

**ADMINISTRATIVE MEMORANDUM**

**Meeting Place:**

Virtual Meeting  
[Meeting Link](#)

**Format and Date:**

PUBLIC BOARD MEETING  
Tuesday, November 16, 2021, at  
6:30 p.m.

		Estimated Completion Time
<b>A.</b>	<b>Call to Order</b>	
A.1.	Chair Tsiakos' opening remarks	6:30 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 pm
A.3.	Public Comment Period *	7:00 pm
A.4.	Stakeholder Comment Period	7:30 pm
A.5.	Approval of Minutes (that the minutes of the Public Meeting of October 19, 2021, be approved as circulated)	7:35 pm
<b>B.</b>	<b>Action Items</b>	
B.1.	Election of a Board Chair	7:40 pm
B.2.	Election of a Board Vice Chair	7:45 pm
B.3.	Election to BC School Trustees Association (BCSTA) and to BC Public School Employers' Association (BCPSEA)	7:50 pm
B.4.	2022/23 Budget Development Consultation Process	8:05 pm
B.5.	Proposed Revised Policy 213: School Completion Certificate	8:20 pm

\* Additional Community Presentations or Delegations are welcomed with advanced notice - see [Policy 104: Board of Education - Meetings](#) and its [Administrative Procedures](#).



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PUBLIC BOARD MEETING  
Tuesday, November 16, 2021, at  
6:30 p.m.

**C. Information and Proposals**

- C.1. North Vancouver Parent Advisory Council Annual Report 2020/21
- C.2. Gaming Academy Proposal
- C.3. Notice of Motion: Motions and Notice of Motions
- C.4. Audit Committee Meeting Update
- C.5. Land Management Update
- C.6. Tuesday, November 9, 2021, Standing Committee Meeting
- C.7. Superintendent's Report (including COVID-19)
- C.8. Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)
- C.9. Trustees' Reports

**D. Future Meetings**

**E. Public Question & Comment Period**

**F. Adjournment**

Estimated Completion Time
8:35 pm
8:50 pm
9:05 pm
9:10 pm
9:20 pm
9:25 pm
9:35 pm
9:40 pm
9:50 pm
9:50 pm
9:50 pm
9:50 pm

**Note:** The completion times on this agenda are estimates intended to assist the Board in its pacing.

**Schedule A.3**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Public Comment Period**

**Narration:**

**NEW: COVID-19 Procedures for Public Board Meetings**

To respect guidelines and orders around physical distancing and public gatherings provided by the Provincial Health Officer, upcoming Public Board Meetings will continue to be live-streamed and recorded. The public will not be able to attend meetings in person but will have the opportunity to provide input in advance of the meeting.

How you can provide input:

On the day of the Public Board Meeting, we ask that interested parties who wish to ask a question or provide a comment email [publiccomments@sd44.ca](mailto:publiccomments@sd44.ca) with their full name, address, phone number, and written submission. *The first ten comments with the required contact information will be read out.* All other comments will be circulated by the Secretary Treasurer. In order to keep within the maximum of two minutes, please ensure that your comments have a maximum of 350 words. The Board Chair will read out the comments during the Public Comment Period. Please provide comments by 6:00 p.m. on November 16, 2021.

The Board of Education will provide a twenty minute public comment period relevant to the Board's mandate. Speakers will be allocated a maximum of two minutes each.

**Schedule A.4**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Stakeholder Comment Period**

**Narration:**

As per the motion passed on May 26, 2020, the Board of Education will provide a twenty (25) minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education agenda (B and C items). Speakers will be allocated a maximum of five (5) minutes each. An additional five (5) minutes will be provided for Trustee questions of clarification at the end of the comment period.

Stakeholders will be invited to speak to the Board of Education in a rotating order each meeting. The Chair will invite those wishing to speak in the order that is determined prior to the meeting. For the November 16, 2021 Public Board Meeting, the following order will be observed:

- North Vancouver Parent Advisory Council (NVPAC)
- North Vancouver Teachers' Association (NVTA)
- Canadian Union of Public Employees (CUPE Local 389)
- District Student Leadership Council (DSLCL)
- North Vancouver Administrators (NoVA)

When appearing before the Board of Education, speakers are requested to state their name for the record.

During the Stakeholder Comment Period, as well as the Public Question and Comment Period at the end of the meeting, speakers may not speak disrespectfully of any Board member, staff member, or any other person and must not use offensive words or gestures.

Speakers may speak only once at the Stakeholder Comment Period.

## School District No. 44 (North Vancouver)

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held virtually through Microsoft Teams in North Vancouver, British Columbia, on Tuesday, October 19, 2021.

**PRESENT:** G. Tsiakos, Chair  
K. Mann, Vice Chair  
C. Gerlach  
M. Higgins  
L. Munro  
C. Sacré  
M. Tasi Baker

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### A. Call to Order

Board Chair George Tsiakos called the meeting to order at 6:30 p.m. and acknowledged the traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation.

#### Motion to Approve Trustees Participation by Microsoft Teams

Moved by G. Tsiakos

WHEREAS Section 67 of the *School Act* permits Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other;

the Board hereby approves the participation by the Trustees in the October 19, 2021, Public Board Meeting by Microsoft Teams.

Seconded by C. Sacré

Carried

### A.1. Chair Tsiakos' opening remarks

Chair Tsiakos began by thanking School District employees, families and community members, and students for their continued effort in keeping school environments safe. Chair Tsiakos acknowledged World Teachers Day, World Mental Health Day, Persons Day in Canada and Women's History Month which are occurring in the month of October.

### A.2. Approval of Agenda

Moved by K. Mann

that the agenda, as recommended in the Administrative Memorandum, be adopted.

Seconded by C. Sacré

Carried

### A.3. Public Comment Period

Due to the COVID-19 pandemic and moving the meeting to Microsoft Teams, the Board of Education requested that interested parties email in their submission to be read out by the Board Chair.

Ten written comments from Kirsten Cornwall, Cheri Hansen, Cindy M, Daniel Scherk, Cynthia Mistal, Catherine Brookes, Wayne Llewellyn, Teresa Heinemann, Amanda Carpenter, and Tamara Peterson were received, all comments were regarding vaccine mandates. An additional 23 comments were received and will be circulated to the Board of Education.

**A.4. Stakeholder Comment Period**

As per the motion passed on May 26, 2020, the Board of Education provided a twenty minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education Agenda.

There was no one wishing to speak.

**A.5. Approval of Minutes**

A correction to the minutes of September 22, 2021 was requested to note that Trustee Gerlach's absent was personal.

Moved by L. Munro

that the minutes of the public meeting of September 22, 2021, be approved as amended.

Seconded by C. Sacré

Carried

**B.1. Proposed Revised Policy 707: School Trust Funds**

Director of Financial Services, Kristen Watson, introduced this agenda item noting that Policy 707: School Trust Funds required revision to accommodate the cancellation of multiple school events as a result of COVID-19, and the School District was required to refund families for fees paid. During that process, questions arose regarding the future use of fundraising monies raised by a student or class. . In absence of Board policy or administrative procedures, staff developed a list of potential eligible uses for these funds. These eligible uses have been incorporated into the Administrative Procedures for Policy 707: School Trust Funds.

Moved by C. Sacré

that the Board of Education approve the *Proposed Revised Policy 707: School Trust Funds*, as attached to this Administrative Memorandum of October 19, 2021.

Seconded by K. Mann

Carried

**B.2. Mandatory Staff Vaccinations**

The North Vancouver Board of Education would like to consider the implications of a potential COVID-19 vaccination policy for staff throughout the School District in the absence of a Provincial Health Order.

Starting the discussion, Chair Tsiakos read the motion which would direct the Superintendent to work with local organizations to collect information regarding all aspects, challenges and opportunities regarding a potential COVID-19 vaccination policy for employees.

The Board agreed that a calm, measured and ethical approach was needed to be taken regarding a mandated vaccine for staff. It was noted that the unique context of North Vancouver would play an important role in understanding the need to mandate vaccines considering the high vaccine rate on the North Shore. Clarification was provided to the public to confirm this discussion was only surrounding mandatory vaccines for staff and not students.

Moved by G. Tsiakos

that the Board of Education direct the Superintendent to review information received from BCPSEA, Ministry of Education, and the Advisory Committee regarding guidelines pertaining to mandatory staff vaccinations, connect with the local Chief Medical Health Officer to gain a greater understanding of our local context, consult with partner groups for feedback, and report back to the Board of Education.

Seconded by C. Sacré

Carried

A short break was observed.

**C.1. Artists for Kids 2020/21 Annual Report**

Chair Tsiakos invited Allison Kerr, Director of Artists for Kids and District Principal of Fine Arts to present the 2020/21 Artists for Kids Annual Report. Ms. Kerr introduced Daylen Luchsinger, Vice Principal of Arts Education, to help report on programs and services provided to the students and community in the last year.

The Board of Education thanked Ms. Kerr and Mr. Luchsinger for continuing to champion art education in the North Vancouver School District and provide a sense of belonging for all students.

**C.2. Physical Literacy Presentation**

Director of Education Programs Conor McMullan provided an overview on Physical Literacy through COVID-19 in the North Vancouver School District. Joining Mr. McMullan was Physical Literacy Lead facilitator and Vice Principal at Cleveland, Tina Parker, who shared her perspective on the current Physical Literacy mentoring project.

There are four principles that create a benchmark for Physical Literacy: 1. Motivation and Confidence; 2. Physical Competence; 3. Knowledge and Understanding; and, 4. Behavioural Engagement. Throughout the past year, Ms. Parker has been mentoring schools across the School District to introduce the principles, strengthen the network and show teaching staff how to introduce and follow-up with activities. Several examples of successes and opportunities on the Physical Literacy mentoring project were provided specifically around assessment and working with disabilities.

Concluding the presentation, thanks and appreciate were provided to the work and support of staff in moving Physical Literacy forward in the School District.

**C.3. Enrolment Update**

Superintendent Mark Pearmain introduced this agenda item and provided an update on the School District's enrolment for the 2021/22 school year and highlighted differences between projected and actual enrolments for key areas for September 2021.

Enrolment projections are developed each spring to assist with the preparation of the Ministry's Estimated Operating Grant, the development of the School District's operating budget, and to establish staffing levels for the subsequent school year. The projected enrolment for September 2021 for the base grant funding purpose was 15,155 full time equivalent students. Actual enrolment is determined each year through the submission of the 1701 Report to the Ministry of Education, providing detailed information related to student enrolment, course registration for Grades 10, 11 and 12, Distributed Learning course completion, and unique student categories that qualify for supplemental funding.

The Enrolment Update, based on September 29, 2021, information, reports total actual enrolment at 15,595. The actual School Aged Student enrolment of 15,595 is above projected enrolment of 15,155 by 440.

**Motion to Extend**

Moved unanimously  
to extend the meeting past 9:30 p.m.

**C.4. Land Management Update**

Superintendent Pearmain updated the Board of Education on the Argyle Secondary and Handsworth Secondary School Replacement Projects and the Mountainside Secondary Seismic Upgrade. Updates on the Cheakamus Centre's Environmental Learning Centre and Lynn Valley

**C.4. Land Management Update (continued)**

Elementary addition were provided. Superintendent Pearmain provided highlights on the new Cloverley Elementary School, specifically how the School District will mitigate density and relieve pressure from Ridgeway Elementary school.

**C.5. Tuesday, October 5, 2021, Standing Committee Meeting**

Trustee Sacré reported on the meeting that highlighted the Framework for Enhancing Learning and the Two-Year Operating Plan. In alignment with the District's Strategic Vision and the Framework for Enhancing Student Learning, District Principals showcased key educational work intended for this upcoming school year.

**C.6. Superintendent's Report (including COVID-19)**

Superintendent Pearmain started by recognizing the students, staff and families in the community, especially in the Capilano and Upper Lynn Elementary School areas, for continuing to follow the health checks and keeping students at home while sick. The mask mandate came into effect to support students and staff in limiting the spread of COVID-19.

Superintendent Pearmain acknowledged the National Day for Truth and Reconciliation and Curriculum Implementation Day which was led by the Indigenous Education team and saw all educators participate with keynote speaker Kevin Lamoureux. Various school visits were highlighted along Ministry meetings.

**C.7. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)**

Trustee Tasi Baker shared that the BCSTA Provincial Council Meeting is being hosted on October 23, 2021 and will report out at the next Board Meeting.

Trustee Sacré shared that she attended an informative session on teacher bargaining and reminded Trustees there was an additional session on Wednesday, October 20, 2021. Trustee Sacré will be attending the virtual BCPSEA Symposium on November 4-5, 2021.

**C.8. Trustees' Reports**

Trustees submitted their reports on their activities on behalf of the Board as follows:

- Meetings attended by Trustees included:
  - Public Board Meeting
  - Standing Committee Meeting
  - Trustee Seminar Meetings
  - Policy Review Committee
  - Indigenous Education Council Meeting
  - Artists for Kids Committee Meeting
  - District Student Leadership Council Meeting
  - BCPSEA Meeting
  - Legislative Committee Meeting
  - Various PAC Meetings
  - BCSTA Board Chairs Meeting
  - Board Chairs and Partner Liaisons Meetings
  - Substance Abuse Committee Meeting
  
- Events attended by Trustees included:
  - Argyle Secondary School – Official Opening and Raising of the Kayachtn Welcome Pole
  - Events for Orange Shirt Day

**C.8. Trustees' Reports (continued)**

- AFK Art Gallery "Beyond the Horizon" Exhibition
- Various School Visits
- Windsor Secondary Green Team Garden Club Meeting
- Truth and Reconciliation Ceremony
- Canadian School Board National Trustee Gathering on Indigenous Education

**D. Future Meetings**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, November 9, 2021 at 7:00 p.m.	Standing Committee Meeting	Virtual
Tuesday, November 16, 2021 at 6:30 p.m.	Public Board Meeting	Virtual
Tuesday, December 7, 2021 at 6:30 p.m.	Public Board Meeting	Virtual
Tuesday, January 9, 2022 at 7:00 p.m.	Standing Committee Meeting	Virtual

**E. Public Question & Comment Period**

Due to COVID-19 and moving the meeting to a virtual platform, the Board of Education did not take questions or comments in real time. Members of the public were asked to email their submission in to [publiccomments@sd44.ca](mailto:publiccomments@sd44.ca).

**F. Adjournment**

The established agenda being completed, the Chair adjourned the meeting at 10:24 p.m. and thanked those who attended.

Certified Correct:

\_\_\_\_\_  
Jacqui Stewart  
Secretary Treasurer

\_\_\_\_\_  
George Tsiakos  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Schedule B.1.....  
of the  
Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Election of a Board Chair**

**Narration:**

The Board is required by its [Policy 104: Board of Education - Meetings](#) to elect one of its members to be Chair of the Board. Under the authority of [Policy 101: Board of Education - Role and Function](#) and Section 67 (4) of the *School Act*, the election of a Chair shall generally adhere to the following standard format:

- (i) call for nominations for the position of Chair of the Board for the term commencing December 1, 2021 and ending November 30, 2022, or until a successor has been elected;
- (ii) declare the Chair elected if there is only one nomination;
- (iii) if there is more than one nomination, appoint two scrutineers and conduct an election by ballot;
- (iv) announce the successful candidate; and,
- (v) if necessary, call for a Board resolution authorizing the destruction of the ballots.

Secretary Treasurer Jacqui Stewart will call for nominations for the position of Chair of the Board for the term commencing December 1, 2021, and ending November 30, 2022, or until a successor is elected.

**Schedule B.2**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Election of a Board Vice Chair**

**Narration:**

In keeping with Section 67 (4) of the *School Act* and as required by Board [Policy 101: Board of Education - Role and Function](#), the Chair will conduct the election for a Vice Chair for the term commencing December 1, 2021, and ending November 30, 2022, or until a successor has been elected. The Chair will adhere to the format used to elect the Chair.

**Schedule ...B.3...**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Election to BC School Trustees Association (BCSTA) and to BC Public School Employers' Association (BCPSEA)**

**Narration:**

The Board is required to elect two Trustees to the British Columbia School Trustees Association (BCSTA) provincial council. One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

[BCSTA](#) is a non-profit, voluntary organization dedicated to assisting boards of education in their key work: improving student achievement through community engagement. The key work concept, which BCSTA introduced in 1998, explains in straightforward terms what it is that school trustees are elected to do, and how they do it.

The [BC Public School Employers' Association](#) (BCPSEA) is the accredited bargaining agent for the province's 60 public boards of education, for unionized teaching and support staff in the British Columbia K-12 public education system.

Procedurally, the Board may elect its representatives as follows for each of the following four positions:

- British Columbia School Trustees Association representative and alternate
- British Columbia Public School Employers' Association representative and alternate

Procedure:

1. the Chair will call for nominations for the Board's representative to each of the respective organizations for the term of January 1, 2022 – December 31, 2022 or until a successor has been elected.
2. declare the representative elected if there is only one nomination.
3. if there is more than one nomination, appoint two scrutineers and conduct an election by ballot.
4. the Chair will announce the successful candidate.
5. repeat steps 1 to 4 for the Board's alternate representative to the organization.

**Schedule B.4**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **2022/23 Budget Development Consultation Process**

**Narration:**

The North Vancouver Board of Education will be undertaking a public consultation process for the development of the 2022/23 Annual Budget. The proposed plan for the process affords opportunities to the partner groups and public to discuss their budget priorities through meetings, as well as submit written comments.

The proposed process involves the Board inviting its five partner groups: the North Vancouver Parent Advisory Council (NVPAC), District Student Leadership Council (DSLCL), North Vancouver Teachers' Association (NVRTA), Canadian Union of Public Employees (CUPE Local 389), and North Vancouver Administrators (NoVA), and the public, to attend budget information and discussion sessions that provide opportunities for their input.

Presentations in February and April, by school district staff, will inform attendees of the financial status and the provincial government requirements used to develop the annual budget. This information will provide opportunities for informed dialogue regarding budget priorities. At the April 5, 2022 Standing Committee Meeting, partner groups will be provided an opportunity to make a presentation to identify their top three priorities. Additionally, partner groups will have the option of providing a written submission of their top three priorities by April 5, 2022.

As required by Section 11 of the *School Act*, the Budget Bylaw must be developed and adopted on, or before, June 30 of the current fiscal year. The following process and timelines are proposed for the 2022/23 budget development:

- 1. February 8, 2022 – Public Standing Committee Meeting – Finance and Facilities**
  - Staff presentation and discussion of issues and opportunities related to the development of the 2022/23 Preliminary Budget including:
    - a) Amended operating grant for 2021/22 (for the current fiscal year);
    - b) Three-year forecast, financial risks and assumptions, and future considerations;
    - c) Technology planning; and,
    - d) Review of the 2021/22 budget priorities and themes (from the current fiscal year) and how that will support budget planning for the 2022/23 budget (for the next fiscal year).
- 2. February 8 – March 15, 2022 – Input on Budget Development**
  - Email comments may be submitted at [budgetcomments@sd44.ca](mailto:budgetcomments@sd44.ca) or written submissions to the Secretary Treasurer.
- 3. April 5, 2022 – Public Standing Committee Meeting – Finance and Facilities**
  - Partner group presentation or written submission of top three priorities in alignment with the Strategic Plan 2021-2023.
  - Staff presentation and discussion of issues and opportunities related to:
    - a) Enrolment analysis;

- b) Revenue analysis
  - c) Expenses analysis;
  - d) Financial risks and assumptions, and,
  - e) Budget priorities in alignment with the Strategic Plan 2021-2031.
- 4. April 12, 2022 – Public Board Meeting**
- Presentation of recommended priorities, adjustments and improvements, as proposed by the partner groups, the public and staff, for consideration and inclusion by the Board of Education in the 2022/23 Annual Budget.
- 5. May 24, 2022 – Public Board Meeting**
- 2022/23 Annual Budget Bylaw presented for approval and adoption by the Board of Education;
  - Motion to approve the Use of Operating Surplus; and,
  - Motion to approve the Trustee Stipend.

Information will be posted on the school district website about the budget development process. Working closing with the Manager of Communications, the budget development process will be highlighted in various communications to the school district community, including social media with intent to draw public interest and engage stakeholders.

**RECOMMENDED MOTION:**

that the Board of Education approve the proposed process and timelines identified within Board Schedule B.4. for the development of the 2022/23 Preliminary Budget.

**Schedule B.5**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Proposed Revised Policy 213: School Completion Certificate**

**Narration:**

Mark Pearmain, Superintendent of Schools, assigned responsibility for the review of Policy 213: School Completion Certificate to Janis Mann, District Vice Principal, Inclusive Education. The members of the Policy 213 Sub-Committee are Janis Mann, Tessa Smith (DSLCL), Jagruti Desai (NOVA), Alexa Bennett Fox (NVTAL), Jennifer Branston (NVPACL) and Cindy McQueen (CUPE). The Policy 213 Sub-Committee met three times in the 2020/21 school year.

Janis Mann, District Vice Principal, Inclusive Education, presented final draft changes to Policy 213: School Completion Certificate, on behalf of the Policy 213 Sub-Committee, to the North Vancouver School District Policy Review Committee at a regularly scheduled meeting on October 25, 2021. The Policy Review Committee included Trustees Christie Sacré and Kulvir Mann, representatives from the Canadian Union of Public Employees (CUPE Local 389), secondary and elementary school administrators (NoVA), North Vancouver Parent Advisory Council (NVPAC), and North Vancouver Teachers' Association (NVTAL). The District Student Leadership Council (DSLCL) sent their regrets.

Janis Mann, District Vice Principal, Inclusive Education, will introduce Proposed Revised Policy 213: School Completion Certificate, as attached to this Administrative Memorandum of November 16, 2021.

**Attachments:**

- Proposed Revised Policy 213: School Completion Certificate
- Proposed Revised Policy 213: School Completion Certificate – Administrative Procedures (for information only)

**RECOMMENDED MOTION:**

that the Board of Education approve Proposed Revised Policy 213: School Completion Certificate, as attached to this Administrative Memorandum of November 16, 2021.

## 213 School Completion Certificate

Adopted: December 12, 2007

Proposed Revised: November 16, 2021

### Policy

The Board of Education will award School Completion/Evergreen Certificates based upon Ministerial Orders and regulations under the *School Act*. The School Completion/Evergreen Certificate is intended to celebrate success in learning and accomplishments of students with diverse abilities or disabilities who have met the goals of their Individual Education program.

### Guiding Principles

The Board of Education will provide educational programs and services to all students which:

- are characterized by inclusionary practices that promote meaningful participation and belonging for all students
- allow all students to experience success and strive toward their full potential
- are organized to provide equitable access across the School District

The Board of Education will ensure that processes are in place to:

- accurately identify students who require modifications to their educational program
- apply appropriate accommodations, planning and supports to meet the educational needs of all students
- ensure regular collaboration and communication with parents and/or guardians regarding the educational program and progress of every student

To be eligible for a School Completion/Evergreen Certificate, the student must be identified in one of the Ministry Inclusive Education categories and have an Individual Education Plan (IEP) with modified curriculum. The IEP will include the student's personal education goals, Physical Literacy goals and Transition Planning, how the goals will be achieved and on-going monitoring and assessment to know that the goals have been met. IEP's are developed based on the unique profile of each student; areas of focus within the IEP should include: Work Experience, Life Skills, Academics and Self-Determination.

The decision to place a student in a School Completion/Evergreen Certificate Program should not be made prior to Grade 10. Prior to a student being placed on a School Completion/Evergreen Certificate Program, the school will engage in a robust and comprehensive collaborative process with Parents/Guardians, and the student.

### Administrative Procedures

Policy 213: School Completion Certificate – Administrative Procedures

## **POLICY 213: SCHOOL COMPLETION CERTIFICATE**

### **ADMINISTRATIVE PROCEDURES**

Proposed  
Revised

Where a School Completion/Evergreen Certificate or a transcript of grades is issued, the North Vancouver School District must issue this in accordance with the Ministry of Education “Handbook of Procedures for the Graduation Program” that is in effect at the time the student is entitled to receive that document.

Schools must ensure:

- that any student who is on a School Completion/Evergreen Certificate Program must have an Individual Education Plan (IEP) with modified curriculum and their IEP must meet requirements as outlined in Ministerial Orders, Ministerial Regulations and the School Act.
- that appropriate supports are in place to meet the requirements of the educational program that is developed for the Individual Education Plan.
- that Parents/Guardians and the student have collaborated on the preparation of the Individual Education Plan (IEP) and ongoing assessment of student progress towards IEP goals and decisions related to the School Completion/Evergreen Certificate.
- that progress on the educational program developed for every student shall be assessed and reported on a regular basis.
- that processes for Placement of a Student on a Modified Program have been followed (Schools should refer to the Important Considerations when Modifying an Educational Program Document on the Portal when collaborating with Parents/Guardians and students on modified programming).
- that the student has met the goals of their Individual Education Plan.
- that students receiving a School Completion/Evergreen Certificate are entitled to a Ministry transcript of successfully completed 10-12 courses, both for credit and non-credit, including Ministry-authorized, Board/Authority Authorized and Locally Developed courses (e.g. IEP courses). Transcripts should provide prospective employers and post-secondary institutions with meaningful information concerning the student’s educational program accomplishments, therefore course titles can be customized for every student.
- that the student transcript for a School Completion/Evergreen Certificate has been requested, however, schools may apply for the School Completion/Evergreen Certificate only.

#### **Resources:**

[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook\\_of\\_procedures.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf)

**Schedule ...C.1....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **North Vancouver Parent Advisory Council Annual Report 2020/21**

**Narration:**

The North Vancouver Parent Advisory Council (NVPAC) provides a collective voice for parents in the North Vancouver School District. The NVPAC liaises with parent advisory councils (PACs) at all district schools and provides valuable feedback to the Board of Education, senior executive staff, and the BC Council of Parent Advisory Councils (BCCPAC), its provincial affiliate.

The Board of Education provides an annual grant to the NVPAC to support the Council's activities. The NVPAC provides a summary report to the Board on its major activities during the school year.

The North Vancouver Parent Advisory Council, will present the NVPAC's Annual Report for the 2020/21 school year.

**Schedule C.2**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Proposal for the Business and Gaming Entrepreneurship Lab 2022/23**

**Narration:**

The North Vancouver School District's 2021-2031 Strategic Plan affirms the School District's desire and intent to "provide opportunities for students to take control " and to "enhance innovation and effective approaches and curriculum to develop educated citizens".

In the fall of 2020, the North Vancouver School District (NVSD) began exploring the possibility of a Gaming Academy, and in May of 2021 initiated discussions with Volcanic Media and The Gaming Stadium to develop a preliminary proposal. The proposal establishes a partnership with the NVSD to introduce a new specialty academy focused on the business of gaming. Discussions between Volcanic Media, The Gaming Stadium, District Principal Michael Kee, Handsworth Secondary Teacher John Vatogios and Carson Graham Vice Principal Justin Wong ensued, with further refinements to the initial proposal resulting in a final proposal submission received in November 2021.

The attached proposal provides an overview of the objectives and delivery of the specialty academy. It identifies a recognized need to support students who wish to further explore studies in business education specifically related to the gaming industry. Additionally, Business and Gaming Entrepreneurship Lab would facilitate increased student access and opportunity to participate in this area.

The Business and Gaming Entrepreneurship Lab will provide students learning opportunities from industry leading professional with years of experience in the business of gaming. The Academy will provide students with grade-level Applied Design, Skills and Technologies credits for Business Education and Information and Communication Technology towards graduation.

The Academy would be open to all students regardless of experience in gaming. Interested students will have optional opportunities to connect with industry professional as well as Career Education Work Experience placements related to the production and organization of gaming events and content. Students interested in advancing in this area can, through the Academy's connection to The Gaming Stadium and Volcanic Media, discover pathways from secondary school to post-secondary institutions and/or employment in the technology/industrial sector in North Vancouver and the Lower Mainland.

The intent is to offer the Business and Gaming Entrepreneurship Lab at Handsworth Secondary School beginning in the 2022/23 school year. Within a semester timetable, the Lab will be offered for two periods every other day.

Carson Graham Vice Principal, Justin Wong will provide the Board of Education with an overview of the Business and Gaming Entrepreneurship Lab Proposal.

**Attachment:**  
Business and Gaming Entrepreneurship Lab Proposal

# Business and Gaming Entrepreneurship Lab

Prepared by: Justin Wong - VP & John Vatougios - Teacher Handsworth Secondary

Prepared for: North Vancouver School District

November 16th, 2021

Proposed Introduction: September 2022/2023

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## EXECUTIVE SUMMARY

### **Objective**

The gaming industry in our context is defined as online streaming of video games, production of esports gaming events and all other industries that help support the video game community. Our objective is to provide interested students in the North Vancouver School District with the educational and business knowledge required to succeed in pursuing their unique interest and passion within the gaming industry.

### **Goals**

To provide students with the business education and practical knowledge require to succeed not only within the gaming community but also the business skills that can be applied to any business environment they may wish to pursuit in the future. In addition to our educational and curricular goals, this academy is striving to become the leader for bridging education and gaming.

### **Academy Summery**

- Location - Handsworth Secondary
- Start Date: September 2022/2023
- Grade levels 10-12
- Number of blocks
  - under the current timetable - 2 periods every other day.

- under a traditional 4 block timetable - 3 periods every other day
- Students will enroll in 2 required course at their grade level and may add an additional 1 or 2 courses based an interest area
- Work Experience opportunities will be available for grade 11 and 12 students.
- Curriculum to be covered

Grade 10	Grade 11	Grade 12
Career Life Education 10 *	Marketing and Promotion 11 *	Economics 12 *
Entrepreneurship and Marketing 10 *	Digital Communication 11	Career Life Connection 12 *
Computer Studies 10	Computer Information Systems 11	E-Commerce 12
Media Design 10	Media Design 11	Entrepreneurship 12
	Work Experience 12	Work Experience 12
		Computer Information Systems 12
		Digital Media Development 12
* = required		

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## PARTNERSHIP

### Volcanic Media Inc.



Volcanic Media Group is an experience designer, esports strategy builder, and innovator.

Through outreach, research and strategy design, Volcanic Media Group aims to be the esports engine during the new digital age.

Volcanic Media was the first group in Canada to award a high school esports scholarship in 2019. Later, Volcanic's President and Founder, Shawn Caldera was selected as the Vancouver Economic Commission's Esports Coordinator, helping to spearhead Canada's first federally funded esports research.

Volcanic is a community-builder, currently growing as an organization to include community safety, regulation, and resource tools into its future; essential aspects of building a strong and safe scholastic esports environment.

Creating proper pipelines for skills development, talent creation, job creation, community safety & universal accessibility are goals Volcanic holds closely to its heart. With the work North Vancouver School District is undertaking to increase esports accessibility and career opportunities for the future of BC's esports industry, Volcanic will assist in the development of programming, distribution of information, acquisition of sponsors and additional partners, as well as connecting NVSD with our extensive scholastic esports network.

In addition, Volcanic is creating a revolutionary tool named ATLAS, slated for a 2021 release, which will provide tools and resources for educators to manage their esports communities. Volcanic is determined to provide SD44 with every edge in leading the country with scholastic esports growth and programming.

#### ***Services Provided.***

As our service provider, Volcanic Media will provide daily on-site consulting and support for the classroom teacher. Working collaboratively to shape and deliver curricular competencies through a Gaming lens. Volcanic staff will also be available for online support.

As a leader in linking educational groups to gaming and esports, Volcanic will be able to provide students connections to industry professionals and organizations.

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Volcanic Media was recently acquired by the gaming and esports entertainment company TGS Esports. (The Gaming Stadium Esport). As part of the TGS group, Volcanic will have direct access to professional production equipment, esports event organizers, industry professionals and expertise, that will also be accessible to students enrolled in the Gaming Academy.

### **The Gaming Stadium Inc.**

The Gaming Stadium is the first of its kind esports Stadium in Canada, located in Richmond BC. TGS partners with Fortune 500 brands, schools, and tournament organizers to build out their esports community via tournaments, broadcast production and events. TGS is currently working with some of the biggest brands in the world, including Red Bull, HyperX, Pepsi, Shaw Cable, Telcel, and Ubisoft to expand their reach into the esports 18- to 34-year-old audience.

As a leader in esports, TGS has organized over 500 events, with over 50000 players participating in TGS events.

The service providers will provide students with the knowledge and experience to achieve the following in a gaming, and esports perspective:

- Onsite consulting & guidance regarding esports-centric and tech related areas
- Onsite technical support & collaboration
- Curriculum development and deployment support
- Research & marketing support
- Learning hardware & tool provisions such as laptops, accessories, and peripherals
- Networking infrastructure provisions for flexibility in classroom environment
- Weekly instruction and engagement throughout the program
- Assignment and evaluation creation
- Facilitation with career development programs and services to support student post-program
- Partner and sponsor acquisition and engagement for program
- Industry network and collegiate pathway creation

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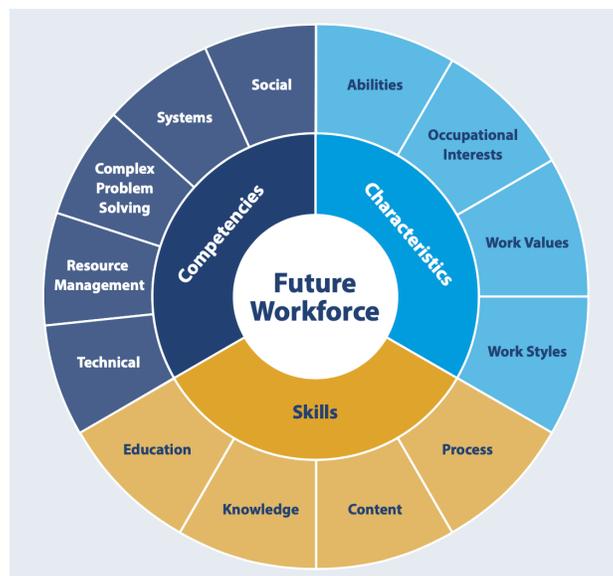
## EDUCATIONAL RATIONALE

The North Vancouver School District has developed a robust specialty academy program, offering students a wide range of enriching educational experiences. The Gaming Academy would further the school district's position as a leader in offering educational programs aimed at preparing students for future lifestyles and careers. Through the Gaming Academy students will be able to gain first-hand knowledge and experience to engage in the growing esports and gaming industry in BC and around which world directly connected to two of the School District Priorities (Modernizing Curriculum and Career Development.)

Following the findings and recommendation of the BC Esports Skill Development Program conducted by the Vancouver Economic Commission, there is a need for the creation of a "talent-development model that maps esports careers and the skills required." Our goal is to provide students with the knowledge and experience to achieve the following in a gaming, and esports perspective:

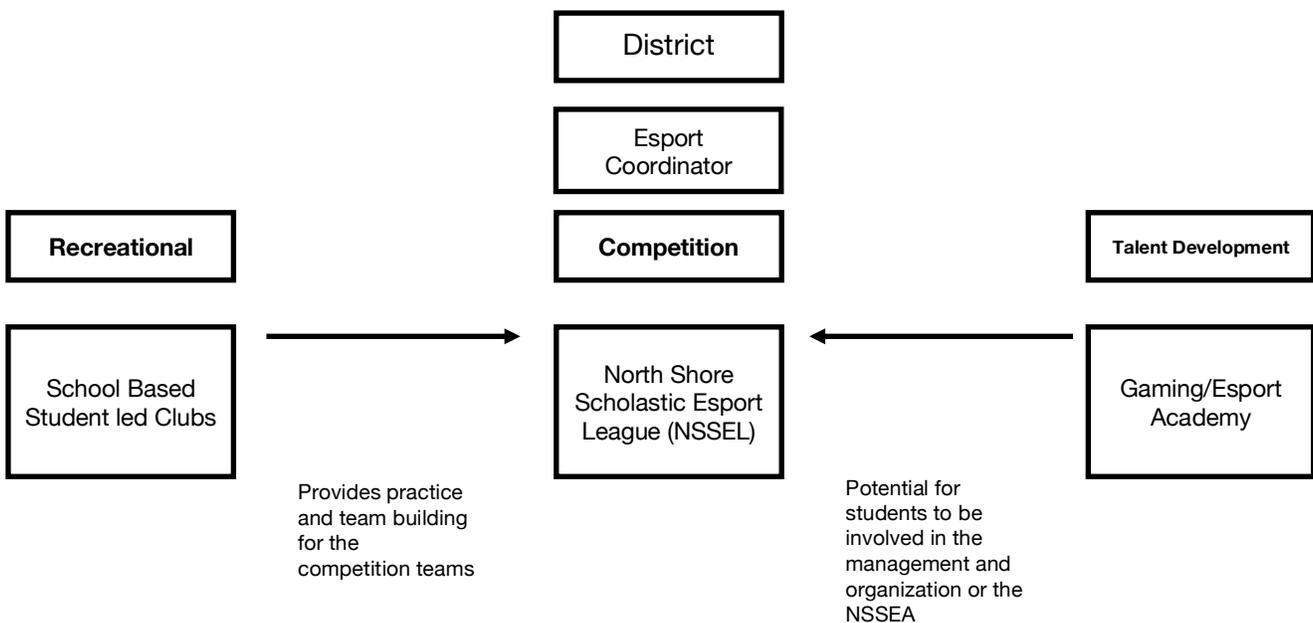
- \* develop and implement business plans
- \* engage in e-commerce
- \* develop and promote a brand
- \* create ethical marketing strategies
- \* Plan, coordinate, and promote esports events
- \* develop and implement an effective social media campaign

One of the objectives of the Gaming Academy will be to help students acquire, develop and enhance the Competencies, Skills and Characteristics they need to be successful in a BC career as listed in the **BC Future Workforce Framework** (<https://www.workbc.ca/labour-workforce.aspx>)



# NORTH VANCOUVER SCHOOL DISTRICT E-SPORTS STRATEGY

The Business and Gaming Entrepreneurship Lab is a part of a larger overall esports strategy. This strategy was developed to support all students at their varied level of interest/ability within the gaming ecosystem.



The three branches of the Esport strategy are designed to support each other.

## ***Recreational Branch***

**Rational:** Acceptance of gaming into popular culture has grown tremendously the past few years, due largely to popularity in streaming, growth in the mobile gaming industry and development of esports. With over 2.5 billion self-identified gamers around world and over 190 million just in North America, gaming has never been more popular and accepted.

The majority of gamers however are not interested in the competitive aspects of the esports and are engaged in gaming for recreational purposes and engagement with the rich and diversity

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characteristic of the gaming community. The Recreational branch of this strategy is specially designed to support this category of gamers.

Currently all seven secondary school have had an esports or gaming students club.

### ***Competition Branch: Launch in the Spring of 2019***

**Rational:** Currently Esport is one of the fastest growing entertainment sectors, with viewership of over 458 million worldwide. Viewership in esport events and competition surpassed Major League Baseball, the National Basketball Association and the National Hockey League. Esport generated revenue is expected to exceed \$1.65 billion in 2021, with an estimated prize poll increase of 61% to over \$413 million in 2022.

Post-secondary institutions have recently entered the Esport sector. More than 170 colleges and university have established an Esport program, with over \$16 million in scholastic scholarships. In 2017, the University of Toronto became the first Canadian university to offer an Esport scholarship.

The North Shore Scholastic Esports League was formed in the Spring 2019 to support students who wished to compete in esport activities. Currently in its 5th season, the NSSEL has over 200 members representing over 15 secondary schools in the Metro Vancouver region. The NSSEL is community is made up of students from grade 8-12 and inclusive of students of all genders, and ability.

### **Talent Development Branch**

**Rational:** Vancouver is a leader in Canada's esports ecosystem, from world-renowned businesses, to acclaimed professional teams and powerful events. Not only is Vancouver one of the top 10 video game hubs in the world, it also boasts the #1 VFX and Animation cluster globally, and a top 3 AR/ VR cluster. Vancouver also has a thriving technology ecosystem which includes anchor companies such as Microsoft, Amazon and DWave, and esports leaders such as Battlefy, The Gaming Stadium and The Vancouver Titans.

In June of 2020, the Vancouver Economic Commission concluded development of a city-wide & province wide Esports strategy. The support was overwhelmingly positive and corporate sponsors committed \$40,000 towards the project, in addition to Western Economic Diversification contributed close to \$ \$100,000 of federal funding.

The proposed Business and Gaming Entrepreneurship Lab aims to provide North Vancouver School District students with a comprehensive educational experience that will provide students with the educational and practical knowledge required to succeed in the predicted 500+ esports jobs (Vancouver Economic Commission), and 7300+ video game related jobs (Entertainment Software Association of Canada).

## DELIVERY MODEL

The Gaming Academy will be located at Handsworth Secondary.

The delivery structure of the Gaming Academy in the current semester timetable will consist of 2 period on 1 day every other day, on a Day1-Day 2 time table.

The delivery structure of the Gaming Academy in the traditional timetable will consist of 3 morning periods, every other day, on a Day1-Day 2 timetable.

The SD44 teacher will oversee the delivery of the Curricular Competences as prescribed by the Ministry of Education, organization of field trips, and development of lesson plans. While staff from Volcanic Media will provide expertise in the gaming/streaming process of the academy.

Enrolment into the Gaming Academy will be limited to students from grade 10-12. Working together with SD44 staff and staff from Volcanic Media, students will progress through a number of different BC Ministry of Education Curriculums. Successful students may receive the following course credits; all students will receive credit in 2 program specific foundational courses, one additional student selected option. At minimum, students will receive 3 course credits per year while enrolled in the Gaming Academy, in some rare cases a student may receive additional credit.

Grade 10	Grade 11	Grade 12
Career Life Education 10 *	Marketing and Promotion 11 *	Career Life Connection 12 *
Entrepreneurship and Marketing 10 *	Digital Communication 11	E-Commerce 12
Computer Studies 10	Computer Information Systems 11	Entrepreneurship 12
Media Design 10	Media Design 11	Work Experience 12
Web Development 10	Work Experience 12	Computer Information Systems 12
		Digital Media Development 12
* = required		

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The Big Ideas and Curricular Competencies of each course can be found at <https://curriculum.gov.bc.ca>

## **Implications**

Working with the understanding that the 2022-2023 school year will once again be scheduled under a semester system. The preferred delivery for the Gaming Academy would be every other day for two blocks, with the potential of a linear after school block.

If the 2022-2023 school is scheduled in pre-pandemic linear system. The preferred delivery for the academy would be for the academy classes to occur during the three morning periods. This will allow students and staff time to travel back to their home schools for their after-lunch period.

All SD44 secondary schools currently offer some if not all of the courses proposed for the Gaming Academy, there is recognition that the academy may impact the enrolment in some of same courses also offered at the home school. The impact on the host secondary school should be minimized by limiting the number of spots available. Initially enrolment for the Gaming Academy would be limited to 30 students.

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# LOGISTICS AND COST

## Capital Cost

Through our partnership with Volcanic and TSG we have been able to secure a number of additional partners that have not only lowered the initial infrastructural cost but also greatly enhanced student connection and opportunities to gaming industry professionals.

Each of these partners will be supplying the academy with part of our infrastructure needs:

**Lenovo** - Will be supplying the academy with Gaming level laptops. These laptops will remain at the school and can be used for other esports/gaming needs of the host school. However, these laptops cannot be used by other courses due to networking concerns.

**Telus** - One of our concerns was bandwidth and stress on the school network. Telus will be supplying the academy with 5G cellular hubs, exclusively for the use of the academy

**HyperX** - As a leader in gaming peripherals, HyperX will be providing the academy with peripherals

**Linus Media Group** - Linus Media group is a full-service production company based out of Surrey, BC with decades of media and content creation experience. Linus Media Group will be assisting the Academy as a content and mentorship partner.

## Student Cost

The yearly cost of the program is \$1750 for the full program - \$175 monthly in the linear calendar

Volcanic and TGS will be absorbing the capital cost of getting the academy up and running. SD44 will be responsible for providing the space (a standard classroom) and a teacher who will deliver the curricular content through a gaming/esport lens.

Breakdown of student cost:

Maintenance (\$400), per student,

- \$135 going towards hardware provider's premium care and onsite service
- \$165 for TGS side repairs and part replacements (TGS-procured, like user-upgradeable parts such as HDD, SSD, etc)
- \$100 Networking support and setup (TGS-procured, for issues like networking problems, troubleshooting etc)

Service provider (\$1350), per student

- \$700 for instructor salary (may be supplemented)
- \$400 for organizational overheads (such as honorariums for bringing in industry experts to speak, etc)

- 
- \$250 for admin, taxes, boring costs

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# BACKGROUND INFORMATION ON THE VIDEO GAME INDUSTRY

The video game industry has experienced tremendous growth in recent years, transformed by social media, popular culture and technology advancements, the gaming industry has redefined the way young people consume entertainment. As an example of its growth, the global video games market is forecast to generate revenues of US\$159.3 billion in 2020 – representing year-on-year growth of 9.3 percent, and by market projections it will reach over \$300 Billion by 2025. With over 2.5 billion self-identified gamers around the world, over 190 million in North America, the growth of the industry is expected to continue.

Canada’s video and digital games ecosystem has steadily matured over the last decade. According to the Entertainment Software Association of Canada (ESAC), between 2016 and 2018, mainstream acceptance of games and gamer culture has accelerated. 64 percent of the population, or 23 million Canadians, played a game in the past four weeks on any console. According to NewZoo, approximately 1.5 million of these gamers may be considered esports enthusiasts, watching esports at least once a month.

In Canada, the video game industry has experienced continual growth every year. In 2019, the video game industry generated over \$3.6 billion in revenue, a 15% growth from 2017. There are now over 690 active video game companies in Canada, employing 48,000 full time positions. There are now over 23 million Canadians that self-identify as regular gamers, an increase of 12% since 2016. The average age of the Canadian gamer is 39 years old and spends an average of 10 hours playing per week.

**Figure 1.1 – Demographics by Gaming Platforms**

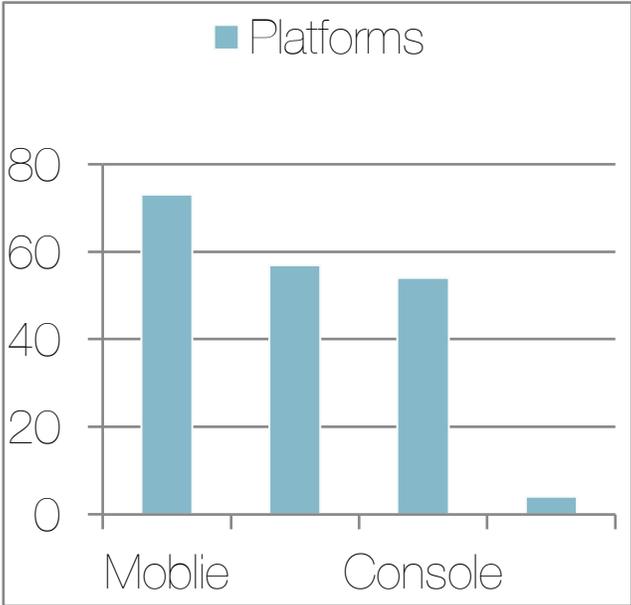


Figure 1.1. **Demographics by Gaming Platforms**  
Understanding the Canadian games market and the market penetration of games platforms for esports will provide a snapshot for the broader context and potential of esports. Experts suggest that understanding the way audiences interact with their games can provide insight into how each platform can service the esports communities, in addition to shaping how esports titles are enjoyed and played.

This chart show how Canadians have played a video game within the last 4 weeks  
(13)Source: Entertainment Software Association of Canada, 2018

### 2019 Industry and Economic Impact

For decades, Canada's robust entertainment and software development industry has diversified into games development, and now comprises a notable portion of our knowledge-based economy. However, with the rise in virtual reality and increasing uptake for mobile games, there is still significant room for growth in our ecosystem. Today, Canada's games development industry still relies on a significant amount of service work, and could use greater diversification and greater IP development and retention, particularly in the publishing industry.

#### 2019 Economic Impact by the Numbers

- Games Development Studios: 692
- Full-Time Jobs: 27,700
- Average Annual Salary: \$77,300

Source: ESAC and Nordicity

Almost half of all games development companies in Canada are small indie studios, composed of small teams of four or fewer employees, and the largest studios (with more than 100 employees) comprise approximately 37 of all Canadian-based games companies. This shows there is a respectable spread across anchor companies and independent development contractors in the Canadian market, but a relative lack of mid-sized boutique players, who often provide great value, innovation and flexibility to an ecosystem.

- Small Studios (<4 employees): 377
- Large Studios (>100 employees): 256

There is a strong correlation between cities and regions with strong games development hubs and their potential as prominent esports hubs, and a corresponding trend with core esports events visiting these provinces' major cities.

#### Games Development Studios by Province

- Ontario: 34 percent
- Quebec: 32 percent
- British Columbia: 17 percent

Locally, British Columbia has rapidly developed into a world-renowned video gaming hub. Vancouver is home to over 170 video game development studios, including some of the largest and most successful studio in the industry; such as EA Sports, The Coalition, Kabam and many more. BC's involvement in gaming goes beyond game development.

British Columbia's esports ecosystem is young compared to many other sectors. A majority of BC's esports businesses were founded post-2010, and nearly half of the respondents to a Vancouver Economic Commission's industry survey indicated they started their business within the last three years. Players, participants, and content consumers in BC's esports communities are very engaged; they often own multiple consoles, and report weekly gameplay levels well above the national average. This section features BC esports ecosystem insights from an analysis of responses by surveyed grassroots communities and businesses. There are approximately 30 to 40 companies in BC today whose primary service or product relates to esports – examples include tournament organizers and esports events software. Beyond these esports companies, however, there are many more

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companies in support industries, such as games development, telecommunications, and software development, that have consistently engaged in esports-related activities.

Thanks to the Vancouver region's proven track record in hosting international sporting events, talented community and committed fanbase, and attractiveness as a tourism destination, Vancouver and BC have all the foundational qualities to capitalize on an industry set to double its global revenue generation from \$1.1 billion in 2019 to \$2.2 billion in 2022.

The maturation of BC's esports ecosystem will diversify and strengthen the Western Canadian economy by sparking the attraction of more international companies and players, generating revenues for the private and public sectors, and hosting more international sporting events with significant direct and indirect spinoff benefits, including job creation for local workers.

Vancouver is home to offices of prominent international game publishers with multibillion-dollar market caps, such as Take Two Interactive (\$19.05 billion), Electronic Arts (\$38.36 billion) and Nintendo (\$66.99 billion). Vancouver also has numerous multifunctional world-class stadiums and venues like Rogers Arena and the Vancouver Convention Centre to its name. When considered alongside dedicated esports arenas such as the Gaming Stadium and Net8 esports arena, Vancouver's proven sport and international conference hosting history are tremendous assets complemented by favourable visa policies for international esports players coming to compete in tournaments. All these should combine to make for a welcoming, inviting esports city.

The acceptance of gaming into popular culture is due largely to the growth and development of E-Sports and Online Streaming Content. In 2019, the number of Esport views grew to 458 million world-wide, a 15% growth from 2018. With revenues just over \$1 billion in 2019 and projected to reach \$1.6 billion by 2021, Esports in becoming a major player in entertainment.

Just like BC's transformation into a game development hub, its presence in E-Sports has also growth substantially. In 2018, Vancouver hosted one of the largest E-Sport championships ever, when the 2018 DOTA tournament was played over 6 days at Roger's Arena with over \$25 million in prizes award. The introduction of the Vancouver Titans in 2018 as the cities first professional esports team has greatly increased the profile of competitive gaming in the region.

### **What is esports?**

Esports is organized, competitive video gaming. As a form of sporting competition, its scale ranges from neighbourhood pick-up games and tournaments to professional leagues culminating in high-production-value finals played in stadiums packed with tens of thousands of fans and watched by millions more.

Traced back to the early days of arcade machines in the 1970s, esports is a direct product of the \$152 billion global video game market. Despite its overlap with today's games industry, esports 'competitive sporting characteristics make it a recognizably distinct industry with its own needs. While NewZoo valued the esports industry at \$1.1 billion in 2019, the sector's value is projected to double to \$2.2 billion as soon as 2022.

The past decade has seen esports 'break into mainstream interest and coverage: traditional sports broadcasting channels are now running esports programming and sports teams and associations have begun to conduct their own events, as with the case with the National Basketball Association and Major League Soccer events. According to NewZoo, the total esports audience grew 12.7 percent over 2018 levels, surpassing 443 million

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viewers in 2019. Nearly half those viewers were esports enthusiasts, while casual spectators comprised the other half.

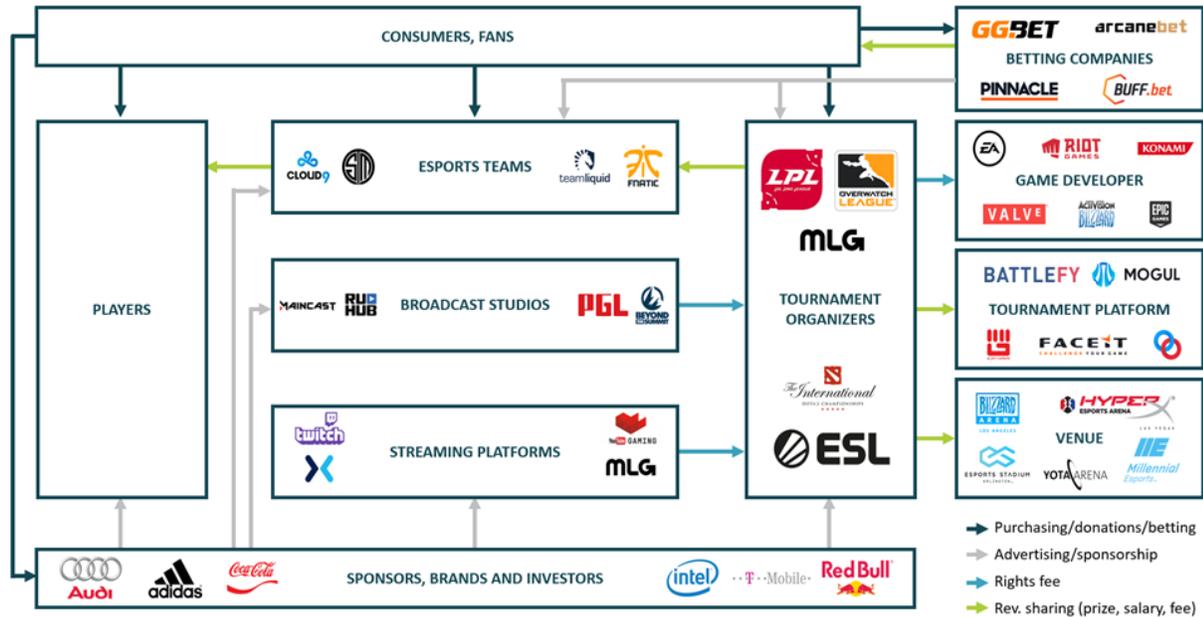
Not all games become esports. While any multiplayer game with competitive elements and a strong fanbase has the potential to become an esports, those that succeed share three fundamental values required in sporting: competition, compelling content, and connected community.

In 2020, esports saw an exponential increase in interest from both gaming and non-gaming communities – a direct result of the COVID-19 pandemic and lockdown conditions or physical distancing public health measures. Traditional and staple sporting events pivoted their approaches to delivering content, and companies like the sports equipment and footwear manufacturer ASICS used VR/AR to launch products on public livestreams. Additionally, many regular audience members turned to esports versions of their sport. Broadcasts on ESPN, TSN and other sports networks have featured esports counterparts of NBA, NHL and – most notably – NASCAR, whose iRacing event racked up to 1.3 million viewers on their livestreams.

Content creators for sites like Twitch, Youtube and Mixer saw unprecedented growth during the pandemic. Twitch, a popular broadcasting site for digital content creators, had a pre-pandemic average audience of 1.2 million viewers per month; since the lockdown, they've seen an overall audience increase of 24 percent (Upfluence, 2020). The esports industry is at an inflection point.

Esports has maintained its rapid growth at an average rate of 27 percent from 2017 to 2020, reaching US\$1.1 billion in 2019. Global revenues are forecast to continue growing at a CAGR of 16 percent from 2020 to 2022, with North America, Asia and Western Europe accounting for approximately 90 percent of revenues. According to esports consultants TwogNation, hubs in North America, Asia and Western Europe account for 90 percent of all esports revenues, and approximately half of esports fans are based out of Asia.

## Gaming Ecosystem



**Figure 1.2 – International Esports Ecosystem Map**

Figure 1.2 illustrates the general relationships between notable player, tournament organizer and fan stakeholder groups or organizations. The reciprocal interplay between elements in these key areas result in activities that characterize a healthy esports hub, described in four groups or issues: the presence and leadership of esports participants; the organization of esports events; government initiatives that facilitate esports' development as an industry; and other miscellaneous but critical elements that advance the state of esports through sporting or industry development. Our ecosystem and gap analysis, along with the strategy recommendations, are based on the relationships between these foundational components, and their presence in the ecosystem.

The gaming industry in our context is defined as online streaming, production of gaming events and competitive gaming. This ecosystem presents a wide range of potential employment and career opportunities for students. Below is a sample of the gaming industry ecosystem leaders work to advance the profile of gaming and esports among mainstream audiences, or operate businesses that create and maintain spaces in which esports activities and events may take place.

### Game Developers & Publishers

Game developers and publishers create and distribute video games. Depending on their business model, primary revenue sources stem from game and in-game content sales for players. Another revenue stream is licensing, and rights-related fees gained from tournament organizers hosting tournaments on their game. Additionally, game developers often act as tournament organizers themselves.

Examples include Riot Games' League of Legends Championships and Valve Corporation's The International for their Dota 2 title.

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### ***Teams & Players***

Competitive players are a central pillar of the esports industry. Like traditional sports athletes, activities such as trading players, brand deals, sponsorships, and marketing campaigns are fixtures of the esports world. According to Forbes, seven out of 10 of the highest-valuation teams are based in the US. Leading teams around the world include Team SoloMid (TSM), Cloud9, G2 Esports and SK Telecom T1. Esports team organizations often own and operate facilities and training personnel for the players they recruit and train. They frequently manage multiple teams competing in different esports titles.

### ***Streaming Platforms***

Video streaming platforms in esports enable players and content creators to upload their content or livestream their gaming activities. These consist of juggernauts such as Twitch, Youtube and Mixer, in addition to newer players in the field such as Juked.gg. A large portion of the esports industry's revenue comes from streaming sites.

### ***Third-Party Tournament Organizers***

While first-party developers may host their own events, there are third-party companies that focus on and specialize in organizing esports events (e.g. ESL, MLG). These companies share their revenue with game developers, usually in the form of licensing fees. Additional revenue comes in the form of merchandise sales, brand advertising, and rights fees from broadcast studios and streaming platforms. Part of this revenue feeds into tournament prize pools for winning esports teams.

### ***Community Platforms***

Esports community platforms are online platforms where players may register and participate in tournaments (e.g. Battlefy, Faceit), bet on events (Betway), and interact with other players (Discord). Tournament organizers (game publishers and third-party organizers) share revenue with tournament platforms for the tools needed to build their competitive community. For instance, tournament platforms provide game developers with the tools to integrate esports leagues into their titles and help third-party organizers create, distribute and manage their competitions).

### ***Broadcast Studios***

Broadcast studios produce video content covering esports topics. This includes commenting on tournaments and producing analytical programs (e.g. Maincast, Beyond The Summit, VGBootCamp, RuHub, Imba TV). Broadcast studios generate revenues through brand advertising, paying rights fees to tournament organizers for their content. In addition to streaming online content, these companies may air their content on select cable services (e.g. GINX.tv in Canada).

### ***Events and Venues***

Events are the lifeblood of the esports ecosystem. Whether online, in-person, or some combination of both, events generate revenue, engage fans, investors and communities, and showcase athletes and gameplay. Successful esports cities and region hubs demonstrate support and acceptance of esports events activities.

### ***Tournaments***

Tournaments are the most common form of esports event, and the most significant in terms of revenue generation, audience and esports community influence. Due to their visibility, these events affect how communities form their competitive and entertainment cores.

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### ***Leagues***

Like their traditional sporting counterparts, esports leagues are highly effective in keeping esports communities engaged, and the larger ones can make a huge impact on the international profile of competing teams and host cities. Leagues are organized by developers or third parties, and may be further configured to create esports continuity and identity for specialized groups, such as high-school, collegiate and city-based esports. Esports leagues based on traditional sports games are growing in global popularity.

### ***Venues***

Esports hubs require key venues to be in place to host a multitude of events. These may consist of purpose-built or ready-to-configure venues, which include LAN centres, multifunctional venues used for esports events, dedicated esports venues, collegiate venues and training facilities. However, large esports events are usually organized in either dedicated esports arenas or multifunctional venues.

### ***Esports Associations***

Well-run esports associations can unite and motivate the players and components of an esports hub. In addition to acting as the industry's advocates and experts, and as the first points of contact for queries into the sector, esports associations can help standardize ethics and codes of conduct, regulate players and teams, and organize events.

Esports associations' varying effectiveness is impacted by several factors, including their scale and scope (local, national, or international); the recognition of public authorities and governments; whether they organize high-profile esports events; and if they are members of international esports associations (e.g. the International Esports Federation).

### ***Education and Talent Development***

A diverse offering of well-regarded educational and training institutions underpins talent attraction and development in any industry, and esports is no exception. A characteristic of strong esports hubs is the presence of private, public and community education programs and initiatives.

### ***Universities and Higher Education***

Los Angeles' UC Irvine was the first public university to introduce an official esports program. Following this, Beijing's Communication University of China introduced esports studies to develop talents in esports management and game design. In 2016, the Ministry of Education in China introduced Esports and Management as a regular supplementary major for higher education institutions.

### ***Vocational Schools and Academies***

Esports programs are also present in technical and vocational schools. There are also esports academies sponsored by professional team organizations to accommodate the increasing popularity of esports and prepare for a growing demand of esports professionals. Examples include Area08 Academy by the Ninjas in Pyjamas from Sweden, and Bundesliga Esports Academy by Hertha in Berlin.

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### ***High School Esports***

In the US alone, 19,500 high schools compete in esports leagues overseen by their national scholastic sporting body, the NFHS (National Federation of High School Associations).

The success of high school esports programming hinges on the buy-in and involvement of supportive non-profits, such as NASEF, who can guide, train and provide resources for educators, parents and other adults interested in the esports space.

Publishers have also been known to support highschool esports, with top developers like Riot Games, Blizzard Entertainment dedicated resources and support to highschool esports leagues throughout the world.

### ***BC Esports Communities***

The majority of participants in BC's esports community are young people. 92 percent of survey respondents reported their ages as under 30, with highschool and college/university age brackets making up the biggest segments. This is supported by household income insights; 31 percent of respondents have household incomes of less than \$20,000. However, just as many respondents report household incomes of more than \$80,000.

**Schedule ...C.3....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Notice of Motion: Motions and Notice of Motions**

**Narration:**

A motion is a formal proposal, brought forward by a Trustee to address a matter that directly affects the School District. The proposed action may be of substantive nature, or it may express a certain view or direction to be taken and the findings reported to the Board of Education for possible further action.

Policy 104: Board of Education – Meetings and Administrative Procedures provides the framework for how meetings and the formal business of the Board of Education will be conducted. The Administrative Procedures provide that “*Trustees who wish to have items included on the Public Board agenda may make a Notice of Motion at the Public Board meeting or request the addition of the item to the Board Chair or Secretary Treasurer at least one (1) week in advance of the meeting*”.

The proposed procedural changes describes a process that thoughtfully prepares motions or notices of motion for consideration and ensures an effective and efficient use of Public Board Meetings. This process will ensure that the content, basic form of the motion, justification and rationale supports the Trustee who wishes to bring forward a Notice of Motion, followed by a formal Motion.

In many ways, the decision-making process is more important than the decision itself. The main reason here being that the Board of Education will be held accountable for its decisions. One of the hallmarks of sound decision-making is the diversity of perspectives that are brought to bear during the discussion phase. A lack of information, or a lack of alternative views or voices can lead to poor decision-making. The proposed process will ensure that Trustees have adequate time to review and consider motions and options presented and to provide feedback for further consideration if necessary. It will also afford partner groups and staff with a greater opportunity to provide feedback on motions before a vote is taken. Finally, the recommended approach supports greater transparency of the decision-making process.

Attachment:  
Appendix A

**RECOMMENDED MOTION:**

that the Board of Education adopt the recommended changes to Policy 104: Board of Education – Meetings Administrative Procedures, as outlined in Appendix A, and direct the Superintendent to update Policy 104: Board of Education – Meetings Administrative Procedures and related procedural considerations to reflect these changes.

## Appendix A

### Recommended changes to Policy 104: Board of Education – Meetings Administrative Procedures

- Trustee motions that are presented at a Public Board Meeting and that are subject to a vote, should normally be introduced for discussion purposes at least one meeting prior to the meeting at which they are voted upon; and,
- The Board of Education may suspend the application of the above noted procedural requirement upon a motion approved by a two-thirds vote of Trustees present and entitled to vote on the motion at issue.

**Schedule C.4**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Audit Committee Meeting Update**

**Narration:**

The North Vancouver School District Audit Committee was first introduced in 2016 to assist the Board of Education in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the audit process, the Board of Education's process for monitoring compliance with laws and regulations and the codes of conduct, and the budget process.

The Audit Committee convened on November 4, 2021, and was attended by Audit Committee Chair, Christie Sacré, Trustee Kulvir Mann and Independent Financial Experts John Hetherington and Jodi Rustad. Staff in attendance were Mark Pearmain, Superintendent, Jacqui Stewart, Secretary Treasurer, and Kristen Watson, Director of Financial Services.

Following Audit Committee Meetings, the chair of the Committee will provide an update on the discussion and motions that were proposed.

At the meeting on November 4, 2021, the following was discussed:

- 1701 Update; Major Capital Projects Expenditures; Asset Retirement Obligations; and two financial policies under development. These policies will be presented at a future Public Board meeting for approval.

The next Committee meeting will be held on February 10, 2022.

**Schedule C.5**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Land Management**

**Narration:**

Updates on the Board of Education’s Land Management will be provided at each of the monthly Public Board Meetings.

Mark Pearmain, Superintendent of Schools, will present the attached *Land Management Update* (November 2021).

**Attachment:**

Land Management Update – November 2021

## **Land Management Update**

### **Argyle Secondary School – Seismic Replacement**

- Demolition of former school building has been completed.
- Site grading for new field 100% complete.
- Kilmer Creek channel has been constructed, planting complete, and water flow has been diverted into new creek channel. Fencing installation in progress.
- Off-site improvements (curb work, lighting, sidewalks, road improvements) at Fromme Rd in progress.
- On-site improvements (retaining walls, stairs, sidewalks, landscaping) between new field and new school in progress.
- It is anticipated all work will be complete in approximately 1 month.

### **Handsworth Secondary School – Seismic Replacement**

- Western-most end of the new school is complete, locked and final cleaning is in progress.
- Eastern-most part of the new school is in the final finishing stage, with flooring installation in progress.
- North driveway and parking lot paved, concrete walkways being installed.
- Delivery of built-in furnishings will commence shortly, delivery of other furnishings will follow commencing mid to late November.
- Phase 1 possession scheduled for mid-December.
- Move-in and start in new school planned for early February.
- Demolition of existing school planned to commence in late February.

### **Lynn Valley Expansion Project**

- Architect and consulting team are preparing options for Project Definition Report.
- Updated Design Aid.
- DNV has been requested to provide a summary of municipal requirements.

### **Mountainside Secondary School – Seismic Upgrade**

- Block 1A - finalizing incomplete work at ground level and resolving deficiencies. Overall estimated progress – 95%.
- Block 1B - major construction activities. Demolition is completed and new work is progressing well. Overall estimated progress – 55%.
- Block 2 - balance of siding, structural steel and electrical installations nearing completion. Overall estimated progress - 95%.
- Block 3 - construction is progressing on the ground level and in parallel to work in Block 1B. Overall estimated progress – 65%.
- Substantial completion anticipated for 1<sup>st</sup> quarter of 2022.

### **Cloverley Elementary School – New School**

- No change in the status of the Cloverley site.

### **Cheakamus Centre's Environmental Learning Centre – Envelope Rehabilitation**

- Project is on-track.
- Scaffolding and weather protection completed.
- Demolition in progress.

### **Lucas**

- No change in the status of the Lucas site.

**Schedule ...C.6....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Tuesday, November 9, 2021, Standing Committee Meeting**

**Narration:**

The Board of Education will find attached the meeting summary from the November 9, 2021, Education and Programs Standing Committee Meeting.

Trustee George Tsiakos will report on highlights of the meeting.

**Attachment:**

Meeting Summary – Board of Education Standing Committee, November 9, 2021

**BOARD OF EDUCATION STANDING COMMITTEE**  
**Education and Programs**

**NORTH VANCOUVER SCHOOL DISTRICT**

**Meeting Summary of November 9, 2021**

Meeting Summary of the Board of Education's Education and Programs Standing Committee meeting held virtually on Microsoft Teams on Tuesday, November 9, 2021.

**Call to Order:**

Standing Committee Chair George Tsiakos called the Education and Programs Standing Committee meeting to order at 7:00 p.m., thanking those in attendance for participating. It was noted that this virtual meeting was being recorded and would be posted to the school district website following the meeting. The traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation were acknowledged.

**Anti-Racism Steering Committee:**

Mabel Nahanee, Co-chair of the Anti-Racism Steering Committee started the presentation, highlighting her journey and experience in the North Vancouver School District. Mabel shared her challenges and adversities, and her success and accomplishments. She is now helping the School District move forward in a better way with her voice.

Continuing the presentation, Brad Baker, District Principal of Indigenous Education and Safe Schools, provided highlights on the initiatives that the Anti-Racism Steering Committee has started and completed to date. During the summer, the development of a survey was completed and sent to staff, students, parents and guardians. Over 2000 responses were received allowing the consultant group, Bakau Consultants, to hear lived experiences. Bakau Consultants will take the raw data received and provide themes to the School District. This ensures that the responses remain confidential. Along with the survey, Bakau Consultants are facilitating focus groups for students, staff and parents and guardians. Mr. Baker shared his thanks to Mabel Nahanee and Jessica Day for co-chairing the Anti-Racism Steering Committee and thanked stakeholders for being a part of this journey.

Superintendent Mark Pearmain continued acknowledging the Anti-Racism Steering Committee for their work noting that the committee is still in the very early stages of collecting information and this is long term work that will have a long lasting effect on the North Vancouver School District. Under the guidance and direction of the Anti-Racism Steering Committee, the North Vancouver School District is undergoing an Equity, Diversity and Inclusion audit this school year. Superintendent Pearmain introduced Principal Rick Chan, Vice Principal Brigitte Gerandol, Principal Sandra Singh and Vice Principal Bridget O'Brien-Kopacek to share the work they are doing challenging and exploring what equity looks like in education.

Mr. Chan, Ms. Gerandol, Ms. Singh and Ms. O'Brien-Kopacek are leading the North Vancouver School District in a reflection and exploration of equity. Throughout the presentation, the team reflected on their own lived experiences sharing that in order to understand equity, one must explore their own identity, which is grounded in the First People's Principles of Learning. In order to work towards equity, one must engage in reflection and listen to others. The team invited attendees to share stories about their own experience and identity.

Interactive discussions were held through a virtual anonymous "truth wall" where attendees were able to write down their thoughts and understandings about equity. Following that, the group was split into breakout rooms to discuss the following question: How does power and privilege directly influence your view regarding equity? In closing, the team recognized the importance of creating a safe space to continue these hard conversations and continue the work of creating equity in education.

The presentations and video recording can be found online: [Meetings & Minutes 2021/22](#)

**Next Meeting:**

January 12, 2021

Virtual Microsoft Teams Meeting

**Schedule ...C.7....  
of the  
Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Superintendent's Report (including COVID-19)**

**Narration:**

The Superintendent will provide an oral report on items of interest or concern to the Board not otherwise covered in the agenda.

**Schedule C.8**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)**

**Narration:**

Trustees will provide an update on information related to BC School Trustees Association and BC Public School Employers' Association.

**Schedule C.9**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Trustees' Reports**

**Narration:**

The Chair will call for reports from Trustees on their activities on behalf of the Board of Education.

**Schedule ...D.....  
of the  
Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Future Meetings**

**Narration:**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, December 7, 2021 at 6:30 p.m.	Public Board Meeting	Virtual
Tuesday, January 9, 2022 at 7:00 p.m.	Standing Committee Meeting	Virtual
Tuesday, January 18, 2022 at 6:30 p.m.	Public Board Meeting	Potentially Hybrid/In-Person
Tuesday, February 8, 2022 at 7:00 p.m.	Standing Committee Meeting	Virtual

**Schedule ...E.....  
of the  
Administrative Memorandum**

**Meeting Date:** November 16, 2021       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Public Question & Comment Period**

**Narration:**

**NEW: COVID-19 Procedures for Public Board Meetings**

To respect guidelines and orders around physical distancing and public gatherings provided by the Provincial Health Officer, upcoming Public Board Meetings will continue to be live-streamed and recorded.

How you can provide input:

The Board of Education will not be taking questions or comments from members of the public in real time. On the day of the Public Board Meeting, we ask that interested parties who wish to provide feedback, email [publiccomments@sd44.ca](mailto:publiccomments@sd44.ca) with their full name, address, phone number, and written submission. Questions and comments will be accepted until one hour after the adjournment of the meeting. The Secretary Treasurer will ensure that your email is circulated.