

**COMMITTEE OF THE WHOLE - PUBLIC  
SCHOOL DISTRICT 41 - BURNABY  
AGENDA**

Monday, February 10, 2025, 4:00 pm  
Video Conference

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# Committee of the Whole Report

Date: February 10, 2025  
To: Board of Education – Public Meeting  
From: Kevin Brandt, Director of Instruction  
Subject: Board/Authority Authorized (BAA) Courses

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## **Background:**

The Burnaby Board of Education's 2019-2024 Strategic Plan contains the following objective under the key priority "**Thriving Students**", Goal 1 – Engage students in individualized, relevant and innovative learning opportunities:

- i) Expand program options that meet the needs and interests of our student population.

## **Board/Authority Authorized Approval Process:**

Board/Authority Authorized (BAA) courses are offered to students in grades 10 to 12 and require Board of Education approval prior to the school year in which the course will be offered. BAA courses may be developed by educators who would like to explore content beyond the boundaries of the Ministry of Education and Child Care curriculum, respond to the local needs of schools and their communities, or provide choice and flexibility for students. Prior to BAA course approval, teachers must submit a BAA Course Framework Template that lists course title, grade level, and number of credits. The report also includes course synopsis, goals and rationale, Indigenous worldviews and perspectives, big ideas, curricular competencies and content, recommended instructional and assessment components, and learning resources.

As part of the engagement process, proposed BAA courses are first shared with department members and then department heads, if necessary. Once the school principal or designate has reviewed the BAA course and feedback has been gathered, it is forwarded to the Director of Instruction or Assistant Superintendent for presentation to the Committee of the Whole.

## **Proposed BAA Courses:**

### Holocaust Studies 12

Students in Holocaust Studies 12 will learn of history before and after the Holocaust period to better understand the totality of the Jewish "experience". The course will focus on a comprehensive picture of Holocaust education while engaging students in the study of the totality of the Holocaust. The course will juxtapose Jewish life, survival, and antisemitism, and will go beyond single dimensional perspectives of the Holocaust and the Jewish "experience" to explore the how and why, to facilitate a deeper understanding. Further, it will also cover: What Jews have overcome following liberation from Nazi tyranny; Jewish Immigration policies in Canada after 1945 and post WWII justice; How antisemitism remains prevalent in modern society; The ongoing impact and legacy of the Holocaust.

### Applied Digital Tools 11

Applied Digital Tools 11 equips students with essential skills for data management, mathematical modeling, document creation, visual design, and effective communication. Covering a range of tools – such as Word, Excel, Google Sheets, Desmos, PowerPoint, Canva, and Google Forms – students will develop skills in data analysis, document formatting, digital communication, and collaboration. The course emphasizes practical applications, helping students learn tools and techniques relevant to both academic and career settings

### **Recommendation:**

THAT the Board of Education receive this information and approve the new Board/Authority Authorized courses as presented.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD41
<b>Developed by:</b> Eyal Daniel	<b>Date Developed:</b> September 7, 2024
<b>School Name:</b> Alpha Secondary School	<b>Principal's Name:</b> Victoria Lee
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Holocaust Studies 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

N/A

**Course Synopsis:**

The Holocaust is distinct and different from other genocides that occurred in the 20th Century due to:

- Duration - 12 years.
- Number of victims - 6 million Jews and 1.5 million people from other groups.
- Method of extermination – specially designed chemical (gas) industrialized death camps.
- Number of continents involved – Europe, North Africa, and Asia.
- Documentation - extensive evidence throughout the genocide's different stages.

With Holocaust Education becoming mandatory in B.C, there is a need and an opportunity to **develop and expand** students' understanding and knowledge beyond the confines of the Nazi regime and the traditional learning time periods of “**1933-1939: Pre WWII and the Holocaust**”; and “**1939-1945: WWII and the Holocaust**” (which may be covered in Social Studies 10, or Genocide 12, and/or 20th Century World History 12 elective courses that I currently teach).

Students in **Holocaust Studies 12** will learn of history before and after the Holocaust period to better understand the totality of the Jewish “experience”. The course will focus on a comprehensive picture of Holocaust education. While engaging students in the study of the totality of the Holocaust, because “**the impact of the Holocaust is growing, not diminishing**”, (Yehuda Bauer - Professor of History and Holocaust Studies at Hebrew University, Jerusalem, Israel). **Holocaust Studies 12** will juxtapose Jewish life, survival, and antisemitism.

**Holocaust Studies 12** will go beyond single dimensional perspectives of the Holocaust and the Jewish “experience” to explore the how and why to facilitate a deeper understanding, because the: “**... messages of the Holocaust [and the Jewish “experience”] are no more obvious to contemporary teenagers than the events that constitute it**” (Simone A. Schweber).

Further, **Holocaust Studies 12** will cover:

- What Jews have overcome, following liberation from Nazi tyranny.
- Jewish Immigration policies in Canada after 1945 and post WWII justice.
- How antisemitism remains prevalent in modern society.
- The ongoing impact and legacy of the Holocaust.

### **Goals and Rationale:**

**Holocaust Studies 12** is a course designed specifically to be pedagogically updated, to teach the “totality” of the Holocaust and Jewish experience. This pedagogical shift has been called for by institutions across the world yet has not been developed provincially or nationally in Canada.

**Holocaust Studies 12** has multiple goals, including:

- Addressing the historic and current state of antisemitism as a rising and dangerous force in our community, country, and the world.
- Promoting awareness and understanding of the historical roots of antisemitism.

### **Holocaust Studies 12 will:**

- Enhance students' collective understanding of the Jewish experience, and in doing so, recognize and (it is a course goal) act as difference makers against racism, stereotyping, intolerance, and othering.
- Examine other groups that have been, and are, discriminated against.
- Understand the “totality” of the Holocaust and the Jewish experience as a case study in racism and human rights.
- Address the social, economic, and psychological impact of discrimination on various members of society.
- Foster tolerance, empathy, and understanding of others.
- Realize the importance of identity.
- Illuminate moments of humanity even in the darkest of times.

**Holocaust Studies 12** aligns with the goals of pedagogical and Holocaust experts. They believe there are areas underrepresented in a typical unit/course on the Holocaust that are important in a course such as Holocaust Studies 12 mostly the before and after 1939-1945. It's important not to see Jews as victims only, but also to talk about the immigration process (especially for Canadian teachers) and discuss how these survivors felt as new immigrants here.

### **Indigenous Worldviews and Perspectives:**

Adhering to the First Peoples' Principles of Learning, **Holocaust Studies 12** depends upon the reciprocal relationships between classmates who contribute to the learning community through specific, individual, contributions. **Holocaust Studies 12** recognizes various learning styles, and mastery of individual skills is a reflective and experiential process that requires both patience and time. The interdependent nature of the classroom dynamic contributes to the building of positive relationships between students, teachers, and the community while fostering an understanding that learning involves recognizing the consequences of one's actions. Beyond these noted connections to The First Peoples Principles of Learning, this course has strong connections to the following:

- Learning is embedded in memory, history, and story. The story of Jewish people, prior to the Holocaust, during the genocidal catastrophe that it was, the aftermath of the Holocaust, and in contemporary society, will be taught with embedded stories to foster understanding. Stories are told and relate lived experiences. Stories do not "tell" students what to think; a story provides personal accounts versus a dictation of what students "have to think". There is power in stories' ability to foster empathy and understanding.
- Learning involves recognizing the consequences of one's actions. There are multiple types of individuals associated with the Holocaust: perpetrators, collaborators, victims, bystanders, resisters, and rescuers. Throughout the course, students will study such individuals, their choices, and the interplay amongst such behaviours recognizing that one's actions, decisions, and choices have consequences, however big or small.
- Learning requires the exploration of one's identity. This course has strong connections to individual identity. It strives to recognize individual identities within our classrooms and humanize genocide victims, addressing a key question of how we can keep genocide victims from being merely statistics. The stories of those involved in the Holocaust create a connection to the victims beyond simple numbers. The 6 million Jewish victims of the Holocaust, like all victims of genocide, had individual stories. Knowing individuals and their stories helps to grasp the magnitude, totality, and scope of the Holocaust and that every number represents an individual.

**BIG IDEAS**

Jewish identity includes a long and complex history rooted in ethnicity, religion, and geography.

Jewish people endured antisemitism throughout history and it reached a genocidal level in Europe during WWII.

Throughout the Holocaust, Jewish people fought for survival of their faith, culture, loved ones, and lives.

Holocaust denial and distortion are some of the forms of modern antisemitism, which is on the rise.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies <b>inquiry</b> processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</li> <li>• Assess the <b>significances</b> of people, places, events, or developments, and compare varying perspectives on their significances at times and places, and from group to group.</li> <li>• Assess the justification for competing accounts after investigating points of contention, reliability, and adequacy of evidence, including data.</li> <li>• Compare and contrast <b>continuities and changes</b> for different groups at times and places.</li> <li>• Assess how underlying <b>causes and consequences</b> and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple causes and consequences.</li> <li>• Explain and infer different <b>perspectives</b> on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.</li> <li>• Make reasoned <b>ethical judgments</b> about actions in the past and present and assess appropriate ways to remember and respond.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies <b>inquiry</b> processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</li> <li>• Assess the <b>significances</b> of people, places, events, or developments, and compare varying perspectives on their significances at times and places, and from group to group.</li> <li>• Assess the justification for competing accounts after investigating points of contention, reliability, and adequacy of evidence, including data.</li> <li>• Compare and contrast <b>continuities and changes</b> for different groups at times and places.</li> <li>• Assess how underlying <b>causes and consequences</b> and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple causes and consequences.</li> <li>• Explain and infer different <b>perspectives</b> on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.</li> <li>• Make reasoned <b>ethical judgments</b> about actions in the past and present and assess appropriate ways to remember and respond.</li> </ul>



## Big Ideas – Elaborations

### **Jewish identity includes a long and complex history rooted in ethnicity, religion, and geography.**

- Teach about Jewish life and the vibrant mosaic of the Jewish people and the long history of their tradition.
- In many classes, the Holocaust is taught as a case study of racism and antisemitism most of the time, and only few educators teach about pre-war Jewish life. Although they discuss the topic of the Holocaust, they do not teach important contextual, and basic, facts: Who are the Jews? Do Jewish people still exist? Holocaust awareness is different than knowledge about the Jewish people and their history.

### **Jewish people endured antisemitism throughout history, and it reached a genocidal level in Europe during WWII.**

- Throughout human history, Jews have been targeted by a variety of groups/nations with wide-ranging reasoning. Holocaust education has an important role to play in promoting awareness and understanding of the historical roots of antisemitism, but it cannot be the sole solution to a problem that is deeply ingrained in our society. We must acknowledge and address the fact that antisemitism is not only a historical phenomenon, but also a contemporary one.

### **Throughout the Holocaust, Jewish people fought for survival of their faith, culture, loved ones, and lives.**

- Single-dimensional explanations of the Holocaust can no longer do justice to the complexity of the crime.
- United States Holocaust Memorial Museum 10 Guidelines for Teaching the Holocaust:
  - Define the term “Holocaust”.
  - The Holocaust was not inevitable.
  - Avoid simple answers to complex questions.
  - Strive for precision of language.
  - Strive to balance the perspectives that inform your study of the Holocaust.
  - Avoid comparisons of pain.
  - Avoid romanticizing history.
  - Contextualize the history.
  - Translate statistics into people.
  - Make responsible methodological choices.
- Learning about who the Jewish people are and humanizing the “other” is the only way to make people more sensitive to the oppression and stereotyping Jews have faced for more than 2,000 years.

### **Holocaust denial is one, but not the only, form of modern antisemitism.**

- The longest hatred, life without survivors, and contemporary antisemitism. This toxic combination of ignorance allied with antisemitic hatred continues to permeate global consciousness, and teachers have an important part to play in turning the tide.

## Curricular Competencies – Elaborations

### **Inquiry - developing questions, pursuing answers, and returning to the spiral; how and why.**

- Draw conclusions about a problem, an issue, or a topic.
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
- Identify and clarify a problem or issue.
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
- Interpret information and data from a variety of maps, graphs, and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Accurately cite sources.
- Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.

### **Significance - impact at the time, relevance afterward, and memory or memorialization.**

#### **Key questions:**

- What factors can cause people, locations, events, or developments to become significant?
- What factors can make people, locations, events, or developments significant to different people?
- What criteria should be used to assess the significance of people, locations, events, or developments?

### **Evidence - analysis of sources, primary: documents, photos, testimony, historical data, maps - perpetrator versus victim.**

#### **Key questions:**

- What criteria should be used to assess the reliability of a source?
- How much evidence is sufficient to support a conclusion?
- How much about various people, locations, events, or developments can be known and how much is unknowable?

### **Continuity and Change - consistencies, progress, and decline.**

#### **Key questions:**

- What factors lead to changes or continuities affecting groups of people differently?
- How do gradual processes and more sudden rates of change affect people live through them? Which method of change has more of an effect on society?
- How are periods of change or continuity perceived by the people living through them? How does this compare to how they are perceived after the fact?

### **Cause and Consequence - who and what were the strongest influences, intended and unintended outcomes.**

#### **Key questions:**

- What is the role of chance in particular events, decisions, or developments?
- Are there events with positive long-term consequences but negative short-term consequences, or vice versa?

### **Perspective - choices, motivations, and emotions of historical events.**

#### **Key questions:**

- What sources of information can people today use to try to understand what people in different times and places believed?
- How much can we generalize about values and beliefs in a given society or time period?
- Is it fair to judge people of the past using modern values?

### **Ethical judgment - consideration of the events at the time, to what extent do we judge it today.**

#### **Key questions:**

- What is the difference between implicit and explicit values?
- Why should we consider the historical, political, and social context when making ethical judgments?
- Should people of today have any responsibility for actions taken in the past?
- Can people of the past be celebrated for great achievements if they have also done things considered unethical today?

### **Recommended Instructional Components:**

**Holocaust Studies 12** utilizes variety in instruction and assessment, for example: video, film, cartoons, primary sources, "stories", historical, critical, and creative thinking, personalized learning and understanding. Further instruction and assessment include:

- Direct and indirect instruction
- Discussion groups
- Film analysis
- Survivor Testimony
- Personal reflections
- Student Presentations
- Artistic interpretations
- One-pagers
- Book Studies: beyond teacher-supplied, curated, and collected resources, the following books are available to be utilized for an in depth review of topics covered in Holocaust Studies 12:

#### **Novels:**

Horne, Dara. *People Love Dead Jews*, 2021. Print.

Jacobson, Mark. *The Lampshade: A Holocaust Detective Story from Buchenwald to New Orleans*. New York: Simon & Schuster, 2011. Print.

Spiegelman, Art, Louise Fili, and Art Spiegelman. *MAUS: A Survivor's Tale, II: And Here My Troubles Began*. New York: Pantheon, 1991.

Print Spiegelman, Art. *Maus. A Survivor's Tale*. New York: Pantheon, 1986. Print.

Vrba, Rudolf, and Alan Bestic. *I Cannot Forgive*. New York: Grove, 1964. Print.

Wiesel, E., & Wiesel, M. (2006). *Night*. Penguin Books.

### **Survivor Memoirs:**

Goldig, P., Korn, D., & Lang, E. *At Great Risk: Memoirs of Rescue During the Holocaust*. Toronto: Azrieli Foundation, 2021. Print.  
Goldman, Rene. *A Childhood Adrift*. Toronto: Azrieli Foundation, 2017. Print.

### **Reference Books:**

Hayes, Peter. *Why? Explaining The Holocaust*. New York: W.W. Norton & Company, 2017. Print.  
Jones, Adam. *Genocide: A Comprehensive Introduction 3rd Edition*. London: Routledge, 2017. Print.  
Longerich, Peter. *Holocaust: The Nazi Persecution and Murder of the Jews*. Oxford: Oxford UP, 2010. Print.  
Phyllis Goldstein. *A Convenient Hatred: The History of Antisemitism*. Brookline: Facing History and Ourselves, 2012.

### **Recommended Assessment Components:**

Formative assessment will be ongoing and based on practice assignments, observation of student progress, and informal feedback. Assessment activities will include:

Projects (individual, group, and inquiry presentations): 40%

Tests: 30%

Assignments (essays and reflections): 20%

Class discussions and participation: 10%

### **Learning Resources:**

School-based resources including memoirs, novels, primary documents, chrome books, and projectors.

### **Additional Information:**

**Holocaust Studies 12** can be a successful experience for students who have, or have not, taken Genocide Studies 12, World History 12, or Social Justice 12. These courses have elements of the Holocaust embedded within the curriculum, as does a future mandatory Holocaust curriculum that will be taught to every high school student in grade 10 Social Studies. Any of these listed courses set a foundation for a deeper study in **Holocaust Studies 12**.

Students should know this course does not meet their Social Studies graduation requirement but is an academic senior elective. Igniting personal and social responsibility are foundational to this course's goal to foster learning, spark curiosity and questioning as related to the Jewish experience and totality of the Holocaust. By fostering empathy, tolerance, and respect, **Holocaust Studies 12** strives to meet the following, as implored by the pleas of a Holocaust survivor: *"Reading, writing, arithmetic are important only if they serve to make our children more human."*



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD41
<b>Developed by:</b> Lani Mintz	<b>Date Developed:</b> November 15, 2024
<b>School Name:</b> Moscrop Secondary School	<b>Principal's Name:</b> Mr. Andy Chin
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Applied Digital Tools 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

Computer lab or classroom set of laptops full-time

**Course Synopsis:**

**Applied Digital Tools 11** equips students with essential skills for data management, mathematical modeling, document creation, visual design, and effective communication. Covering a range of tools—such as Word, Excel, Google Sheets, Desmos, PowerPoint, Canva, and Google Forms—students will develop skills in data analysis, document formatting, digital communication, and collaboration. The course emphasizes practical applications, helping students learn tools and techniques relevant to both academic and career settings.

## Goals and rational:

### Goals:

By the end of the course, students will be able to:

- Organize, analyze, and visualize data using Excel / Google Sheets
- Collect data through Google Forms and model it in Desmos or Excel / Google Sheets for analysis
- Create polished, professional documents in Word / Google Docs
- Design visually compelling presentations and infographics using PowerPoint and Canva
- Integrate and utilize all programs in conjunction with one another

Rational: Applied Digital Tools 11 focuses on developing digital literacy, an essential skill set in today's academic and professional environments. As digital tools become increasingly integral to communication, data analysis, and creative problem-solving, this course prepares students to effectively navigate and utilize a wide range of technologies. By focusing on practical applications, such as spreadsheet data manipulation, professional document creation, graphing and modeling, and visual design, students gain technical proficiency alongside critical thinking and creativity.

This course connects to disciplines such as mathematics, science, business, and the arts, enabling students to apply their skills across various subjects. For example, students can analyze experimental data in a science class, model real-world scenarios in math, or create compelling visuals for a humanities project. The ability to integrate and apply digital tools fosters interdisciplinary learning, aligning with British Columbia's cross-curricular competencies of critical thinking, communication, and personal and social responsibility.

Additionally, Applied Digital Tools 11 reflects the values of the Educated Citizen by preparing students to participate meaningfully in a technology-driven society. The course emphasizes collaboration, ethical use of technology, and adaptability, ensuring students are equipped for the demands of post-secondary education and modern workplaces. Through hands-on, project-based learning, students will develop skills that are essential for success in diverse fields, contributing to their growth as informed, capable, and responsible individuals.

This course aligns with the British Columbia Applied Design, Skills, and Technologies (ADST) curriculum by focusing on applied skills, critical thinking, and creativity.

## **Aboriginal Worldviews and Perspectives:**

In line with the First People's principles of learning, the **Applied Digital Tools 11** course is designed to foster a holistic and inclusive educational environment. This approach enriches the curriculum by connecting students' technical skills to broader relational, cultural, and ethical contexts. It does this through the following:

### **1. Learning is holistic, reflexive, reflective, and experiential.**

- Students will engage in hands-on projects using tools to analyze and present data related to real-world and cultural contexts, including Indigenous knowledge systems and land-based data (e.g., tracking environmental trends or historical narratives).
- The process of creating digital tools, such as infographics or presentations, is reflective and encourages students to think critically about how their work relates to their communities and lived experiences.

### **2. Learning requires exploration of one's identity, as well as respect for others' identities.**

- Students will examine how digital tools can be used to amplify their own voice and identities and those of others. Assignments may involve collaborative projects where students present their perspectives alongside those of Indigenous or other diverse communities to foster mutual respect and understanding.

**BIG IDEAS**

Data organization and analysis enable informed decision-making	Mathematical modeling provides insight into real-world situations	Effective communication is enhanced by visual and digital tools	Digital literacy and problem-solving are essential skills for the modern world
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Applied Design</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding Context</b> <ul style="list-style-type: none"> <li>○ Recognize the purpose and impact of different digital tools in academic, personal, and professional contexts</li> <li>○ Identify how digital tools can support effective data management, communication, and visual storytelling</li> </ul> </li> <li>• <b>Defining</b> <ul style="list-style-type: none"> <li>○ Define project goals, requirements, and specific needs based on the context and audience</li> </ul> </li> <li>• <b>Ideating</b> <ul style="list-style-type: none"> <li>○ Explore multiple approaches to organizing, analyzing, and presenting information with digital tools</li> <li>○ Generate ideas for layout, visualization, and design that will best communicate insights and engage the audience</li> </ul> </li> <li>• <b>Prototyping</b> <ul style="list-style-type: none"> <li>○ Create initial drafts and iterations, refining as needed</li> <li>○ Test various digital features (e.g., chart types, layout templates) to ensure they align with project goals</li> </ul> </li> </ul>	<p><i>Students are expected to learn the following:</i></p> <p>Document Creation and Professional Formatting (Word / Google Docs):</p> <p>Data Collection and Management (Google Forms)</p> <p>Data Management Fundamentals (Excel/Google Sheets)</p> <p>Advanced Data Analysis and Visualization (Excel)</p> <p>Mathematical Modeling and Graphing (Desmos/Excel)</p> <p>Visual Design and Presentation (Canva/PowerPoint)</p>



- **Testing**
  - Evaluate projects to confirm data clarity, visual appeal, and alignment with defined requirements
  - Gather feedback on initial drafts, adjusting projects based on peer and instructor input to improve effectiveness
- **Making**
  - Complete final digital products, integrating feedback to ensure clarity, accuracy, and professional quality
- **Sharing**
  - Share progress while creating to increase opportunities for feedback
  - Present work to peers, emphasizing effective communication and audience engagement
  - Reflect on completed projects and processes, identifying strengths and areas for improvement

### **Applied Skills**

- Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time
- Develop proficiency in creating various types of documents to present data effectively
- Demonstrate adaptability and creativity when faced with technical challenges, using problem-solving skills to find solutions.

### **Applied Technology**

- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for the task at hand
- Manage digital files and use cloud storage tools responsibly for easy access and sharing
- Evaluate data sources critically, ensuring accuracy, reliability, and ethical usage
- Practice ethical use of resources, including responsible sourcing of images and adherence to data privacy standards

## Big Ideas – Elaborations

- **Data organization and analysis enable informed decision-making:** Students learn to gather, organize, and interpret data to make meaningful conclusions.
- **Mathematical modeling provides insight into real-world situations:** Using Desmos and Excel, students explore mathematical functions and relationships, learning how mathematical models can represent complex systems and predict outcomes.
- **Effective communication is enhanced by visual and digital tools:** Students use PowerPoint and other digital presentation tools to communicate their findings clearly and persuasively.
- **Digital literacy and problem-solving are essential skills for the modern world:** Through hands-on work with digital tools, students build essential skills in technology use, project management, and adaptability.

## Curricular Competencies – Elaborations

**Digital tools:** For example, Microsoft Word, Google Docs, Desmos, Excel, Google Sheets, Google Forms, PowerPoint, and Canva.

**Feedback:** For example, does the layout of the spreadsheets and reports best fit the task at hand? Is the information shown accurately? Does the information presented tell the correct “story” that the student is trying to tell?

## Content – Elaborations

### Document Creation and Professional Formatting (Word / Google Docs):

- Formatting essentials (headers, footers, tables, fonts, and styles)
- Creating tables of contents and using references for structured documents
- Integrating images, charts, and data to enhance content

### Data Collection and Management (Google Forms)

- Survey creation, question types, and branching logic
- Exporting responses to spreadsheet software for analysis

## Content – Elaborations

### **Data Management Fundamentals (Excel/Google Sheets)**

- Introduction to Excel and Google Sheets interface and essential functions
- Exporting collected data to Excel/Google Sheets
- Data entry, organization, and formatting (e.g., sorting, filtering, and basic table creation)
- Working with basic formulas (e.g., SUM, AVERAGE, MIN, MAX)
- Introduction to cell references (absolute, relative, and mixed) for flexible data manipulation
- Introduction to conditional formatting for highlighting important data points

### **Advanced Data Analysis and Visualization (Excel)**

- Using advanced formulas (e.g., IF, VLOOKUP, HLOOKUP, and data validation)
- Introduction to logical and lookup functions for complex data manipulation
- Visualizing data with charts and tables, using best practices for clarity and readability
- Conditional formatting for dynamic data insights and scenario analysis
- Introduction to pivot tables for summarizing and analyzing large datasets efficiently
- Introduction to VBA and macros

### **Mathematical Modeling and Graphing (Desmos/Excel)**

- Graphing linear, quadratic, and exponential functions using functions and tables
- Adjusting sliders and parameters to explore function behavior
- Lines of best fit and regression lines
- Real-world applications, such as financial modeling or scientific data analysis

### **Visual Design and Presentation (Canva/PowerPoint)**

- Canva for creating infographics, posters, and visuals
- Basic design principles: color, typography, and layout
- PowerPoint for data integration and storytelling

## **Instructional Components and Philosophy:**

**Collaborative Problem-Solving:** The course places a strong emphasis on collaborative group activities and explorative learning, allowing students to work together to trouble-shoot different digital tools. This is particularly relevant when working with formulas and data manipulation in Excel and Google Sheets. This fosters a sense of shared discovery and encourages students to learn from one another.

**Direct Instruction and demonstration:** While collaborative learning is a significant part of the course, it also includes direct instruction to provide students with a structured understanding of using the various digital tools.

**Peer Teaching:** Students are encouraged to take on the role of peer teachers, sharing their insights and knowledge with their classmates. This approach not only reinforces their understanding but also promotes effective communication and teamwork.

**Experiential and Explorative Learning:** The course follows an experiential learning model, allowing students to learn through hands-on experiences and explorative activities with the various digital tools.

## **Recommended Assessment Components:**

Formative assessment will be ongoing and based on practice assignments, observation of student progress, and informal feedback given on initial drafts of summative assessments.

Summative assessments will be composed of the following three main items:

1. **Oral Presentations:** Students will be required to research and present a new function in one of the digital tools with the rest of the class. This will assess their ability to understand the context of the function of the tools available in the program, while working on their communicating skills. This will be approximately 10% of the student's grade.
2. **Project-based assessments:** Each unit will have a unit project focusing on the specific digital tool introduced in that unit. As the course progresses, students will be required to integrate skills from various tools into cohesive data presentations. This will be approximately 60% of the student's grade.
3. **Final Capstone assessment:** This final assessment will utilize all of the skills the student has learned and conducted on a topic of interest to them. This will be approximately 30% of the student's grade.

The marks for each summative assessment will include the following components:

- **Self-Assessment:** The course encourages students to reflect on their own learning and progress. Self-assessment helps them take ownership of their education, identify areas for improvement, and set personal goals, fostering a sense of accountability.
- **Peer Assessment:** Peer assessment is an integral part of the course's evaluation process and promotes collaboration and constructive feedback among students.
- **Teacher Assessment:** Teacher will provide detailed, constructive feedback, focusing on technical accuracy, creativity, and alignment with assignment objectives.

### **Learning Resources:**

Learning resources will primarily be teacher-created resources such as step-by-step guides and demonstration based on online resources.

These online resources (also accessible to students for additional support) include, but are not limited to the following:

- Interactive templates available through all of the programs
- Khan Academy
- Desmos Classroom Activities and Tutorials
- Microsoft Support for Word, Excel, and PowerPoint
- Google Workspace Learning Center for Sheets, Forms, and Docs
- Canva Design School
- Desmos Help Center

### **Additional Information:**

In my experience teaching and working with students, I've often seen how challenging it can be for them to create a simple graph or analyze data using spreadsheet software, especially in science and math classes. Many struggle to communicate experimental data effectively through presentations or reports. Additionally, on a personal level, one of the most practical transferable skills I used all through post-secondary school and in the work force has been the ability to use spreadsheet software and other digital tools. Because of this, a course that focuses exclusively on these skills will be extremely useful for students in many different applications.

# Board/Authority Authorized (BAA) Courses

Committee of the Whole Public Meeting  
February 10, 2025

Kevin Brandt, Director of Instruction

# BAA Courses

- Provide an opportunity for educators to explore content beyond the boundaries of the Ministry of Education and Child Care curriculum.
- Help educators respond to the local needs of schools and their communities and provide choice and flexibility for students.
- BAA courses can be created at the Grades 10-12 levels.

# Holocaust Studies 12



# Course Synopsis

Students in Holocaust Studies 12 will learn of history before and after the Holocaust period to better understand the totality of the Jewish “experience”. The course will focus on a comprehensive picture of Holocaust education while engaging students in the study of the totality of the Holocaust.

The course will juxtapose Jewish life, survival, and antisemitism, and will go beyond single dimensional perspectives of the Holocaust and the Jewish “experience” to explore the how and why, to facilitate a deeper understanding. Further, it will also cover: What Jews have overcome following liberation from Nazi tyranny; Jewish Immigration policies in Canada after 1945 and post WWII justice; How antisemitism remains prevalent in modern society; The ongoing impact and legacy of the Holocaust.

# Goals

## **Holocaust Studies 12 has multiple goals, including:**

- Addressing the historic and current state of antisemitism as a rising and dangerous force.
- Promoting awareness and understanding of the historical roots of antisemitism.
- Enhance students' collective understanding of the Jewish experience, and in doing so, recognize and act as difference makers against racism, stereotyping, intolerance, and othering.
- Examine other groups that have been, and are, discriminated against.
- Understand the “totality” of the Holocaust and the Jewish experience as a case study in racism and human rights.
- Address the social, economic, and psychological impact of discrimination on various members of society.
- Foster tolerance, empathy, and understanding of others.
- Realize the importance of identity.
- Illuminate moments of humanity even in the darkest of times.

# Big Ideas

## Holocaust Studies 12

Jewish identity includes a long and complex history rooted in ethnicity, religion, and geography

Jewish people endured antisemitism throughout history and it reached a genocidal level in Europe during WWII

Throughout the Holocaust, Jewish people fought for survival of their faith, culture, loved ones, and lives

Holocaust denial and distortion are some of the forms of modern antisemitism, which is on the rise

# Applied Digital Tools 11

# Course Synopsis

Applied Digital Tools 11 equips students with essential skills for data management, mathematical modeling, document creation, visual design, and effective communication. Covering a range of tools - such as Word, Excel, Google Sheets, Desmos, PowerPoint, Canva, and Google Forms - students will develop skills in data analysis, document formatting, digital communication, and collaboration. The course emphasizes practical applications, helping students learn tools and techniques relevant to both academic and career settings

# Goals

## **By the end of the course, students will be able to:**

- Organize, analyze, and visualize data using Excel/Google Sheets
- Collect data through Google Forms and model it in Desmos or Excel/Google Sheets for analysis
- Create polished, professional documents in Word/Google Docs
- Design visually compelling presentations and infographics using PowerPoint and Canva
- Integrate and utilize all programs in conjunction with one another

# Big Ideas

## Applied Digital Tools 11

Data organization and analysis enable informed decision-making

Mathematical modeling provides insight into real-world situations

Effective communication is enhanced by visual and digital tools

Digital literacy and problem-solving are essential skills for the modern world

# Thank You



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# Committee of the Whole Report

Date: February 10, 2025  
To: Board of Education – Public Meeting  
From: Brandon Curr, Assistant Superintendent  
Subject: Aboriginal How Are We Doing Report 2023-2024

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## **Background:**

The Board of Education's 2019 – 2024 Strategic Plan contains the key priority “**Thriving Students**”, Goal 2 – Embed Indigenous perspectives and knowledge across the District:

- ii) Improve academic achievement of all Indigenous students within Burnaby Schools.
- iv) Increase the presence of Indigenous cultures, history, and languages across our school communities.

## **Introduction:**

Annually, every school district in the Province of British Columbia receives their *Aboriginal How Are We Doing Report*. The report shares with districts disaggregated data from the past five school years as it pertains to Indigenous student achievement and experiences within the school district.

The presentation will provide an opportunity to share data from the *Aboriginal How Are We Doing Report 2023-2024*, as well as connect to the commitments made in this year's Enhancing Student Learning Report.

## **Considerations:**

The report is used as a mechanism to monitor the progress of Indigenous students in the Burnaby School District.

## **Recommendation:**

THAT the Board of Education receive this information.

# Unpacking our Report to Enhance Indigenous Student Success

February 10, 2025  
COMMITTEE OF THE WHOLE



# Overview

- Context and Overview
- Unpacking Key Areas of Report
- Moving Forward



# Indigenous Students in Burnaby Schools

School Year	Aboriginal Students #	On-Reserve			Off-Reserve		
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #
2019/20	943	Msk	Msk	Msk	468	474	942
2020/21	878	Msk	Msk	Msk	433	443	876
2021/22	905	Msk	Msk	Msk	438	460	898
2022/23	885	Msk	Msk	Msk	421	463	884
2023/24	791	0	0	0	374	417	791

# Number of Schools by Percentage of Indigenous Students

School Year	Total Schools #	under 5	5 to 10	10 to 20	20 to 50	50 to 100
		%	%	%	%	%
2019/20	49	37	10	2	0	0
2020/21	49	36	13	0	0	0
2021/22	49	38	11	0	0	0
2022/23	49	39	10	0	0	0
2023/24	49	42	7	0	0	0

# Students in Alternate Programs

School Year	All Students #	Aboriginal			Non-Aboriginal		
		Female #	Male #	Total #	Female #	Male #	Total #
2019/20	175	17	20	37	55	83	138
2020/21	133	13	22	35	43	55	98
2021/22	112	10	15	25	36	51	87
2022/23	105	16	15	31	38	36	74
2023/24	116	18	16	34	41	41	82

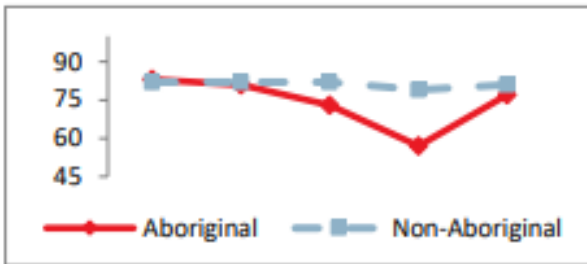
# Students with Disabilities or Diverse Abilities

School Year	Non-Aboriginal		Sensory Designation				Learning Designation				Behaviour/Mental Health Designations				Gifted Designation			
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %	Aboriginal #	Aboriginal %	Non-Aboriginal #	Non-Aboriginal %
2019/20	269	2,210	13	5	115	5	70	26	669	30	73	27	355	16	Msk	Msk	118	5
2020/21	263	2,215	13	5	110	5	64	24	683	31	72	27	341	15	Msk	Msk	102	5
2021/22	280	2,352	11	4	117	5	69	25	706	30	83	30	371	16	Msk	Msk	100	4
2022/23	287	2,529	13	5	129	5	75	26	733	29	79	28	408	16	Msk	Msk	108	4
2023/24	255	2,642	Msk	Msk	124	5	63	25	747	28	77	30	445	17	Msk	Msk	107	4

# Student Learning Survey

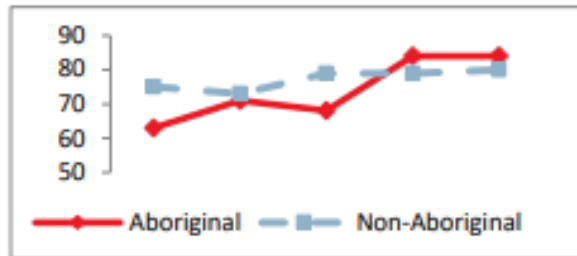
## Student Safety Grade 4 and 7

Do you feel safe at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	12	10	83	451	368	82
2020/21	31	25	81	984	803	82
2021/22	41	30	73	1,197	985	82
2022/23	23	13	57	1,167	924	79
2023/24	31	24	77	1,304	1,060	81

Do you feel safe at school?



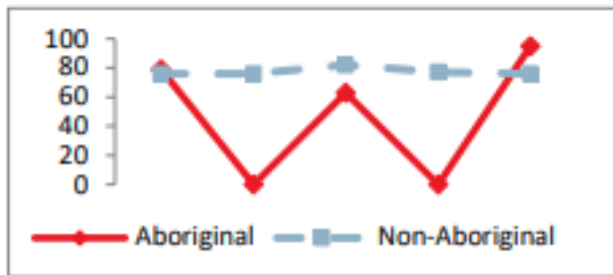
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	24	15	63	678	508	75
2020/21	35	25	71	1,149	839	73
2021/22	38	26	68	1,361	1,080	79
2022/23	37	31	84	1,204	950	79
2023/24	44	37	84	1,396	1,116	80



# Student Learning Survey

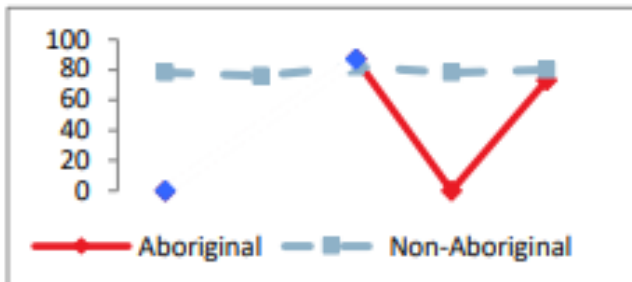
## Student Safety Grade 10 and 12

Do you feel safe at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	24	19	79	1,082	818	76
2020/21	14	Msk	Msk	633	483	76
2021/22	19	12	63	804	657	82
2022/23	17	Msk	Msk	938	721	77
2023/24	19	18	95	1,127	855	76

Do you feel safe at school?

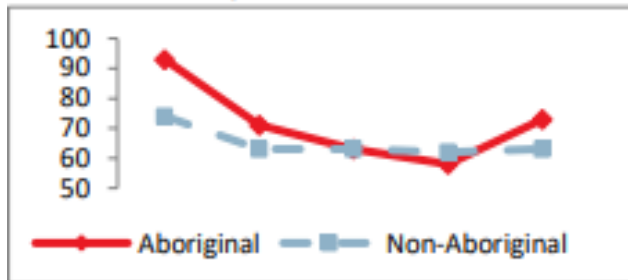


School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	11	Msk	Msk	1,083	842	78
2020/21	Msk	Msk	Msk	638	485	76
2021/22	15	13	87	826	679	82
2022/23	13	Msk	Msk	828	642	78
2023/24	15	11	73	801	642	80

# Student Learning Survey

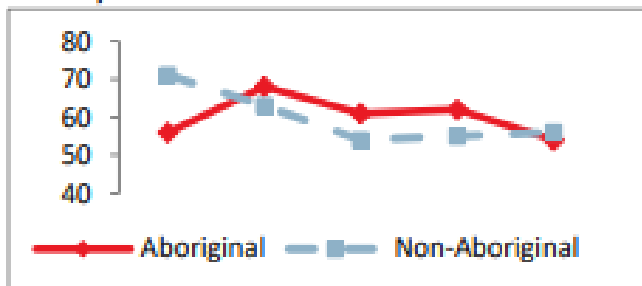
## Connection to Adults Grade 4 and 7

How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)



School Year	Gr 4 Respondents		Two adults or more		Gr 4 Respondents		Two adults or more	
	#		#	%	#		#	%
2019/20	15		14	93	452		336	74
2020/21	35		25	71	994		623	63
2021/22	46		29	63	1,203		755	63
2022/23	26		15	58	1,170		730	62
2023/24	30		22	73	1,315		831	63

How many adults at your school care about you? (Percentage responding 2 adults or more.)

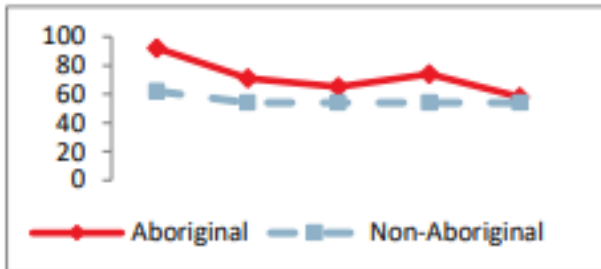


School Year	Gr 7 Respondents		Two adults or more		Gr 7 Respondents		Two adults or more	
	#		#	%	#		#	%
2019/20	27		15	56	680		484	71
2020/21	44		30	68	1,148		728	63
2021/22	41		25	61	1,363		737	54
2022/23	37		23	62	1,208		668	55
2023/24	46		25	54	1,398		778	56

# Student Learning Survey

## Connection to Adults Grade 10 and 12

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



School Year	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	26	24	92	1,102	686	62
2020/21	17	12	71	642	346	54
2021/22	20	13	65	821	441	54
2022/23	19	14	74	950	511	54
2023/24	24	14	58	1,151	627	54

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)

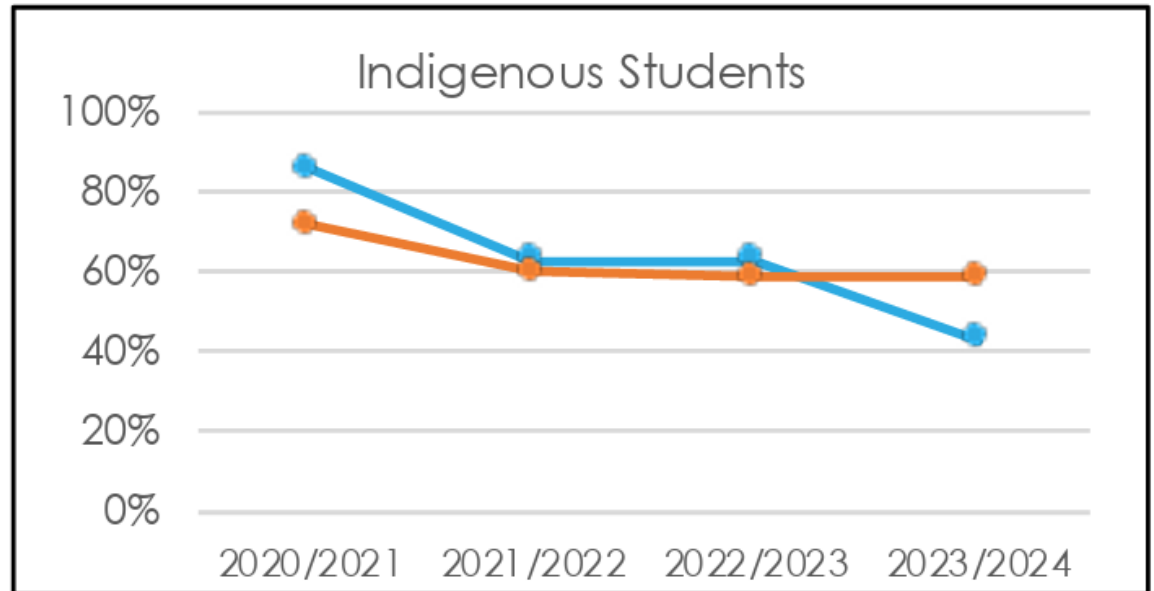


School Year	Gr 12 Respondents	Two adults or more		Gr 12 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	11	10	91	1,090	811	74
2020/21	Msk	Msk	Msk	642	446	69
2021/22	15	11	73	829	559	67
2022/23	14	Msk	Msk	845	568	67
2023/24	16	14	88	819	552	67

# Grade 4 FSA - Reading

## GRADE 4: ABORIGINAL

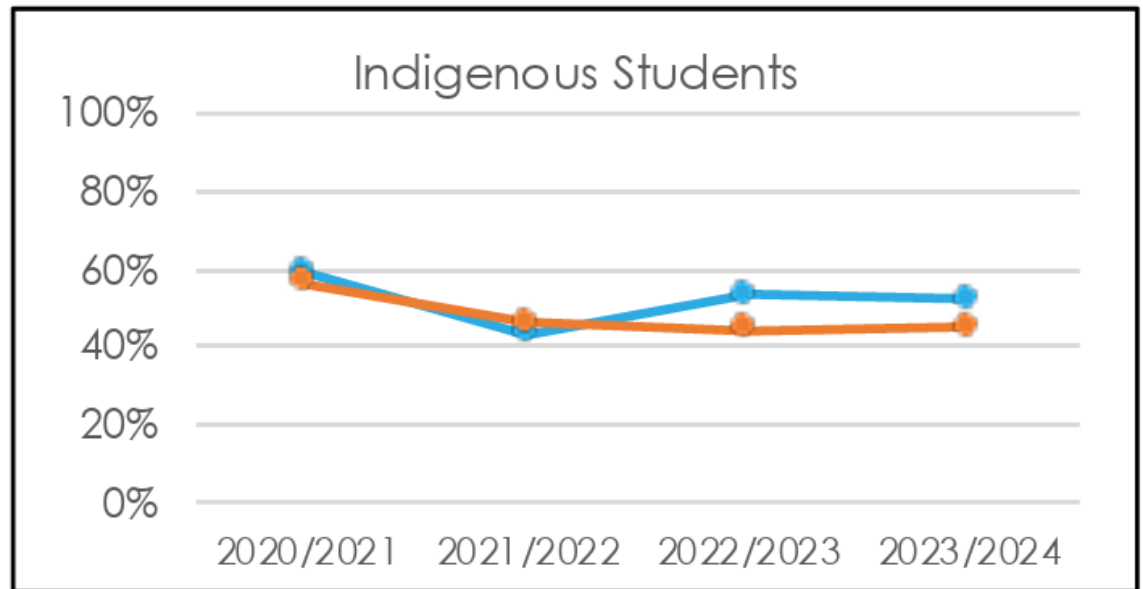
School Year	Writers Only #	Participation %
2019/20	28	37
2020/21	30	42
2021/22	26	34
2022/23	16	31
2023/24	21	43



# Grade 4 FSA - Numeracy

## GRADE 4: ABORIGINAL

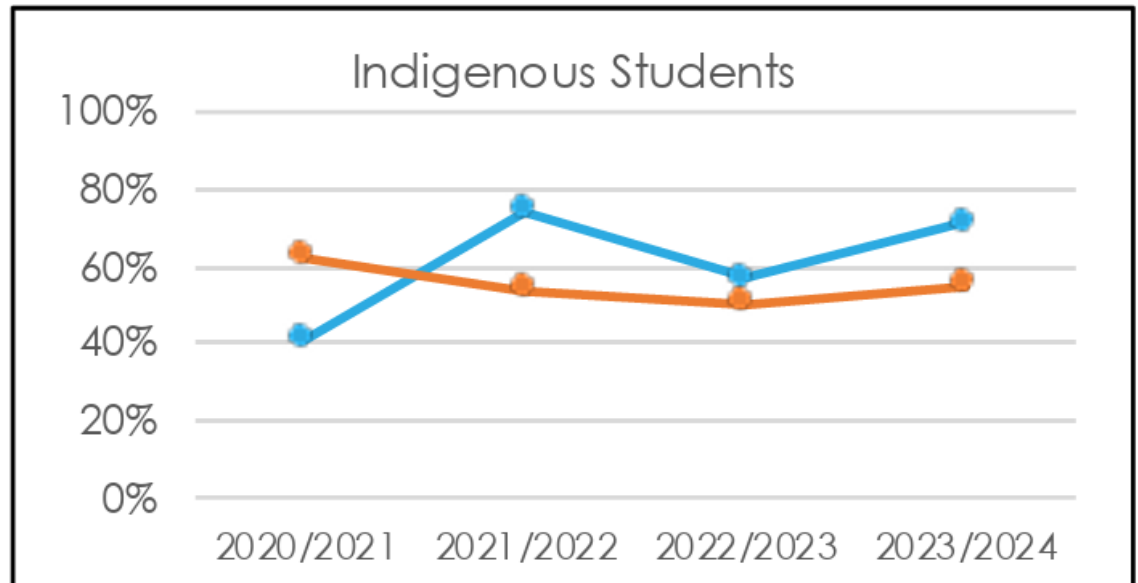
School Year	Writers Only #	Participation %
2019/20	27	36
2020/21	30	42
2021/22	25	33
2022/23	19	37
2023/24	21	43



# Grade 7 FSA - Reading

## GRADE 7: ABORIGINAL

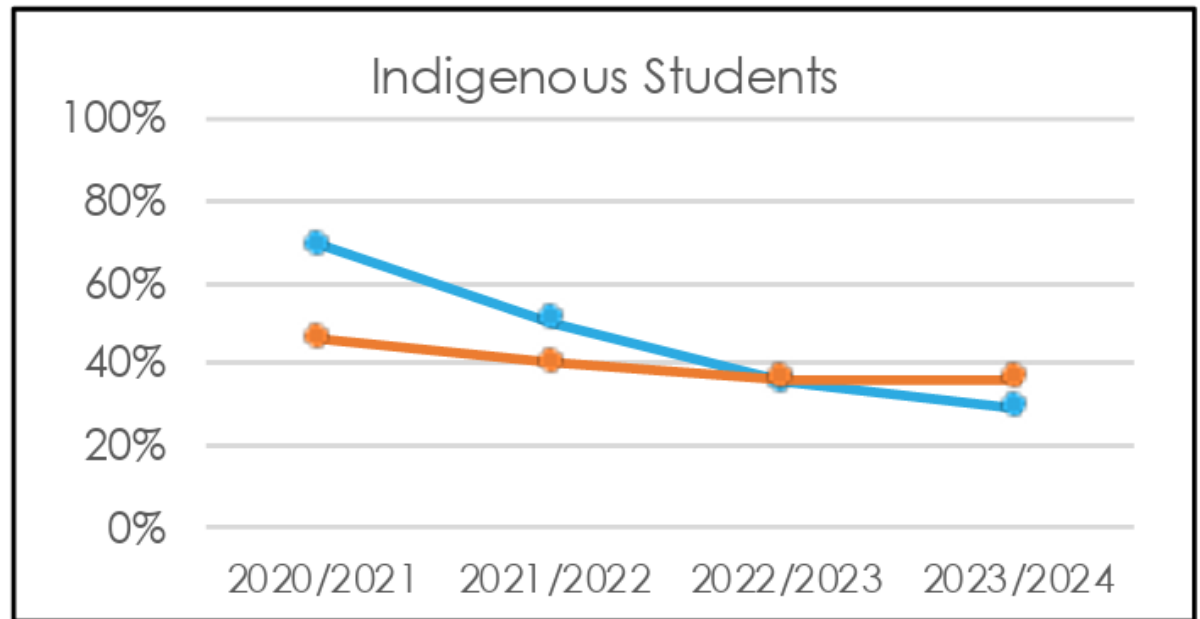
School Year	Writers Only #	Participation %
2019/20	31	44
2020/21	29	38
2021/22	20	34
2022/23	28	42
2023/24	28	43



# Grade 7 FSA - Numeracy

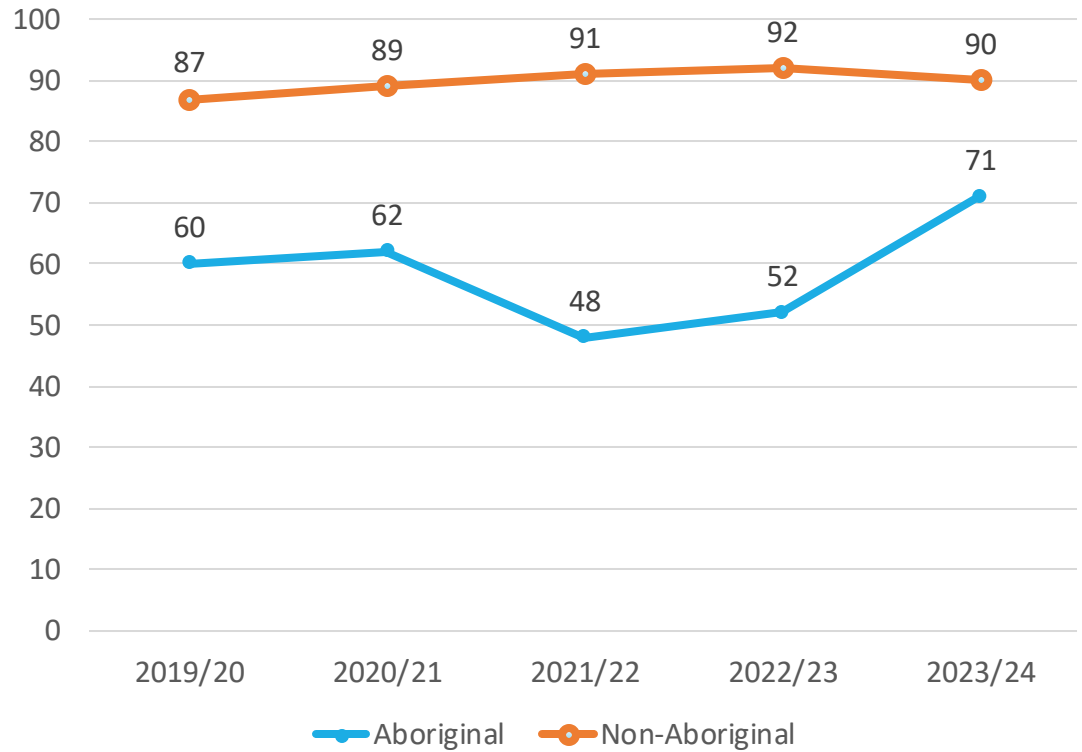
## GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %
2019/20	31	44
2020/21	23	30
2021/22	21	36
2022/23	26	39
2023/24	28	43



# Five – Year Completion Rates

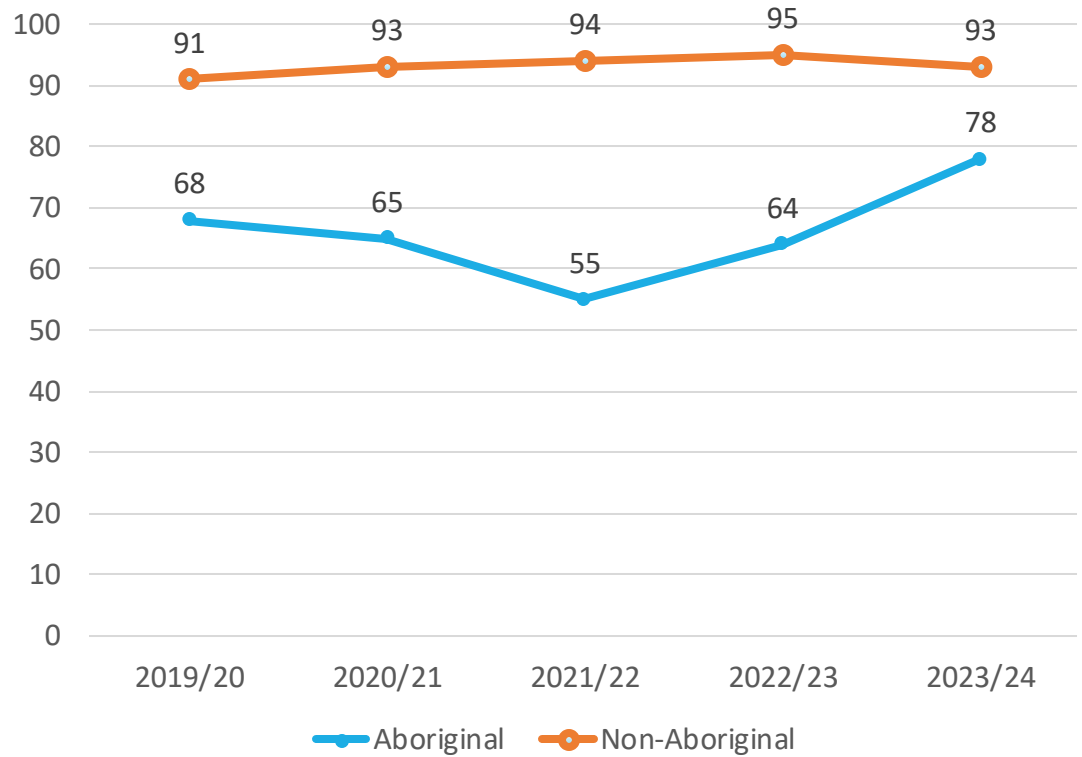
School Year	Aboriginal	Non-Aboriginal
	All Students %	All Students %
2019/20	60	87
2020/21	62	89
2021/22	48	91
2022/23	52	92
2023/24	71	90



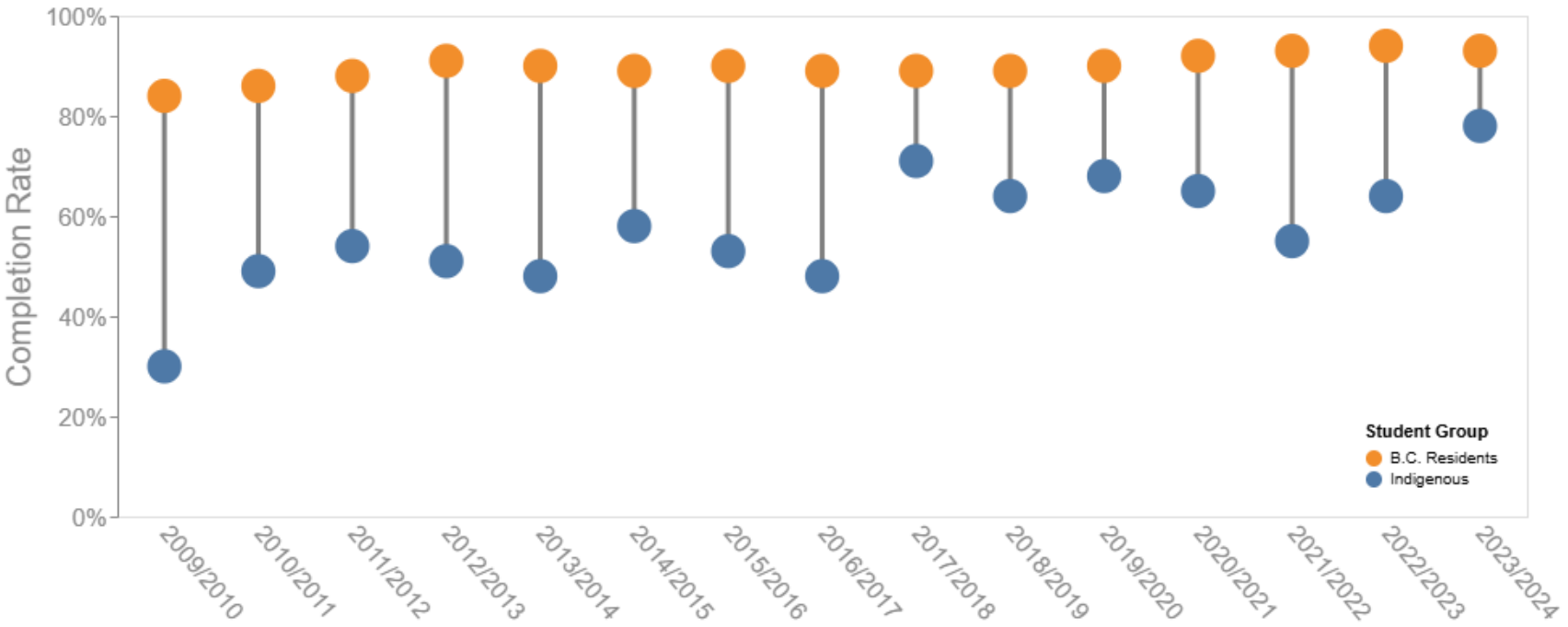


# Six – Year Completion Rates

School Year	Aboriginal	Non-Aboriginal
	All Students %	All Students %
2019/20	68	91
2020/21	65	93
2021/22	55	94
2022/23	64	95
2023/24	78	93



# Six – Year Completion Rates



# Post Secondary and Career Preparation

Are you satisfied that school is preparing you for post-secondary education?



I am satisfied that in school I am learning basic life skills that I need for the future (finances, setting goals, independent living).



# Enhancing Student Learning Report

## Our Commitments for 2024-25

- Following last year's analysis of intersections in data, the Indigenous Education team will be collaborating on a tiered approach to service delivery with counsellors, as well as the Safe and Caring Schools and Inclusive Education teams.
- Student-centred Indigenous targeted service to focus on literacy at the Grade 3 level.
- Creation of an Indigenous Education Program Consultant position to support targeted services and K-12 programs.

# Enhancing Student Learning Report

## Our Commitments for 2024-25

- Continued focus on collaboration with schools to support students by removing barriers to attendance, including expanding engagement opportunities for students.
- Complete the review of K-3 literacy interventions within schools to determine if Indigenous students are receiving equitable access to interventions.
- Continue pilot for targeted literacy intervention for Indigenous students at three elementary schools.
- Continue with the bi-annual graduation pathway check established last year for all secondary Indigenous students.

# Enhancing Student Learning Report

## Our Commitments for 2024-25

- The voices of Indigenous students are a part of the annual review process to determine directions for Indigenous Education programming. Themes for this year's directions are: belonging, relationship building, honesty, and flexibility.
- The Equity in Action Team was re-engaged in the last school year. This year the focus of their work will be on supporting plans to increase engagement and success.
- In its second year, the District Indigenous Leadership Council will continue to enhance leadership opportunities for Indigenous students across the District.
- Creation of a Learning Lead, Indigenous Learning position to support the integration of Indigenous worldviews and perspectives into classrooms.

# Data Informed, Student Centred

## Feedback Cycles

- Yearly Secondary Indigenous Student Gathering
- Equity Scan Team
- Indigenous Education Council





Thank You







## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Parks, Recreation and Culture

**Liaison Trustee:** Kristin Schnider

**Date of Meeting:** February 6, 2025

**Topics Discussed Most Relevant to the School District:**

*PUBLIC ART UPDATE*

City staff provided updates on the public art program and sought feedback from the Committee. As part of the update, staff introduced the creation of a new public art roster—a curated list of local artists available to collaborate with the City and private partners on future public art projects. Following an open call for artists, a City selection committee would review submissions and appoint selected artists to the roster for a two-year term.

A suggestion was made to consider the inclusion of high school student artists from the Burnaby School District as a subcategory in the roster. If student artists are included it would help foster community connections and support emerging local artists, especially in the context of potential student Capstone projects. The success of past collaborations between the School District and the City, such as **Arts Alive** and the **Artist Apprenticeship** program at the Burnaby Art Gallery, was referenced as a model for showcasing student artwork in public spaces.

The discussion also explored additional partnership opportunities between the City and the School District, including featuring student artwork on public assets such as vinyl wraps for City assets like utility boxes, etc. Given the strong participation of Burnaby School District students in the City's annual holiday card contest, Committee members discussed the possibility of developing new opportunities to solicit student art submissions for future public art projects.

## URBAN STRATEGY UPDATE

City staff provided an update on the ongoing [community engagement](#) on the draft [Urban Forest Strategy](#). The Strategy aims to protect, enhance and expand Burnaby's urban forest to benefit all residents. Included within the strategy is a City goal to reach a 40% canopy cover by 2075.

Through the committee discussion, it was suggested that the City may wish to reach out to youth via the Burnaby School District to solicit their input. Trustee Schnider referenced existing structures within the School District that may serve as conduits for youth engagement: Burnaby Youth Sustainability Network, school-based student sustainability and/or environmental clubs, and the District Sustainability Committee.

It was further suggested by Committee members that City may wish to work with the School District to explore the possibility of utilizing existing schoolyards as potential areas through which the 40% canopy cover goal can be obtained by 2075.