce your file for submission.

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**

604	?AKISQ-NUK FIRST NATIONS	672	KITKATLA	633	QUATSINO
684	ADAMS LAKE	680	KITSELAS	715	RED BLUFF
659	AHOUSAHT - NTC - AFA	681	KITSUMKALUM	567	SAMAHQUAM
558	AITCHELITZ	553	KLAHOOSE	542	SAULTEAU
709	ALEXANDRIA	503	KLUANE TRIBAL COUNCIL	568	SCOWILTZ
710	ALEXIS CREEK	721	KLUSKUS	581	SEABIRD
711	ALKALI LAKE	627	KWA-WA-AINEUK	551	SECHELT
712	ANAHAM	626	KWAKIUTL	569	SEMIAMMOO
556	ANDERSON LAKE	500	KWANLIN DUN	595	SETON LAKE
685	ASHCROFT - AFA	564	KWANTLEN (LANGLEY)	698	SHACKAN
640	BEECHER BAY	580	KWAW-KWAW-A-PILT	605	SHUSWAP
547	BLUEBERRY RIVER	628	KWIAKAH	706	SISKA
686	BONAPARTE	625	KWICKSUTAINIUK	582	SKAWAHLLOOK
700	BOOTHROYD - AFA	579	LAKAHAHMEN	687	SKEETCHESTN
701	BOSTON BAR	678	LAKALZAP	670	SKIDEGATE - AFA
590	BRIDGE RIVER	607	LAKE BABINE - AFA	729	SKIN TYEE
725	BROMAN LAKE	643	LAKE COWICHAN	562	SKOOKUMCHUCK
619	BURNS LAKE	674	LAX-KW'ALAAMS (PORT SIMPSON)	571	SKOWKALE
549	BURRARD	611	LHEIT LIT'EN NATION - AFA	707	SKUPPAH
622	CAMPBELL RIVER - AFA	502	LIARD RIVER	573	SKWAH
713	CANIM LAKE - AFA	593	LILLOOET - AFA	570	SKWAY
723	CANOE CREEK	689	LITTLE SHUSWAP	554	SLIAMMON
623	CAPE MUDGE - AFA	606	LOWER KOOTENAY	716	SODA CREEK
591	CAYOOSE CREEK	695	LOWER NICOLA	656	SONGHEES
583	CHAWATHIL (HOPE)	598	LOWER SIMILKAMEEN	657	SOOKE
584	CHEAM	646	LYACKSON	572	SOOWAHLIE
559	CHEHALIS	705	LYTTON	600	SPALLUMCHEEN
641	CHEMAINUS	647	MALAHAT	708	SPUZZUM
620	CHESLATTA CARRIER - AFA	629	MAMALELEQALA	555	SQUAMISH
693	COLDWATER	669	MASSETT - AFA	574	SQULALA
624	COMOX	565	MATSQUI	602	ST. MARY'S
694	COOK'S FERRY	618	MCLEOD LAKE - AFA	613	STELLAT'EN
560	COQUITLAM	673	METLAKATLA - AFA	717	STONE
642	COWICHAN	530	MORICETOWN	615	STONEY CREEK
504	DEASE RIVER	557	MOUNT CURRIE	578	SUMAS
662	DITIDAHT - NTC - AFA	630	MOWACHAHT - NTC - AFA	682	TAHLTAN
548	DOIG RIVER	550	MUSQUEAM	608	TAKLA LAKE
561	DOUGLAS	612	NADLEH-WHUTEN (FORT FRASER)	501	TAKU RIVER TLINGIT
634	EHATTESHAHT - NTC - AFA	614	NAK'AZDLI - AFA	635	TANAKTEUK
644	ESQUIMALT	648	NANAIMO - AFA	654	TASWOUT
543	FORT NELSON	649	NANOOSE	617	TL'AZT'EN NATIONS
610	FORT WARE	720	NAZKO	660	TLA-O-QUI-AHT
592	FOUNTAIN - AGA	726	NEE TAHI BUHN	632	TLATLASKIWALA
531	GITANMAAX - GITSKAN - AFA	714	NEMAIHAH VALLEY	637	TLOWITSIS-MUMTAGILA
537	GITANYOW	690	NESKONLITH (NESKAINLITH)	603	TOBACCO PLAINS
677	GITLAKDAMIX	566	NEW WESTMINSTER	718	TOOSEY
535	GITSEGUKLA - GITSKAN - AFA	696	NICOMEN	666	TOQUAHT - NTC - AFA
536	GITWANGAK - GITSKAN - AFA	631	NIMPKISH	653	TSARTLIP
679	GITWINKSIHLKW - AFA	699	NOOAITCH	636	TSAWATAINEUK
533	GLEN VOWELL - GITSKAN - AFA	691	NORTH THOMPSON - AFA	577	TSAWWASSEN
724	GWA'SALA-NAKWAXDA'XW	639	NUCHATLAHT - NTC - AFA	609	TSAY KEH DENE
534	HAGWILGET	539	NUXALK NATION (BELLA COOLA)	665	TSESHAHT
645	HALALT	587	OHAMIL	655	TSEYCUM
546	HALFWAY RIVER	663	OHAHT - NTC - AFA	575	TZEACHTEN
675	HARTLEY BAY	616	OKANAGAN	668	UCLUELET - NTC - AFA
538	HEILTSUK	664	OPETCHESAHT - NTC - AFA	722	ULKATCHO
661	HESQUIAHT - NTC - AFA	692	OREGON JACK CREEK	588	UNION BAR
703	HIGH BAR	596	OSOYOS	697	UPPER NICOLA
552	HOMALCO	541	OWEEKENO	599	UPPER SIMILKAMEEN
683	ISKUT - AFA	658	PACHEENAHT	545	WEST MOBERLY LAKE
688	KAMLOOPS	652	PAUQUACHIN	601	WESTBANK
704	KANAKA BAR	594	PAVALION	702	WHISPERING PINES
563	KATZIE	650	PENELAKUT	719	WILLIAMS LAKE - AFA
638	KAYUKTH/CHEKTLESETH	597	PENTICTON	576	YAKWEAKWIOOSE
671	KINCOLITH	586	PETERS	589	YALE FIRST NATION BAND
532	KISPIOX	585	POPKUM	728	YEKOOCHIE
676	KITAMAAT	544	PROPHET RIVER		
540	KITASOO	651	QUALICUM		