

FORM 1701: STUDENT DATA COLLECTION

FORM COMPLETION INSTRUCTIONS FOR PUBLIC DL SCHOOLS

MAY DATA

Quick Reference

Who must complete Form 1701?

This form must be completed by:

- 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 5, 2010
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! **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 April 30, 2010:

- 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, and school-aged students with graduation certificates.

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 should be reported by the education facility with which they are enrolled and active as at April 30, 2010, or registered, in the case of home schoolers:

- Students born between July 1, 1990 and December 31, 2004.
- Students born prior to July 1, 1990 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 virtual school, [LearnNowBC](#).
 - 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 2009/2010 school year, students who are over the age of 19 who: 1) have special needs; and 2) were reported in 2008/09; 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 whom the guardians of the students are not ordinarily resident in B.C. Provincial funding will not be provided for these. See the current International Students Policy for details on the Ministry web site
<http://www.bced.gov.bc.ca/policy/policies/international.htm>

- Exchange Students - An exchange student is one involved in a reciprocal and equal exchange. This exchange must be one in/one out of the same district for the same length of time, with the exchange completed within two years. Boards receive funding for the resident student.
- Youth Agreement Students - These are students who have entered into a Youth Agreement with the Director of the Ministry for Children and Families. 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 should not 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. If the student is enrolled for longer than 3 months then they should be reported in the facility in which they are enrolled as at April 30, 2010.
- 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, 2004).

Duplicate students

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

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

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

Distributed Learning Schools receive 0.125 FTE for each grade 10, 11 or 12 four credit course in which the student has become active.

Attendance and participation records

The Ministry strongly advises schools to retain student attendance and participation documentation 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: Schools report students who are not adults in grade GA (graduated adult).

Correct

Procedure: Report school aged students in grades other than GA.

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.

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	Distributed Learning Unit	Diversity, Equity and Early Learning Branch
250 356-2441	250 356-7459	250 356-7039	250 356-7767

Step by step instructions for completing Form 1701

Ministry School Name and Code

Be sure your school name and code are correct.

Local School Student Identification Number

Indicate the student's school identification number.

Report Date

The report date is "2010 04 30".

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., 1992).

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 student.

Postal Code

Enter the current BC residential postal code of the student.

Out-of-Province/International student

Mark this box 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).

! **NOTE:** Ensure you have read the current International Students Policy.

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. It may or may not be membership band depending on whose reserve the student lives. 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 Half Time

Indicate if the student is enrolled in Kindergarten and attends class on a half time (0.5 FTE) basis, or attends on a full time basis in a program not eligible for full day funding.

Kindergarten Eligible for 1.0 FTE

Indicate if the student attends a full day kindergarten program which is eligible for 1.0 FTE. These programs are:

- English as a Second Language
* FLS for students enrolled in Conseil scolaire francophone de la Colombie-Britannique
- Aboriginal Education
- Physically Dependent
- Deafblind
- Moderate to Profound Intellectual Disability
- Physical Disability or Chronic Health Impairment
- Visual Impairment
- Deaf or Hard of Hearing
- Autism Spectrum Disorder

! **NOTE:** Repeating the morning curriculum in the afternoon does not qualify as a program eligible for 1.0 FTE. If a kindergarten student attends on a full time basis but is not in an eligible full day program do not report the student as full day, report as half time.

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.

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%
	Grade 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 language course offered at various grade levels to students.

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 as a Second Language Program or French as a Second Language Program (for students enrolled in Conseil scolaire francophone de la Colombie-Britannique*)

Refer to the *English as a Second Language Policy and Guidelines*,
<http://www.bced.gov.bc.ca/esl>

In order for a School Board to qualify for Supplemental Funding for English as a Second Language or French as a Second Language* support services, there must be, for each student reported:

1. documentation of a current annual English (French*) language proficiency assessment, dated after September 30, 2008, 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, 2008. 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 ESL(FLS*) 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 specifically address the ESL (FLS*) needs identified in the student's English Language (French Language*) proficiency assessment;
5. a schedule or list documenting the ELS/FLS* services provided (see #4 above) by an ESL/FLS* 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-ESL (non-FLS*) 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 ESL services.

ESL (FLS*) support services must be in evidence at the time of the April 30, 2010 claim. For secondary students there must be some evidence of support services in April 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 ESL 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 ESL (FLS*) 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 through the implementation of an Enhancement Agreement (EA). This includes strategies and structures which have been identified by the district 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 district 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 District 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.

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 where parents have self identified students, and evidence of connection through letters and phone calls have been made to the parent or guardian as follow up.
 4. evidence that the Aboriginal Education Program is in addition to any other programs and services to which the student is eligible;
 5. evidence that the Aboriginal Education Programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year.
- ! **Note:** Students may be reported in all categories for which they meet the requirements: Aboriginal Education Programs and Services, 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 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. 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

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 an apprentice with the Industry Training Authority in order to be reported in the SSA program.

Career Technical or ACE – IT Programs

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 in order to report students in Career Technical Programs and must have students registered in a technical training program funded by the Industry Training Authority in order to report students in ACE – IT Programs.

Number of Courses Leading to Graduation

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

<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 may only be reported once for a student during their K-12 education and should be reported when the student is enrolled in grade 12.

The number of courses leading to graduation are required in order to calculate the Full-Time Equivalent for **all** secondary students, enrolled in grades 8–12, SU and GA.

To obtain funding for **school aged** students, boards of education must meet the following criteria:

- 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 April 2010 data collection, report all courses in which the Grade 10-12 student has become active since February 6, 2010.

To obtain **adult student** funding, school boards must meet the following criteria:

- For all adult students, a Course Enrolment Form on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment;
- For adult students enrolled in Distributed Learning Schools, report according to the “active” policy.

! **NOTE:** When completing the 1701 form please refer to the [Adult Program Policy](#) and the [Adult Funding Policy](#) .

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.

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

Support Block

DL schools do not report support block.

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 Grade 12 Transcript and Examinations System Handbook of Procedures 2009/2010 or the Course Information Booklet for 2009/2010 for a comprehensive list on the Ministry web site

<http://www.bced.gov.bc.ca/graduation/courseinfo/>).

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

Special Needs Category

Mark the appropriate box 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 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, 2008,
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:

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

! **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	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	SEMIAHMOO
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	SKOKALE
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	CHESLATTA 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	STELLAT'EN
560	COQUITLAM	618	MCLEOD LAKE - AFA	717	STONE
642	COWICHAN	673	METLAKATLA - AFA	615	STONEY CREEK
504	DEASE RIVER	530	MORICETOWN	578	SUMAS
662	DITIDAHT - 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	NEMAIAH 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	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	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	KISPLOX	585	POPKUM	728	YEKOOCHE
676	KITAMAAT	544	PROPHET RIVER		
540	KITASOO	651	QUALICUM		