

FORM 1701: STUDENT DATA COLLECTION

FORM COMPLETION INSTRUCTIONS FOR SUMMER LEARNING

Quick Reference

Who must complete Form 1701?

This form must be completed by:

- Districts offering Summer Learning instruction

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

Form 1701 files must arrive at the Ministry on or before July 20, 2012
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What Form 1701 collects?

Form 1701 collects the following information about individual students as of **July 13, 2012**:

- 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 in the Summer Learning 1701 file:

- Students who are school age non-graduates (born between July 1, 1993 and December 31, 2007) 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 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 and completed between July 1, 2012 and August 31, 2012.

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, 1993)
- 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
- Students who are only registered to write the GED (General Education Development) examinations
- Pre-primary or early childhood education students (those born after December 31, 2007).

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
Data Management
250 356-2441

or

Mike Joa
Data Management
250 356-7459

Step by step instructions for completing Form 1701

Ministry School Name and Code

Summer Schools are now 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 for this collection.

Local School Student Identification Number

Indicate the student's school identification number.

Report Date

The report date is "2012 07 13".

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., 1997).

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.

Status Indian Living On Reserve

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 his principle place of residence with his legal guardian(s) and that is the centre of his daily routine during the school year.

! **NOTE:** Please ensure that students indicated as "Status Indian Living On Reserve" are on the Nominal roll. If the student has been removed from the Nominal roll please do not report the student as "Status Indian Living On Reserve".

Band Code (Band of Residence)

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

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 Framework 1999*,
<http://www.bced.gov.bc.ca/ELL>

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 language proficiency assessment, dated after September 30, 2011, 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, 2011. The instructional plan must be designed to meet the needs of the student or groups of students as identified by 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 above) by an ELL/specialist teacher, teacher or teachers' assistant;
6. documentation of the student's progress in the acquisition of English 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 13, 2012** 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.

- ! **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 Enhanced Funding for Aboriginal Education” located on the Ministry web site http://www.bced.gov.bc.ca/policy/policies/funding_abed.htm. 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 documentation that students are receiving a program leading to knowledge and understanding of Aboriginal language and/or culture.

Aboriginal Support Services: there must be documentation 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 documentation 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. The nature of the program and the outcomes it is to attain must be defined by the agreement.

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, either through direct involvement or through a process of informed consent;
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.

! **Notes:** 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 other base classroom instruction.

Generic “Aboriginal culture” events do not constitute an Aboriginal Education program. Cultural events may, however, form part of an Aboriginal Education program.

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 district must be respected.

Where Enhancement Agreements exist, the ministry auditing processes will support the processes established between the board and the Aboriginal communities.

! **Note:** Aboriginal Education services must be in evidence at the time of the **July 13, 2012** 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 the provincial or board/authority authorized learning outcomes within the provincial curriculum. 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 and completed between July 1, 2012 and August 31, 2012.

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

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

- Planning 10
- Career and Personal Planning
- Graduation Transitions
- Secondary School Apprenticeship
- 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 13, 2012** 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* revised edition on the Ministry web site at <http://www.bced.gov.bc.ca/specialed/ppandg.htm>. Principals should consult with district 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 school district as meeting the criteria of the special education category,
2. a current IEP must be in place dated after October 1, 2011,
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**

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	SEMAHMOO
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	KWICKSUTAINEUK	582	SKAWAHL00K
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	612	MADLEH-WHUTEN (FRASER LAKE)	708	SPUZZUM
620	CHESLATA CARRIER - AFA	647	MALAHAT	555	SQUAMISH
693	COLDWATER	629	MAMALELEQALA	574	SQULALA
624	COMOX	669	MASSETT - AFA	602	ST. MARY'S
694	COOK'S FERRY	565	MATSQUI	613	STELLATEN
560	COQUITLAM	618	MCLEOD LAKE - AFA	717	STONE
642	COWICHAN	673	METLAKATLA - AFA	615	STONEY CREEK
504	DEASE RIVER	530	MORICETOWN	578	SUMAS
662	DIITIDAHT - NTC - AFA	557	MOUNT CURRIE	682	TAHLTAN
548	DOIG RIVER	630	MOWACHAHT - NTC - AFA	608	TAKLA LAKE
561	DOUGLAS	550	MUSQUEAM	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	TLATLASIKWALA
531	GITANMAAX - GITSKAN - AFA	714	NEMAMIAH 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	OSOY00S	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	589	YALE FIRST NATION BAND
671	KINCOLITH	586	PETERS	728	YEKOOCHIE
532	KISP10X	585	POPKUM	576	YEKWEAKW10OSE
676	KITAMAAT	544	PROPHET RIVER		
540	KITASOO	651	QUALICUM		