

FORM 1701: STUDENT DATA COLLECTION

FORM COMPLETION INSTRUCTIONS FOR PUBLIC CE AND DL SCHOOLS

MAY DATA

Quick Reference

Who must complete Form 1701?

This form must be completed by:

- Continuing Education Schools
- Ministry-Approved Distributed Learning Schools

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

Form 1701 files must arrive at the Ministry on or before May 11, 2012

! **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 4, 2012:

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

Why is Form 1701 important?

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

The collected information is critical for:

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

Special cases: inclusions/exclusions for Form 1701

Include: The following students are to be reported by the education facility with which they are enrolled and active (or meet the attendance requirements in CE schools) as at May 4, 2012, or registered, in the case of home schoolers:

- Students born between July 1, 1992 and December 31, 2006 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, 1995 or before and must meet the reporting requirements detailed on page 13 of this document.
- Students born prior to July 1, 1992 are considered to be adult students. There are three types of adult students which may be reported and funded:
 - 1) adult students who are taking Ministry-Authorized or Board/Authority Authorized courses that lead to a graduation diploma. Eligible courses (detailed in the Adult Funding Policy) will be funded if they are documented on a Course Enrolment Form and the student meets the attendance definition written in the [Adult Funding Policy](#) and the student meets the funding eligibility requirements set out in the [K-12 Funding Policy](#);
 - 2) adult students who have either met the general requirements for graduation in British Columbia or have completed the requirements for graduation from a secondary school or high school in another jurisdiction. These students are considered Graduated Adults. The Education Guarantee offers tuition free courses for Graduated Adults through the Province's distributed learning schools and listed on [LearnNowBC](#). At school board continuing education schools or in K-12 schools, the list of eligible courses for funding can be found in Appendix 1 of the Education Guarantee information page at:
http://www.bced.gov.bc.ca/adult_graduation/courses.htm
 - 3) adult students taking a locally developed General Education Development (GED) preparation course may also be reported.

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

- Students with Special Needs - For the 2011/2012 school year, students who are over the age of 19 who: 1) have special needs; and 2) were reported in 2010/11; and 3) are working towards the goals set out in their IEP, may be reported on Form 1701.
- [Home School](#) Registrations – a child of school age registered with the school but taught at home 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 one 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, with the exchange completed within two years. 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 (and no longer enrolled with the Board and therefore no longer eligible for funding) 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 resident under BC Regulation 265/89 (16) 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 registered:

- Students enrolled in a Provincial Resource Program (PRP) for 3 months or less. These students will be claimed by their regular school through a funded PRP Agreement. If the student is enrolled for longer than 3 months then they should not be reported in a CE or DL school in the May data collection.
- Students who are only registered to write the GED (General Education Development) examinations.
- Pre-primary or early childhood education children (those born after December 31, 2006).

Duplicate students

Distributed Learning 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 schools and Distributed Learning Schools concurrently, exchanging appropriate fees for services.

School-aged students in grades 10-12 or SU in Continuing Education schools and K-12 schools may be reported in more than one school operated by a Board but may only be reported by one Board or Authority.

School-aged students in grades 10-12 or SU enrolled in a Distributed Learning school may be enrolled and reported in one or more additional schools operated by a Board or Authority.

Adult students may be enrolled and reported in more than one school and more than one Board or Authority.

Attendance and participation records

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

Common mistakes to avoid when completing Form 1701

Mistake: Reporting graduated adults in grades other than GA.

Correct

Procedure: Report graduated adults in grade GA.

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

Correct

Procedure: Leave the legal middle name field blank.

Mistake: Students enrolled in more than one school are reported in programs like Core French, ELL or Special needs by both schools.

Correct

Procedure: Students enrolled in more than one school should only be reported in programs like Core French, ELL or Special needs 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.

If you need assistance

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

1701	1701	Distributed Learning	Special Needs
Kathy Cordner	Mike Joa	Tim Winkelmanns	Bill Standeven
Data Management Unit	Data Management Unit	E-Learning Unit	Diversity and Equity Branch
250 356-2441	250 356-7459	250 356-7039	250 356-2342

Step by step instructions for completing Form 1701

Ministry School Name and Code

Be sure your school name and code are correct. If your school name has changed since September, ensure you submit 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 05 04".

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., 1998).
Month - two digits (e.g., 01 rather than Jan).
Day - two digits (e.g., 05 rather than 5).

Usual Names

In most instances the usual name will be the same as the legal name and this section should be left blank. In those situations where the student requests to be referred to by a name other than their legal name, then complete those portions of the usual name which are different.

Gender

Indicate gender of the student.

Postal Code

Enter the current BC residential postal code of the student.

Out-of-Province/International student

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

This includes:

- students from out of province
- students from other countries
- any incoming student not involved in a reciprocal exchange. (See Special Cases on page 2 for more details).

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 their principle place of residence with their legal guardian(s) and that is the centre of their 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. 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, indicate the language most often spoken. Refer to Appendix 1 for languages and their codes.

Receiving Home Schooling

Indicate if the child's education program is being led by the parent or guardian and has been registered with your school. A home school registered child must be of school age. Please see the [School Act](#) for the legal definition of a home-schooled child.

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.

- ! **NOTE:** Students reported in Continuing Education Schools may only be reported in grades 10, 11, 12, SU or GA.

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.

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

In order for a Board of Education to qualify for Supplemental Funding for English Language Learning or 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 30, 2010, 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 30, 2010. 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 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 (ALA*) 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 (ALA*) needs identified in the student's English Language (French Language*) proficiency assessment;
5. a schedule or list documenting the ELL/ALA* services provided (see #4 above) by an ELL/ALA* specialist teacher, teacher or teacher's assistant;
6. documentation of the student's progress in the acquisition of English (French*) proficiency in all Student Progress Reports.

Speech Language Pathology services and other non-ELL (non-ALA*) specific services are not considered to be additional services for purposes of this 1701 report. Reduction of class size is not, by itself, a sufficient service to meet the definition of ELL services.

ELL (ALA*) support services must be in evidence at the time of the May 4, 2012 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.

Provincial policy recognizes **English as a Second Dialect (ESD)** support services as a part of ELL support services. ESD support services must address the development of Standard English language proficiency, including oral language proficiency. Students reported as requiring ESD services speak a dialect of English that differs significantly from Standard English used in school and in broader Canadian society (i.e., significant variations in oral language vocabulary and sentence structure from those used in Standard English). ESD services do not include: speech-language therapy for language development disorders; services that solely address accents in speech carried over from another language; or services that solely address deficits in reading and writing Standard English. Boards must also meet all of the conditions noted above (criteria 1-6) in order to receive Supplemental Funding for ESD.

- ! **Note:** Students meeting the requirement of both ELL (ALA*) and a Special Education program may be reported in both categories. Distributed Learning Schools may claim ESL students if they meet the policy and reporting requirements described in this section.

Aboriginal Education Programs and Services

When completing the 1701 form please refer to the policy, “K-12 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 preferably through the implementation of an [Enhancement Agreement](#) (EA). This includes strategies and structures which have been identified by the board working with its Aboriginal communities to achieve the goals of the EA. Where an Enhancement Agreement is not yet in place, it is still expected that programs and services are identified through the direct involvement of Aboriginal communities working with the school board to support the success of Aboriginal students.

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

Students may be claimed for funding under one or more of the following three categories of Aboriginal Education Programs and Services:

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

Aboriginal Support Services: there must be evidence that students are receiving a program intended to assist Aboriginal students to achieve success in school by providing support services. Services should be provided by personnel who are familiar with, and sensitive to, the values, beliefs and needs of the Aboriginal community from which the student comes.

Other Approved Aboriginal Programs: there must be evidence that students are receiving a program developed, defined, approved and delivered through a shared decision-making process between the school board and the Aboriginal communities it serves.

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

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

! **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:** A plan for the delivery of these Aboriginal Education Programs and/or Services must be in evidence at the time of the May 4, 2012 claim.

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

As per the “K-12 Enhanced Funding for Aboriginal Education” policy, Aboriginal Education funds must not replace Special Education funding and must not be used for the delivery of BC First Nations Studies 12, English 12 First Peoples or the delivery of any other courses leading to graduation. Cultural events may form part of an Aboriginal Education program but do not constitute a program in and of themselves. Initial lack of consensus with the local Aboriginal communities does not preclude the responsibility of the school board to deliver programs and services for Aboriginal students. The languages and cultures of the First People whose traditional territories are served by the board must be respected.

Distributed Learning Schools may claim support for services to Aboriginal 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:

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

Career Program Type Code

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

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.

Co-operative Education Programs

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

Secondary School Apprenticeship Program (School-aged students only)

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

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

Career Technical or ACE – IT Programs (School-aged Students only)

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

- ! **NOTE:** Boards must have a post-secondary partner, or be certified by the Industry Training Authority in order to report students in Career Technical Programs. Students must be registered in a technical training program funded by the Industry Training Authority in order for boards to report students in ACE – IT Programs.
- ! **NOTE:** Before reporting students in these programs confirm Industry Training Authority age requirements.
- ! **NOTE:** Adults may be eligible for the above program(s) if the course claim(s) are in accordance with the student's graduation requirements towards a BC Certification of Graduation (Dogwood).

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

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

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

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

Graduation Transitions

Schools may report Graduation Transitions in this field.

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

Advanced Placement courses

Schools may claim an AP course as a separate course in this section only if it meets the definition of a course, is a separate and distinct instructional session of 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 and Secondary School Apprenticeship 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 .

Secondary School Apprenticeship SSA11A, 11B, 12A and 12B claims must meet the directive in the Program Guide for Secondary School apprenticeship

http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2009pg_minauthwor_kexper.pdf .

Schools must ensure when tracking hours related to the work study program segment of WEX 12 and SSA 11 and 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, SU and GA report the total number of eligible courses.

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 May 2012 data collection, report all courses leading to graduation in which the Grade 10-12 student has become active between February 18, 2012 and May 4, 2012.

Continuing Education Schools

- For the purpose of completing Form 1701 for the 2011/2012 school year school-aged students enrolled in Continuing Education Schools are reported when they meet the Adult Funding Policy’s definition of attendance.
- 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 but may only be reported by one Board or Authority.
- For all adult students enrolled in a Continuing Education School, report according to the [Adult Funding Policy](#).
- Adult students in Grades 10-12, SU or GA enrolled in a Continuing Education School may be reported in more than one school and more than one Board or Authority.
- Report only the courses taken at your school.
- For the May 2012 data collection, report all courses leading to graduation in which the student has met the attendance requirements between February 18, 2012 and May 4, 2012.

! **Note:** Students who have not met the attendance requirements for any course between February 18, 2012 and May 4, 2012 are not to be included in the CE May 1701 file.

Support Block

For the purpose of completing this form, a support block is for non special needs, school-aged, non graduated students in grades 10-12 and SU engaged in their learning at structured times in addition to their 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 is to be considered equivalent to the 120 hours of instruction of a regular 4-credit course, instructional service is provided and documented by a teacher, regular attendance is expected, and does not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or time spent on courses at another school.

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

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).

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

Number of Other Courses

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

Special Needs Category

Select the appropriate category to report the student as a student with special needs. The following table lists the special needs category titles and relative codes:

<u>CODES</u>	<u>CATEGORY TITLE</u>
A	Physically Dependent
B	Deafblind
C	Moderate to Profound Intellectual Disability
D	Physical Disability or Chronic Health Impairment
E	Visual Impairment
F	Deaf or Hard of Hearing
G	Autism Spectrum Disorder
H	Intensive Behaviour Intervention/Serious Mental Illness
K	Mild Intellectual Disability
P	Gifted
Q	Learning Disability
R	Moderate Behaviour Support/Mental Illness

Students must be reported in the category according to the definition, identification and service delivery found in the *Special Education Services: A Manual of Policies, Procedures and Guidelines* revised edition on the Ministry web site at <http://www.bced.gov.bc.ca/specialed/ppandg/>. Principals should consult with board staff in identifying these students to ensure that information is reliable for audit and accountability purposes.

In order to identify a student in a Special Needs category the following criteria **must** be met:

1. there must be documentation to support that the student has been appropriately assessed and identified by the Board of Education as meeting the criteria of the special education category,
2. a current IEP must be in place dated after October 1, 2010,
3. the goals of the IEP must correspond to the category in which the student is identified,
4. support services must be outlined in the IEP and must be related to the student’s identified need(s),
5. there must be evidence that a parent has been offered the opportunity to be consulted about the preparation of the IEP,

6. there must be evidence that the student is being offered learning activities in accordance with the IEP developed for the student,
7. the IEP must outline methods for measuring the student's progress in relation to the IEP goals.

For students in categories A, B, C, D, E, F, G, and H: The student must be receiving **additional** special education services on a regular basis, other than:

- Speech/Language Pathology
- Counseling
- Physiotherapy
- Occupational Therapy
- Psychology
- Hospital/Homebound Instruction.

! **NOTE:** A plan for the delivery of these Special Education Services must be in evidence at the time of the May 4, 2012 claim.

! **NOTE:** Requirements and guidelines for students with special needs enrolled in Distributed Learning Schools can be found on the Ministry web site at http://www.bced.gov.bc.ca/technology/dist_ed.htm .

Submitting the 1701 file to the Ministry

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

APPENDIX 1
CODES FOR PRIMARY LANGUAGE SPOKEN IN THE HOME

044	AFRIKAANS	009	NORWEGIAN
096	ALBANIAN	153	NUU-CHAH-NULTH
076	ARABIC	141	NUXALK
030	ARMENIAN	145	OKANAGAN
034	BENGALI	071	OTHER ABORIGINAL
172	BOSNIEN	091	OTHER AFRICAN
020	BULGARIAN	082	OTHER ASIATIC
083	CAMBODIAN	061	OTHER ATHPASKAN
174	CANTONESE	947	OTHER GERMANIC
060	CARRIER	090	OTHER LANGUAGES
043	CATALAN	087	OTHER MALAYO-POLY
946	CHINESE	147	OTHER SALISHANE
097	CREOLE	070	OTHER WAKASHANES
112	CROATIAN	033	PERSIAN
024	CZECHOSLOVAKIAN	085	PILIPINO
007	DANISH	027	POLISH
132	DUNNE-ZA	001	PORTUGUESE
004	DUTCH	037	PUNJABI
943	ENGLISH	103	ROMANCHE
041	ESTONIAN	003	ROMANIAN
045	FAEROESE	018	RUSSIAN
042	FINNISH	065	SECWEPEMC
944	FRENCH	113	SERBIAN
927	GERMAN	021	SERBO-CROATIAN
149	GITKSAN	801	SIGNING
029	GREEK	035	SINHALESE
039	GUJARATI	025	SLOVAK
062	HAIDA	022	SLOVENIAN
077	HEBREW	002	SPANISH
036	HINDI	144	STL'ALT'IMC
048	HUNGARIAN	088	SWAHELI
008	ICELANDIC	010	SWEDISH
047	INDO IRANIAN	086	TAGALOG (PHILIPINO)
072	INUKTITUT	074	TAMIL
945	ITALIAN	902	THAGALOO
049	JAPANESE	155	THAI
050	KOREAN	110	TSILHQOT'IN
108	KASKA	069	TSIMSHIAN
163	KURDISH	067	TLINGIT
064	KTUNAXA	040	TURKISH
152	KWAKW'ALA	111	TUTCHONE
080	LAOTIAN	094	UKRAINIAN
084	MALAY-BAHASA	038	URDU
173	MANDARIN	081	VIETNAMESE
802	NISGA'A	023	YUGOSLAVIAN

APPENDIX 2
BAND OF RESIDENCE CODES

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	KLAAHOOSE	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	SKAWAHLOOK
700	BOOTHROYD - AFA	579	LAKAHAMEN	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	CHESLATA 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	TLATLASIKWALA
531	GITANMAAX - GITSKAN - AFA	714	NEMIAH 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	TSEYUCUM
546	HALFWAY RIVER	663	OHIAHT - 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	OSOYOOS	697	UPPER NICOLA
552	HOMALCO	541	OWEEKENO	599	UPPER SIMILKAMEEN
683	ISKUT - AFA	658	PACHEENAHT	545	WEST MOBERLY LAKE
688	KAMLOOPS	652	PAQUACHIN	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	KISPLOX	585	PEPKUM	728	YEKOOCHE
676	KITAMAAT	544	PROPHET RIVER		
540	KITASOO	651	QUALICUM		