

ARC-BC Annual Report 2010-2011

The 2010/2011 school year has been a busy and successful one for ARC-BC (Accessible Resource Centre – British Columbia). By April 2011 all public school districts in the province had joined ARC-BC with over 3700 users registered and accessing the repository. ARC-BC is managed by the Provincial Resource Centre for the Visually Impaired (PRCVI) with SET-BC (Special Educational Technology – British Columbia) providing technical and IT support.

This repository of alternate format materials is based on the BC K-12 curriculum and was developed to help British Columbia School Districts support students with perceptual disabilities. The focus of the ARC-BC provincial team was on four main areas: maintaining alternate format production, repository development, user administration and training. Due to financial restraints direct funding was suspended at the start of the school year. The ARC-BC website continued to operate enabling users to access the repository but production of school district requests was greatly reduced and turnaround time was lengthy.

In February 2011 the British Columbia Ministry of Education was able to provide some contingency funding to help support ARC-BC for the remainder of the school year.

Alternate Format Production

- At the start of the 2010/2011 school year ARC-BC production was limited due to financial restraints; priority was given to district requests for BC curriculum materials. The Ministry of Education funding received in early 2011 allowed ARC-BC to employ three production assistant staff on a temporary bases. This allowed us to greatly reduce the backlog of requested titles and add some 600 new books to the repository. Research and development on the production and distribution of DAISY format books was also completed during the year and production of this alternate format is expected to begin in 2011/2012. The ARC-BC provincial team met and collaborated with other alternate format producers (CAER) several times to discuss production issues and work flow efficiencies.
- As of June 30, 2011, the ARC-BC repository contained **3200 individual titles** representing **over 66,000 learning objects** (alternate format files). Depending on title, a variety of formats were available such as txt, .rtf, .doc .kes, and .mp3 for downloading.

Repository Development

The ARC-BC provincial team was very actively involved throughout the school year in supporting the ongoing development of the ARC-BC repository. Two ARC-BC provincial team leaders, the SET-BC IT manager, and library systems coordinator, in consultation with program administration, met frequently to discuss ongoing repository issues and to plan for improvements to meet the most critical needs of users.

User Administration

- Access to ARC-BC is restricted to registered users approved by ARC-BC District Contacts in those BC school districts who have joined the ARC-BC Community. As a continued part of the ARC-BC Copyright Management Strategy, school districts joining the ARC-BC Community must identify an individual (the ARC-BC District Contact) who will be responsible for approving user registrations and for overseeing the district's training plan. In addition, district administration is required to sign an Agreement on Alternate Format Use which outlines the school district's responsibility in understanding and observing the Canadian Copyright Law 32(1) as it pertains to use of alternate format materials.

All British Columbia school districts are now members of the ARC-BC Community and, from those districts, there was a total of **3100 registered users from the public school districts in the province**. An additional 600 members were from the Independent Schools and the First Nations School Associations

- The two ARC-BC provincial team leaders were involved in a variety of user administration activities throughout the 2010/2011 school year. These activities included online and face-to-face training, development of web-based informational and training resources, day-to-day monitoring and troubleshooting user issues, creation and analysis of year end user surveys, ARC-BC District Contact support and communication, and development of ARC-BC policies and procedures.

As part of the ARC-BC Copyright Management Strategy, a great deal of effort was put into providing training opportunities for individuals, teams and school districts. Online informational sessions were offered at least once per week throughout the beginning of the year and then bi-weekly in 2011. On request, face-to-face workshops or meetings were held in various school districts around the province. The ARC-BC provincial team was supported in their training initiatives by the SET-BC Regional Consultants who also provided team and district support. In addition to these real time training events, many web-based resources are available on the SET-BC learning centre which include presentations, tutorials, and demonstrations. These provide anytime information on alternate formats in general, ARC-BC and the Canadian Copyright Law, and how to use the repository effectively. All training materials are also available to the ARC-BC District Contact for use in their own ARC-BC training events. Daily monitoring of repository activities ensured that users were logging into the site successfully – many users required support retrieving their passwords. This monitoring also included identifying any instances of download abuse and analyzing searching and download trends to help guide alternate format production. Throughout the year, the ARC-BC provincial team leaders provided information and support to the ARC-BC District Contacts as needed.

- The Contribute to Collection project, began in April 2009 with two BC school districts. Mobile scanning stations consisting of a laptop, scanner and Kurzweil 3000 and two days of training was provided to produce high quality alternate formats. In 2010/2011 eight school districts were involved, which included; SD#19 (Revelstoke), SD#23 (Central Okanagan), SD#43 (Coquitlam), SD#61 (Greater Victoria), SD#69 (Parksville-Qualicum), SD#73 (Kamloops-Thompson), SD#82 (Coast Mountains), SD#83 (North Okanagan-Shuswap). ARC-BC is very grateful to these school jurisdictions for their support.

ARC-BC Downloads

- ARC-BC is both a service and a community. Members were encouraged to download books for students with perceptual disabilities while also contributing to the community when they have scanned alternate formats of books for students.

ARC-BC worked diligently to provide alternate formats for the students in a timely manner while adhering to Canadian Copyright. Below is the 2010-2011 year in review.

As of June 30,2011		
Total number of individual titles downloaded	3200 titles	
Total number of Learning Objects downloaded	66,000 Learning Objects (alternate format files)	
Top 10 Most Downloaded Titles		
Total	Novels	Textbooks
Pathways	Hatchet	Pathways
Hatchet	50 Below Zero	BC Science 10
BC Science 10	Holes	Crossroads
Crossroads	Owls in the family	BC Science 7
50 below zero	Nineteen eighty-four	Horizons
Science Probe 7	The Giver	BC Science 8
Horizons: Canada moves	The Outsiders	BC Science 5
Science Probe 8	To kill a mockingbird	BC Science 9
Pathways:civilization	Touching Spirit Bear	Ancient Worlds
Holes	Lord of the flies	BC Science 6
Number of Downloads by File Type		
.kes (Kurzweil 3000)	32,451	
.txt (Simple Text)	11,491	
.mp3 (audio)	5,764	
.rtf (Rich Text Format)	4,988	
.doc (MS Word)	2,848	
.pdf (Adobe)	1,948	
.pps (PowerPoint Show)	822	
.ppt (PowerPoint)	120	
.zip (Zipped files)	24	
.clx (Clicker 5)	3	

- Cost savings for school districts has been substantial. An example of these savings can be demonstrated by estimating production costs of the two most popular downloads – the novel “Holes” and the textbook “BC Science Probe 6” – in terms of preparing Kurzweil 3000 (.kes) format following the typical process used in schools (i.e. scanning book on flatbed scanner directly into Kurzweil 3000,

saving files). *Note that this calculation does not include the numerous additional hours needed to edit and proofread these same files prior to producing other alternate formats such as .rtf, .mp3, DAISY, etc.

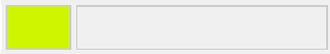
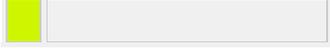
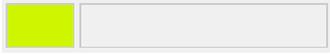
Title	Number of hours to prepare and scan book / save files Note: very conservative estimate	x estimated salary of assistant (\$25/hr)	x total number of downloads for title	Total cost if book scanned by individual assistants	Total cost of book when produced by ARC-BC Note: actual cost including book
Holes	2.5 hours	\$62.50	x 599	\$37,437.50	\$46.00
BC Science Probe 6	4 hours	\$100.00	x 398	\$39,800.00	\$115.00

- At the end of the 2010/2011 school year, a survey was housed within ARC-BC so that all users were able to log on and participate. All ARC-BC users were asked to provide feedback on the web-site and the implications of alternate format resources for their students. This survey was designed to gather information on the user's experience with ARC-BC in general. This survey provided a great deal of information that will help improve the ARC-BC service in the coming year.

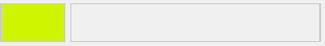
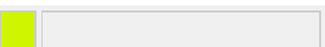
Results of Year End User Survey

Total Number of Surveys Sent	3700
Total Number of Surveys Returned	644

1. How long have you been a member of the ARC-BC Community?

less than a year		21%	136
2 years		45%	289
a year		11%	68
3 or more years		22%	144
Total		100%	644

2. What type of ARC-BC training did you receive?

Face to face		64%	412
Online training		21%	138
Completed the modules on the SET-BC website		11%	71
Did not receive training (please explain why not in question 2A below)		12%	79
Total		100%	644

2A. I did not receive ARC-BC training because:

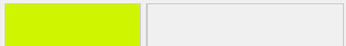
No answer given		88%	565
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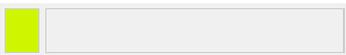
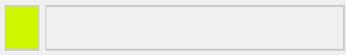
Variety of reasons for not receiving training including...

- website layout was self-explanatory
- new user
- was shown by another colleague
- have not been actively using ARC

- no time
- training not offered in my district
- not aware it was available

3. How often have you visited the ARC-BC website this year?

Rarely		41%	263
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At least once a week		8%	54
At least once a month		48%	311
Everyday		1%	5
Total		100%	644

4. How many alternate format files did you contribute to the ARC-BC collection this year?

	0	1-10	11-30	31-50	51-100
Number of files contributed	556 respondents 89%	62 10%	5 1%	3 0%	0 0%

<p>Variety of reasons for not contributing to ARC-BC collection...</p> <ul style="list-style-type: none"> • already had what I needed • New to ARC-BC • no time to create my own files • not needed 	<ul style="list-style-type: none"> • no time/no training • I did not know that I should • didn't know how to submit files
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5. What is the total number of students you've supported with ARC-BC alternate format resources this year?

	0	1	2-5	6-10	11-20	21-50	51 or more
2010-2011 students	81 13%	109 17%	269 42%	104 16%	48 7%	19 3%	6 1%

6. What is the total number of students prior to the current school year that you've supported with ARC-BC alternate format resources?

	0	1	2-5	6-10	11-20	21-50	51-100	101-150	150 or more
Total number of students	160 25%	68 11%	209 32%	102 16%	59 9%	28 4%	7 1%	0 0%	2 0%

7. Please indicate the number of students you supported this school year with ARC-BC materials who had a visual disability as their primary diagnosis.

	0	1	2-5	6-10	11-20	21-50
Number of students with a visual disability	429 67%	112 17%	72 11%	10 2%	4 1%	2 0%

8. Please indicate the number of students you supported this school year with ARC-BC materials who had a physical disability as their primary diagnosis.

	0	1	2-5	6-10	11-20	21-50
Number of students with a physical disability	383 59%	122 19%	108 17%	6 1%	2 0%	3 0%

9. Please indicate the number of students you supported this school year with ARC-BC materials who had a comprehension disability as their primary diagnosis.

	0	1	2-5	6-10	11-20	21-50
Number of students with a comprehension disability	139 22%	104 16%	269 42%	77 12%	30 5%	15 2%

10. How easy is the website to use?

	Easy	Somewhat easy	Not easy
The ARC-BC website is	406 64%	215 34%	11 2%

11. How responsive was the ARC-BC team to your questions or comments?

	Always	Usually	Rarely
I find what I am looking for	85 14%	490 79%	47 8%

12. How often do you find what you are looking for when searching the collection?

	Always	Usually	Rarely
I find what I am looking for	85 14%	490 79%	47 8%

13. How have the materials you downloaded contributed to your students' access to the curriculum?

	Significantly	Somewhat	Have not
The downloaded materials have contributed	419 68%	160 26%	39 6%

14. What impact has access to ARC-BC resources had on your students' academic performance?

	Very Positive	Positive	Slight	Negative
Impact has been	229 37%	320 52%	63 10%	3 0%

15. Any other comments?

'Please give us any specific comments you have on how the ARC-BC materials have helped your students, how the availability of ARC-BC has helped you support them and/or how we can improve our ARC-BC service'

- 344 users responded to this question (310 users had **No Response**). Their comments were analyzed and fell into general categories. Sample comments in each category are included here.

<p>1 Provided differentiated curricular materials to meet students' diverse learning needs, increase independence, and improve comprehension</p> <ul style="list-style-type: none"> • The materials give the students a significant boost in their independence in learning so I can spend my time on instruction rather than providing access to info or creating accessible materials. It has made a huge difference for many of my students with various disabilities and grades. None of my students had 'comprehension' problems but many were LD. • Students have an increased sense of independence and can participate more actively with their peers. Continue to fund ARC BC to provide much needed resources for students with print and other disabilities. Keep this program going in the future please. • ARC has allowed my student with disabilities to access curriculum materials that they would not have been able to access otherwise. It has increased their independence in the classroom and allowed for differentiated instruction. Students feel successful and love their new found
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independence

- I used ARC materials with Kurzweil for a student with a physical disability combined with a reading disability. This student understands things read to her at Grade Level but cannot read them herself. Having access to textbooks and the same novels that her friends read provides her with self esteem and an independence that has never been available to her before
- It gives my students independence! This really helps their self-esteem.
- The availability of textbooks and novels has given our students independence and self confidence that they are capable of doing their work without having someone to read or write for them.
- The ARC-BC materials have helped students become much more independent which not only helps them but helps their teachers as well. They are so relieved when I provide them with files downloaded off of ARC-BC. It's an amazing service I hope will always be available. I love the fact it has French materials as well, since I also work with Immersion students.
- They give students a sense of independence in accessing curriculum rather than depending upon an adult or peer to read text aloud.
- It has been extremely important for my student to receive the materials from ARC-BC. These materials help them to keep up with their peers when researching and for studying. ARC-BC makes my job easier too because I have one place I can go to to get electronic format materials, and do not have to approach the publishers individually to do that. ARC-BC provides an invaluable service to students with special needs in British Columbia. I would love to see more free-reading type materials available - books that are currently being read by my student's peers
- The students love the materials because they are readily available and the students feel like their needs are being met.

2 Provided materials which increased student inclusion, participation and peer acceptance in the classroom

- Students are able to do the same work as others in their class, helping them meet the class learning outcomes and making them feel like they are a full member of their classroom community.
- Designated students with reading disabilities (reading significantly below grade level) have been able to use the same resources which better involves them in classroom discussions and helps develop fuller comprehension through the discussion. I believe as I get a better grasp of the technology students will become more independent using the ARC resources and in conjunction with Kurzweil will be able to have a much fuller access to their grade curriculum.
- The students have been delighted to pre-read social studies and science textbooks during silent reading time. During the regular subject time they have been able to participate confidently and readily with the rest of the class.
- The ability to independently work with the age appropriate materials is a huge boost to my students self esteem.
- By listening to the text book or story, the students could work on the assignment independently.
- without your service, many of the students in my caseload would not be able to perform the same tasks as their peers - picking a novel to read during silent reading is just one example.
- As I learn more features and students accept the technology more, they become more involved.
materials that enable students to access the same materials that their peers use are the most important types of support
- The materials have allowed the student to take part in a literacy circle he has never been able

to take part in before.

3 Less time spent on creating alternate format materials allowing more time to be spent on other teacher/student activities

- Using ARC is an ENORMOUS time saver. With ever-dwindling support resources
- This site has saved me a significant amount of time in preparing materials and so students have had access to their materials sooner.
- Great for students using kurzweil and not having to scan in textbooks and novels. A big time saver!
- I feel that the Arc-BC program is an essential part of my students' educational program. It also saves me a lot of time in trying to create electronic versions of materials myself. Thanks Arc-BC!
- ARC-BC is a wonderful resource. I feel my students have benefited because I am able to provide more direct service time to them rather than preparing materials. The students also benefit because they feel more successful and are more independent.
- It had reduced the amount of time that I have to spend creating resources (that I know are out there but have no way to access them).
- Wonderful. There is no other way we could find school specific materials without significant expense and wasting a lot of time searching
- This site has saved me a significant amount of time in preparing materials and so students have had access to their materials sooner.

4 Having a centralized collection of good quality materials that is easy to access, search and download

- I LOVE ARC! It is such a valuable resource and it makes so much sense that there is a provincial archive rather than each school district housing their own stuff. ARC makes a difference to both teacher workload and student success. Thanks so much...
- Your service is fantastic. If the materials are not available, it usually means they are quite old and time to find a new novel anyway!
- Keep up the great work! Most of us working in the special education field are dealing with a very heavy workload. ARC is one of the key resources for us helping students - you provide an extremely valuable service.
- Having this resource has been extremely valuable to help me support students with perceptual disabilities
- I really appreciate the resources available through ARC-BC. The students appreciate being able to "read" materials their classmates are reading. Resources available for my student with a vision impairment have been invaluable this year. Thank-you so much for the services you provide.
- Without ARC-BC's e-text material, our teachers simply would not have the time, or tech skill level to create these materials for the kids in their classes who need it. ARC-BC has allowed our district to use our many Kurzweil 3000 licenses to the max. It has allowed students who would have had to fight with every ounce of their skill to wade through the BC curriculum, have incredible success at school. As one gifted student with severe LD said to me; Before I learned about Kurzweil 3000 and ARC-BC I couldn't imagine how I was going to graduate from highschool. Now I know I can do it. It's students like this one that make all our hard work

scanning in material, editing it, and creating things like ARC-BC worth it. ARC-BC needs to continue to be funded as the excellent resource that it is. What level of funding is enough when compared to students being able to reaching their academic dreams, after years of feeling like they couldn't?

5 Have not had time or need to use ARC-BC as yet

- Just joined last night
- Hopefully next year we will be able to utilize this wonderful resource
- I have just signed up for ARC-BC, and am looking forward to using the resources in the next
- I will plan to use it more next school year
- There were many interruptions this year and I did not always have a computer etc. for my teaching so was unable to use the resources as much as I would have liked. I am hoping next year will be better.
- Although I have not yet used the material with my own students, I only received the training late this school year. I look forward to making use of the resources next school year.
- I only looked into ARC BC briefly to get an idea of what was available, but I didn't fully explore the possibilities for my student this year. I am hoping to look into it again
- I have only toured ARC-BC for my own curiosity. I need to use this resource more next school year.

6 Multiple, miscellaneous comments or no response

- Hopefully next year we will be able to utilize this wonderful resource. I did not respond to #13 or 14 as it would not be fair.
- The negative tendency to answers 13 and 14 relate to the students lack of engagement, not ARC as a resource.
- This is a poorly designed survey. You need to provide space in the questions for 'not applicable' or elaborate on questions. For instance, why do you need to know why I did not upload any files? I assume you mean upload them to your site. Is that my responsibility? Is is a requirement?

7. Improve quality of file formats available

- More materials in pdf, rtf or Word format rather than Kurzweil as not all students have specialized software.
- It would be great to have actual (actor) voices available other than computerized
- When books are applied to the sight it might be better for the students if the reading flowed from one page to another without being interrupted by stating the page number.
- Because we are now getting away from the expense of Kurweil and moving toward other text-reading functions, we REALLY need access to .mp3 files, rather than just .kes or .doc files. Please make this a priority.
- I think the computerized voice makes listening to the novels less enjoyable for some children, so when possible, I have opted to purchase an audible novel because the intonation, inflection and expression is included. I know that the cost of having a real voice is expensive, but it does make a difference.
- Books, especially novels, read with a computerized voice are difficult to use since the voice does not convey any of the meaning. Many of my students are young and can't follow the computerized voices. They don't make the material come alive for the students so the students lose interest. It's better than nothing, but these students need so much more

8. More training and/or training materials needed

- Unfortunately I have not use the ARC BC services but this survey has reintroduced the website to me and I will pursue future training so I can use it to help my students.
- ALthough I have not yet used the material with my own students, I only received the training late this school year. I look forward to making use of the resources next school year.
- In order to make the ARC resources more useful, I need more training with Kurzweil. This will take several more hours to practice with hands-on resources.
- The online learning modules are offered during the teaching day and I am unable to access them. It would be better to schedule them outside school hours.

9. More communication needed to districts

- If the goal is to get the community to contribute to the library of materials maybe there should be some contact made with the school districts to discuss how this might be encouraged or achieved. It would be very dissapointing to see this resource go away. It would definitely be a step backwards. It would be nice to see the download process changed so that you could do a bulk download rather than having to download 20 some odd files to get one
- Classroom teachers need to know more about ARC! This is a very powerful resource that is not used enough!!! I wish that ARC could advertise more, maybe in the BC teacher magazine? I am doing my best to get the classroom teacher on board-but they are very busy!
- Training was not offered in my district.

10. Improve website interface for registration, downloading searching, etc

- We love ARC BC. My only real comment and hopeful recommendation is that I find it difficult to find what I am looking for (Ie I often have looked for prescribed readers at particular levels) and then using the 'add to cart, check out etc'. I would rather click on what I want and then immediately be asked to download it. It is harder with all the steps required to download material
- It would be very dissapointing to see this resource go away. It would definitely be a step backwards. It would be nice to see the download process changed so that you could do a bulk download rather than having to download 20 some odd files to get one textbook.
- finding it difficult to navigate
- The online learning modules are offered during the teaching day and I am unable to access them. It would be better to schedule them outside school hours.

11. Specific title or alternate format requests

- I teach in French Immersion at the elementary school level, and I was so excited to discover that ARC-BC had most of the grades 4-7 science, socials and math textbooks. Thank you! I'm hoping that there will be more materials in French in the future - like novels for Grades 6 and 7 students.
- i would have liked more social studies materials with click 5
- If you could create alternate formats for the novels we used this year, it would have been more helpful Books we used were: Shabash, Do you Know Me?, Thief Lord, etc.
- Would like to have access to chapters of recommended content area resources such as Science Probe.
- Some curriculum materials are not available. Some weren't correctly zone edited [e.g. BC

Science 9]. More mp3 formats would be beneficial as the students prefer mp3 to Kurzweil.

- I would like to see the Provincial Math textbook Math FOCUS 8 and 9, added to the bank.
- textbook support in math
- novels printed in larger text, a book for them to read for lit circles or indep silent reading that the enjoy and is at their reading level
- Having more access to audio format novels used in English classes at the senior secondary level.

12. General thanks / great resource

- The materials change lives. Students who could not fully access text can now participate in the curriculum. An invaluable resource for learners in the 21 century.
- love ARC-BC... hope you keep it going and expand it. It is a very useful and important tool for students with learning difficulties.
- The arc materials provided the opportunity for these students to be a part of their class in a tangible real way. The result was their self esteem increased, their sense of belonging increased, their desire to work and what they thought was important to everyone. Thank you!
- Fantastic service...please keep this up...it is so essential for our students!
- A great support to students who have difficulty accessing learning from text due to attentional issues and written output challenges. The writing support tools have made a huge difference for students with FASD that I support.
- ARC-BC services have helped the students who are using Kurzweil in our school significantly as we are able to download textbooks and novels into the format used by their program. This has allowed support staff/teachers to utilize their time with the students, instead of spending time scanning thousands of pages. Thank you!!!
- I have found ARC BC to be a fantastic resource for supporting my physically and learning disabled students. They are able to access materials in a format that works for them so it removes a significant barrier(s) that otherwise would impede their ability to manage their schoolwork. It provides nearly instant support for these students so they can keep pace with their peers in the classroom. Thanks ARC-BC!
- hugely motivational for students and staff and families, access to curriculum for students with special needs is hugely appreciated by all
- Wonderful. There is no other way we could find school specific materials without significant expense and wasting a lot of time searching.
- I hope ARC-BC remains a constant fixture for British Columbia students. It is a critical resource and we could not do without it!

Future Directions for ARC-BC

Thanks to the dedicated efforts of everyone on the provincial team and the support of the ARC-BC District Contacts and the SET-BC Regional Consultants, ARC-BC made great progress in the 2010/2011 school year. As a result of feedback, suggestions and ongoing analysis, there are plans already in place to expand and improve the service in the coming year.

- **ARC-BC Funding**

- Dedicated funding from the British Columbia Ministry of Education for the 2011-2012 school year was included in the PRCVI budget. The ARC-BC team was very appreciative of this financial support that will enable us to continue to support BC students with perceptual disabilities with the digital, alternate format resources they require over the next school year.

- **ARC-BC Version 3.0**

- Once committed funding was received in 2011 the process for planning and implementing v.3.0 began. The ARC-BC provincial team met to discuss improvements in the existing repository and the development of additional features. Early in June, the team met with the original repository programmers to discuss the plans for v.3.0. The new version is scheduled to be available in September 2011 (testing in July and August 2011) and will contain improvements or additions in the following areas:
 - improved reporting features to allow for more specific ongoing and summative tracking of learning object, district, and user activities
 - improved community area to allow for more community submissions of new alternate formats and improvements on existing resources
 - improved user registration process including the collection of additional user information and registration of students with Personal Education Numbers (PEN).
 - improvements to cataloguing area for the ARC-BC systems staff to add new files

Alternate Format Production

- The ARC-BC production staff will continue to collect, produce and catalogue alternate formats. Production priorities will focus on print materials donated from districts, new Ministry of Education recommended resources and those materials requested through the user survey and repository feedback.
- Production of DAISY materials will begin focusing on novels initially and textbooks as requested. Involvement in the national DAISY consortium will continue.

Staffing

At the end of June, Anne Wadsworth manager of PRCVI retired from ARC-BC. The ARC-BC team is pleased to welcome Chris Marshall as the new Manager of PRCVI and ARC-BC.

Report submitted by: Lynn Kent

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