

**2018/2019**  
**Special Education Program**  
**WORKPLAN**  
**INSTRUCTION BOOK**

**Important Due Dates**

**Workplan: October 5, 2018**  
**Interim Report: February 1, 2019**  
**Final Report: May 17, 2019**

Special Education Program  
First Nations Schools Association &  
First Nations Education Steering Committee  
#113 – 100 Park Royal South  
West Vancouver, BC V7T 1A2  
Tel: 604-925-6087  
Toll Free: 1-877-422-3672  
Fax: 604-925-6097

# Introduction

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The First Nations Schools Association (FNSA) and the First Nations Education Steering Committee (FNESC) manage the Special Education Program (SEP) of Indigenous and Northern Affairs Canada (INAC).

Since the introduction of this program, First Nations schools have directed the FNSA and FNESC to allocate the majority of the SEP funding directly to First Nations schools to support locally designed and delivered programs and services.

Specifically, funding grants for First Nations schools are calculated using a formula that provides a “base” plus “per capita” (based on a Full Time Equivalent (FTE) count) amount. The base is now set at \$30,000 per community.

***The specific amount of funding available for each First Nations school is described in a letter sent directly to each school.***

This funding allocation is based on a predetermined formula rather than a competitive proposal process. FNESC/FNSA require that requests for funding be submitted in the form of a workplan. Workplans can be submitted in a number of ways.

- **Recommended:** The workplan can be completed on SEP DRUMS: <https://sepdrums.fnesc.ca/> using your school’s regular **SEP DRUMS** user name and password. If you have forgotten your password use the [forgot?](#) link and a new one will be sent.
- The workplan template can be downloaded from the FNSA website ([www.fnsa.ca](http://www.fnsa.ca)) special education pages. Hard copies of completed workplans can be mailed or faxed (604-925-6097) to the FNESC office. If a hard copy is being completed and more space is required, please photocopy the relevant pages or download additional forms from [www.fnsa.ca](http://www.fnsa.ca).
- A copy of the workplan template can be emailed to you and then can be saved to a computer, completed, and returned by email to [barbo@fnesc.ca](mailto:barbo@fnesc.ca).

Further information about the SEP is available by contacting the FNESC office at (604) 925-6087 or toll-free: 1-877-422-3672. In addition, SEP information and documents are included on the FNSA website.

In order to offer further supports to students with High Cost special needs in First Nations schools, additional funding is available for cases in which the base plus per capita allocation is insufficient to meet the needs of all students with High Cost special needs in a school. Additional High Cost SEP Funding Application forms are available at <http://www.fnsa.ca/programs/sep>. No further details about this funding are provided in this Instruction Book.

## Program Summary and Key Dates

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Total funding available for school allocations:      **\$14,600,000**

### Process for Distributing Funding

Schools submit SEP Workplans: due by October 5, 2018

SEP Workplans are approved

Program Contribution Agreements are distributed to schools

Schools return signed Contribution Agreements

First payments of 75% of approved funding are distributed to schools

Schools submit Interim Reports: due by February 1, 2019

SEP Interim reports are approved

Second payments of 25% of approved funding are distributed

Schools submit Final Reports: due by May 17, 2019

## Workplan Overview

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The workplan serves two purposes: 1) an application for accessing SEP funding; and 2) a mechanism to gather data about collective rates and types of high cost special needs in First Nations schools.

To complete the workplan, you will need the following.

1. Information from teaching staff that identifies enrolled students with special education needs, as well as services to be provided to those students.
2. A list of the students with special needs attending your school who have been assessed / identified by specialists, as well as their assessment reports.
3. A list of other students attending your school who are suspected of having special needs based upon a classroom-based assessment by school staff – students who will be referred for an assessment by a specialist as soon as time and resources make such an assessment possible.
4. All Individual Education Plans (IEPs) that have been developed for students with special needs.
5. Appendix A: Special Education Data Collection Chart & Sample
6. Appendix B: The FNESC/FNSA Special Needs Screening Template
7. Appendix C: SEP Sample Activities & Budget

# Instructions for Completing the Workplan

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## Section A – School Information

Fill in all school information as outlined on the workplan. **Note:** it is very important to include contact information for the person who is responsible for filling out the workplan. Also include an **email address**; most special education correspondence is sent by email.

## Section B – Special Education Data Collection Chart

To complete this section, you will require your INAC Nominal Roll, Appendix A of this Instruction Book (Special Education Data Collection Chart Sample), Appendix B (the Special Education Screening Guide and Sample), and specific student information (Student IEPs and assessment information).

### **Column Description:**

- **Student #:** Enter a student number for each student identified as having high cost special education needs. Each school can generate a number according to its own system, but the school administrator or special education teacher must be able to trace the student numbers to particular students. **It is important that the same number is used for each specific student every year.**

**NB:** *In BC, SEP funding is intended for students who are included on the INAC nominal roll or enrolled in a school that is operated by a First Nation that has a treaty or self-government agreement with the federal government.*

- **Gender:** For each student, indicate their gender by noting **M** for male and **F** for female.
- **Grade:** For each student, indicate the grade they are enrolled in (not the grade level they are working at). For adult students, indicate with an A.

- **Nominal Roll:** Indicate if the student was identified on the current school year INAC Nominal Roll as having high cost special education needs: 1. Yes; 2. No. If No, indicate the reason why the student was not identified on the Nominal Roll – one of: you are a self-governing First Nation; the student enrolled after September 30; **other (please explain).**
- **Exceptionalities:** For students who have been formally assessed by a specialist, indicate the students' special need as indicated by the specialist. Please also indicate if the special need is moderate or severe. For students who have not yet been formally assessed, use the screening template in Appendix B of this handbook as a guide to indicate what is suspected to be the student's need. If the student is in preschool and the special need has not yet been diagnosed, please indicate using the term "early intervention."
- **IEP/SMART Goal:** Please indicate whether the student has an IEP in place, or if one is in progress (IP). \*If the student is a returning student indicate yes; **In Progress should only be used for new students.** \*Note: all students identified on the workplan must have an IEP in place by December 1, 2018.
- **Professional Assessment Status:** For each student identified, select the appropriate Professional Assessment Status: current (within past 3-4 years); initial assessment required (student does not yet have a professional assessment); or re-assessment required (the assessment is 4 + years old). For the purpose of the workplan, Professional Assessment is defined as a student assessment completed by a non-teacher professional. Non-teacher professionals include psychologists, psychiatrists, pediatricians, and others. Indicate on the workplan what type of non-teacher professional completed the assessment.
- **Direct Service(s) to be Provided For Students:** For each student, please select all Direct Services to be provided. Options include: Special Education Teacher, Education Assistant (EA), Counseling/Social Work Support, Speech/Language, Physical Therapy, Occupational Therapy, Instructional Materials/Resources, Assistive Technology/Equipment, Elder/Mentoring/Cultural Support (for the individual student), Professional Assessment, Psychological Services
- **Do not leave Exceptionalities or direct services "blank."** The student should not be on the workplan if there is no exceptionality.

**Section C: Planned SEP Activities & Budget**

**Column Description:**

- **Check SEP Activity Choices:** Check each activity that your school will be implementing this school year.
- **Eligible SEP Activities:** Review the SEP eligible activities chart to determine which activities you will be implementing.

<b>Eligible SEP Activities</b>	<b>Description – Costs associated with ...</b>
IEP development / professional assessment	The development and monitoring of IEPs or professional assessments
special education teacher	Salaries / benefits for special education teachers
educational assistants / paraprofessionals	Salaries / benefits for individual educational assistants(s) / paraprofessional(s)
Elders (mentoring and cultural programs)	Services provided by Elders (mentoring and cultural programs)
educational psychological services	Educational psychological services
counseling / social work services	Counselling / social work services
speech / language services	Speech / language services
occupational therapy	Occupational therapy services
physical therapy	Physical therapy services
instructional resources / materials	Instructional services (professional development, community training) / resource or materials development or purchase
assistive technology / equipment purchases	Assistive technologies / equipment purchases
professional development	Professional development (workshops/conferences)
transportation	Transportation of students requiring specialized vehicles, as specified in an IEP, and/or costs associated with emergency transportation

- **Expected outcomes:** List the expected outcomes of each SEP activity to be implemented in your school. Outcomes are the effects, benefits or consequences that are expected to result from an activity.
- **Amount of SEP funding to be used:** Each of the activities to be undertaken must be included separately with an estimated cost shown.
- **Amount of other funding to be used:** If other funding is to be accessed for an activity, please provide the amount to be used. Schools are encouraged to combine funding from other sources and/or to form partnerships with other agencies and communities, if appropriate, to increase the total resources available for special education initiatives.
- **Sources of other funding:** Please indicate the source(s) of the “other funding,” eg. core funding.
- **Budget summary:** The budget table at the bottom of Section C must be completed. Add the Total SEP Funding and Other Funding to calculate the Total Cost of All Activities.
- **Signature:** The signature of the person completing the workplan will indicate that the information provided in the workplan is consistent with the school’s Nominal Roll.

## Funding Process and Deadlines

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Each First Nations school will be provided with **75%** of its funding allocation upon **receipt and approval of the SEP workplan**.

**Any school that does not submit a complete workplan will forfeit its SEP funding grant.** Forfeited funds will be re-allocated to other SEP activities. Schools can apply prior to the deadline, but **late submissions will not be accepted**.

### **Workplan Deadline: October 5, 2018**

### **SEP Interim Reports: due no later than February 1, 2019**

The final **25%** will be forwarded to schools upon **submission of the complete SEP Interim Reporting Form**.

### **SEP Final Reports: due no later than May 17, 2019**

Reporting forms will be available on the FNSA website, [www.fnsa.ca](http://www.fnsa.ca).

**The timely submission of final reports is crucial to the continued success of FNSA/FNESC activities.** Information provided through school final reports is used to support overall program reporting and submissions for future funding. FNESC/FNSA aggregate all school data and a summary is included in a final report to INAC in July of each year. Individual school information is not released publicly.

NOTE: The need to meet all deadlines was supported at the 2016 FNSA AGM, when the following motion was passed.

Procedures for the submission of applications for SEP school allocations grants:

1. The FNSA will clearly identify and communicate the deadline for the submission of SEP applications.
2. Schools may request an extension of three weeks maximum, if the request is received and approved prior to the deadline.
3. **Applications received after the deadline or approved extended deadline will not be accepted.**
4. A process will be developed and approved by the FNSA Board to:
  - ensure procedures are in place to contact appropriate school personnel.
  - review any appeals for late submissions. Appeal decisions of the FNSA Board will be final.

## Appendix A

### Special Education Data Collection Chart Template

Student #	Gender	Grade	Identified as High Cost Special Need on current year Nominal Roll ?	Exceptionalities	IEP in Place or In Progress	Professional Assessment Status	Direct Service(s) To Be Provided For Student
<b>NB: Schools must generate a number to identify each student included on the SEP workplan and in SEP reports. Each student's number must remain the same each year.</b>	M / F	K4 – 12 / Adult	- Yes - No  <b>If No, give reason why:</b>  - Self-governing Nation - Attended after Sept 30 - Other (give reason)	-Severe Learning Exceptionality -Speech/Language Exceptionality -Intellectual Exceptionality -Behavior <i>severe</i> -Mental Illness <i>serious</i> -Autism Spectrum Exceptionality <i>Moderate/severe</i> -Physical Exceptionality/Chronic Health <i>Moderate/severe</i> -Fetal Alcohol Spectrum Exceptionality -Hearing Impairment <i>Moderate/severe</i> -Vision Impairment <i>Moderate/severe</i> -Multiple Exceptionalities -Early Intervention (Preschool Only))	-Yes -In Progress (IP)  <b>For all students included on the workplan, an IEP or SMART Goal must be in place by December 2016</b>  <b>Use In Progress for new students only</b>	-Current (C)  -Initial Assessment Required (IAR)  -Re-assessment Required (RR)	-IEP development / professional assessment -Special education teacher -Educational assistants / paraprofessionals -Elders (mentoring and cultural programs) -Educational psychological services -Counseling / social work services -Speech / language services -Occupational therapy -Physical therapy -Instructional resources / materials -Assistive technology / equipment purchases -Professional development -Costs associated with transportation

### Special Education Data Collection Chart Sample

Student #	Gender	Grade	Identified as High Cost Special Need on current year Nominal Roll ?	Exceptionalities	IEP in Place or In Progress	Professional Assessment Status	Direct Service(s) Needed For Student
1234567890	M	7	Yes	Autism Spectrum Exceptionality - severe	Yes	RR	SE Teacher, EA, Assistive Technology
1234567899	F	2	No, attended after Sept. 30th	Behaviour - severe	IP	C – Psychologist	SE Teacher, EA
1234567530	M	adult	Yes	Fetal Alcohol Spectrum	Yes	C – Sunny Hill	SE Teacher, EA, Occupational Therapy
5360021501	F	4	Yes	Multiple Exceptionalities (more than one)	Yes	C – Psychologist	SE Teacher, EA, Counseling

## **Appendix B**

### **Exceptional Needs Screening Template**

#### **Purpose**

The following Special Needs Screening Template can assist school staff in selecting students who may require further assessment.

The template follows on the next pages.

Behaviour	Communication			
	Autism Spectrum Exceptionality	Hearing Impairment	Severe Learning Exceptionality	Speech/Language Exceptionality
Severe	Moderate	Moderate	Severe	Moderate to Profound
<p>Students with <b>Severe Acting Out Behaviour Exceptionality:</b></p> <ul style="list-style-type: none"> <li>Are extremely disruptive in most environments (school/home/community)</li> <li>Are often involved in delinquent behaviour (stealing, aggression, fire setting etc.)</li> <li>May present a threat to others' safety (they may be physically or sexually assaultive)</li> </ul> <p>Students with <b>Severe Internalizing Behaviour Exceptionality:</b></p> <ul style="list-style-type: none"> <li>Appear vulnerable, fragile and at-risk in the classroom</li> <li>Often are profoundly withdrawn and isolated</li> <li>May have attempted suicide or are at risk of suicide</li> </ul>	<p>Students with <b>Autism Spectrum Exceptionality:</b></p> <ul style="list-style-type: none"> <li>Experience difficulty with reciprocal social interactions (appear unaware of others' feelings, tend not to seek social interactions)</li> <li>Experience delays in both receptive language and/or expressive communication (have difficulty engaging in socially appropriate conversation)</li> <li><i>Often</i> get upset over small changes in routine</li> <li><i>Frequently</i> exhibit restricted, repetitious patterns of interest and/or behaviour</li> <li><i>May</i> have unusual or lack of reaction to sensory stimuli</li> </ul>	<p>Students with <b>Hearing Impairment:</b></p> <ul style="list-style-type: none"> <li>Require the use of hearing aids</li> <li>May require a personal f.m. system</li> <li><i>Often</i> experience <i>considerable</i> difficulty following classroom discussion when background noise is present</li> </ul> <p>Their hearing loss:</p> <ul style="list-style-type: none"> <li><i>Often</i> effects the following areas of language development: <ul style="list-style-type: none"> <li>vocabulary development</li> <li>understanding abstract ideas</li> <li>understanding idiomatic language</li> </ul> </li> <li><i>May</i> lead to social isolation</li> </ul>	<p>Students with <b>Severe Learning Exceptionality</b> have <i>persistent</i> difficulty in learning and using basic academic skills (i.e. reading, writing, and math).</p> <p><b>Early Primary</b></p> <ul style="list-style-type: none"> <li><i>Persistent</i> difficulty in recognition of letters and numerals <b>or</b></li> <li><i>Persistent</i> difficulty in demonstrating phonological awareness.</li> </ul> <p><b>Late Primary-Intermediate</b></p> <ul style="list-style-type: none"> <li><i>Persistent</i> difficulty in the acquisition of reading (poor decoding skills and limited comprehension), writing (inability to express ideas in writing), and/or numeracy (inaccurate and slow computation).</li> </ul> <p><b>Intermediate-Secondary</b></p> <ul style="list-style-type: none"> <li><i>Persistent</i> difficulty using reading as a tool to learn new information or using writing to express ideas or using computation to solve problems.</li> </ul>	<p>Students with <b>Speech/Language Exceptionality</b> have <i>persistent</i> difficulty understanding and using spoken language. Speech/Language Exceptionalities occur in:</p> <ul style="list-style-type: none"> <li>Speech production</li> <li>Expressive language (expressing oneself with oral language)</li> <li>Receptive language (understanding spoken language)</li> </ul> <p>Students with <b>Speech Production Exceptionalities:</b></p> <ul style="list-style-type: none"> <li>Have a <i>noticeable</i> stutter or hesitation in speech <b>or</b></li> <li>Have <i>persistent</i> problems articulating sounds in words and sometimes leave sounds out of words or substitute an incorrect sound.</li> </ul> <p>Students with <b>Expressive Language Exceptionalities:</b></p> <ul style="list-style-type: none"> <li>Have difficulty finding correct words to express meaning</li> <li><i>Often</i> have difficulty expressing complex ideas <b>or</b></li> <li><i>May</i> use limited vocabulary / incorrect grammar to express ideas</li> </ul> <p>Students with <b>Receptive Language Exceptionalities:</b></p> <ul style="list-style-type: none"> <li>Have difficulty carrying out multi-step directions</li> <li>Have difficulty learning new vocabulary and remembering sequences of numbers (eg. phone numbers)</li> </ul>
<p><b>Mental Illness</b></p> <p><b>Serious</b></p> <p>Students with <b>Serious Mental Illness:</b></p> <ul style="list-style-type: none"> <li>Experience significant distress or disability in school, home or community environments</li> <li>May experience confused thinking or reduced ability to concentrate</li> <li>Often are profoundly withdrawn or experience other negative internalizing behaviours</li> <li>May be at-risk for self-harm</li> </ul>	<p>Students with <b>more serious conditions within the Autism Spectrum Exceptionality:</b></p> <ul style="list-style-type: none"> <li>Experience <i>considerable</i> difficulty in developing functional communication (they <i>may</i> need to use simple gestural sign language and/or a communication board)</li> <li>Often exhibit repetitive behaviours (finger flapping, rocking, or slapping themselves)</li> <li><i>Often</i> have serious difficulty establishing social relationships (they are difficult to comfort or appear socially isolated)</li> </ul>	<p>Students who are <b>Deaf or Profoundly Hearing Impaired:</b></p> <ul style="list-style-type: none"> <li>Require <i>both</i> hearing aids and specialized auditory and speech training to develop functional communication <b>or</b></li> <li>May rely on sign language to communicate</li> </ul>		<p>Students with <b>Expressive Language Exceptionalities:</b></p> <ul style="list-style-type: none"> <li>Have difficulty finding correct words to express meaning</li> <li><i>Often</i> have difficulty expressing complex ideas <b>or</b></li> <li><i>May</i> use limited vocabulary / incorrect grammar to express ideas</li> </ul> <p>Students with <b>Receptive Language Exceptionalities:</b></p> <ul style="list-style-type: none"> <li>Have difficulty carrying out multi-step directions</li> <li>Have difficulty learning new vocabulary and remembering sequences of numbers (eg. phone numbers)</li> </ul>
Following screening, if a formal diagnosis is required and possible, it would be done by ...				
Physician, Psychologist, Psychiatrist	Multidisciplinary Team	Audiologist	Educational psychologist	Speech Language Pathologist

Fetal Alcohol Spectrum Exceptionality	Intellectual Exceptionality	Physical Exceptionality		Multiple Exceptionalities
		Physical Exceptionality/ Chronic Health	Vision Impairment	
	Moderate	Moderate	Moderate	
<p>Students with <b>Fetal Alcohol Spectrum Exceptionality</b> often have difficulty with both learning and social interactions.</p> <p><b>Learning Problems</b> may include:</p> <ul style="list-style-type: none"> <li>• Difficulty understanding "abstract concepts" (examples: sugar is concrete but sweet is abstract; money is concrete but value is abstract)</li> <li>• Difficulty generalizing</li> <li>• Difficulty with sequential thinking</li> <li>• Difficulty remembering concepts and facts from one day to the next</li> </ul> <p><b>Behavioural Problems</b> may include:</p> <ul style="list-style-type: none"> <li>• Difficulty predicting and/or understanding consequences of behaviour</li> <li>• Difficulty perceiving 'social cues,' often alienating peers</li> <li>• Easily becoming over-stimulated and/or overwhelmed, often leading to outbursts</li> </ul>	<p>Students with <b>Intellectual Exceptionality</b>:</p> <ul style="list-style-type: none"> <li>• Require <i>planned instruction</i> to learn:                             <ul style="list-style-type: none"> <li>○ Self-care skills</li> <li>○ Personal safety</li> <li>○ Appropriate social skills</li> <li>○ Effective communication</li> <li>○ Functional academic skills</li> </ul> </li> </ul>	<p>Students with <b>Physical Exceptionality</b>:</p> <ul style="list-style-type: none"> <li>• Require <i>periodic</i> assistance with:                             <ul style="list-style-type: none"> <li>○ Mobility or self-care skills (eg. toileting)</li> <li>○ Academic tasks, <i>often requiring adaptations</i> to enable the student to meet learning outcomes</li> </ul> </li> <li>• May have functional, visual, orthopedic, motor, or hearing impairments, which impact their ability to walk, play and learn</li> <li>• May need augmentative devices for communication</li> </ul> <p>Students with chronic medical conditions (eg. cancer, chronic fatigue syndrome etc.)</p> <ul style="list-style-type: none"> <li>• often miss school</li> <li>• have reduced endurance</li> </ul>	<p>Students with <b>Visual Impairment</b>:</p> <ul style="list-style-type: none"> <li>• Require closer than normal seating to see the information on wall maps, black boards, overheads, etc.</li> <li>• Require adapted materials:                             <ul style="list-style-type: none"> <li>○ enlarged print</li> <li>○ enhanced contrast</li> <li>○ specialized equipment to access information from books and other print materials</li> </ul> </li> <li>• May need orientation or assistance in finding their way in new environments</li> <li>• May experience social isolation</li> </ul>	<p>Students with <b>Multiple Exceptionalities</b>:</p> <ul style="list-style-type: none"> <li>• Have a cluster of several difficulties that do not separately meet the criteria for <b>physical disability/chronic health impairment</b> or <b>severe behaviour</b>, but together result in significant impairment of school functioning.</li> </ul> <p><i>For example, a student with a mild to moderate learning disability, combined with ADHD and moderate behaviour issues, could have serious difficulties requiring significant levels of support.</i></p>
	Severe	Severe	Severe	
	<p>Students with <b>Severe Intellectual Exceptionality</b>:</p> <ul style="list-style-type: none"> <li>• Require <i>ongoing assistance</i> for:                             <ul style="list-style-type: none"> <li>○ Personal care</li> <li>○ Personal safety</li> <li>○ Communicating needs and wants</li> <li>○ Participating in daily living activities</li> </ul> </li> </ul> <p><i>Building modifications are often required for personal care needs (eg. toileting).</i></p>	<p>Students who are <b>Physically Dependent</b>:</p> <ul style="list-style-type: none"> <li>• Require <i>ongoing support</i> for all activities of daily living (i.e. toileting, eating, dressing, and mobility)</li> <li>• Often use augmentative devices for communication</li> </ul> <p><i>Building modifications are often required for full participation.</i></p>	<p>Students who are <b>Blind and/or Severely Visually Impaired</b>:</p> <ul style="list-style-type: none"> <li>• Require Braille or taped versions of printed materials</li> <li>• Require orientation and mobility training to independently find their way in <i>familiar</i> environments</li> <li>• <i>Often</i> require assistance with personal care (eg. dressing)</li> </ul>	
Following screening, if a formal diagnosis is required and possible, it would be done by ...				
Multi-disciplinary team	Educational Psychologist	Medical specialist	Medical specialist	Documentation in two or more areas of exceptionality

## Appendix C

### SAMPLE Activities and Budget

Check SEP activities	Eligible SEP Activities	# of students/ participants	Expected Outcomes	Amount of SEP Funding To Be Used	Amount of Other Funding To Be Used	Source(s) of Other Funding (if applicable)
	IEP development/professional assessment					
✓	special education teacher	15	To assist learners with special needs achieve a higher level of personal self-sufficiency	20,000	60,000	Core funding
✓	educational assistants / paraprofessional	1	To meet individual student IEP goals	10,000	10,000	Core funding
	Elders (mentoring & cultural programs)					
✓	educational psychological services	4	To determine individual student strengths and needs	8,000	0	
	counselling/ social work services					
	speech/ language services					
	occupational therapy					
	physical therapy					
	Instructional resources / materials					
✓	assistive technology /equipment purchases	1	To meet student's communication goals as on IEP	5000	0	
	school staff professional development					
	transportation costs					
<b>Total:</b>				<b>43,000</b>	<b>70,000</b>	

### Budget Summary

<b>Total SEP Funding</b>	<b>\$ 43,000</b>
<b>Total Other Funding To Be Used</b>	<b>\$ 70,000</b>
<b>Total Cost of All Activities</b>	<b>\$113,000</b>