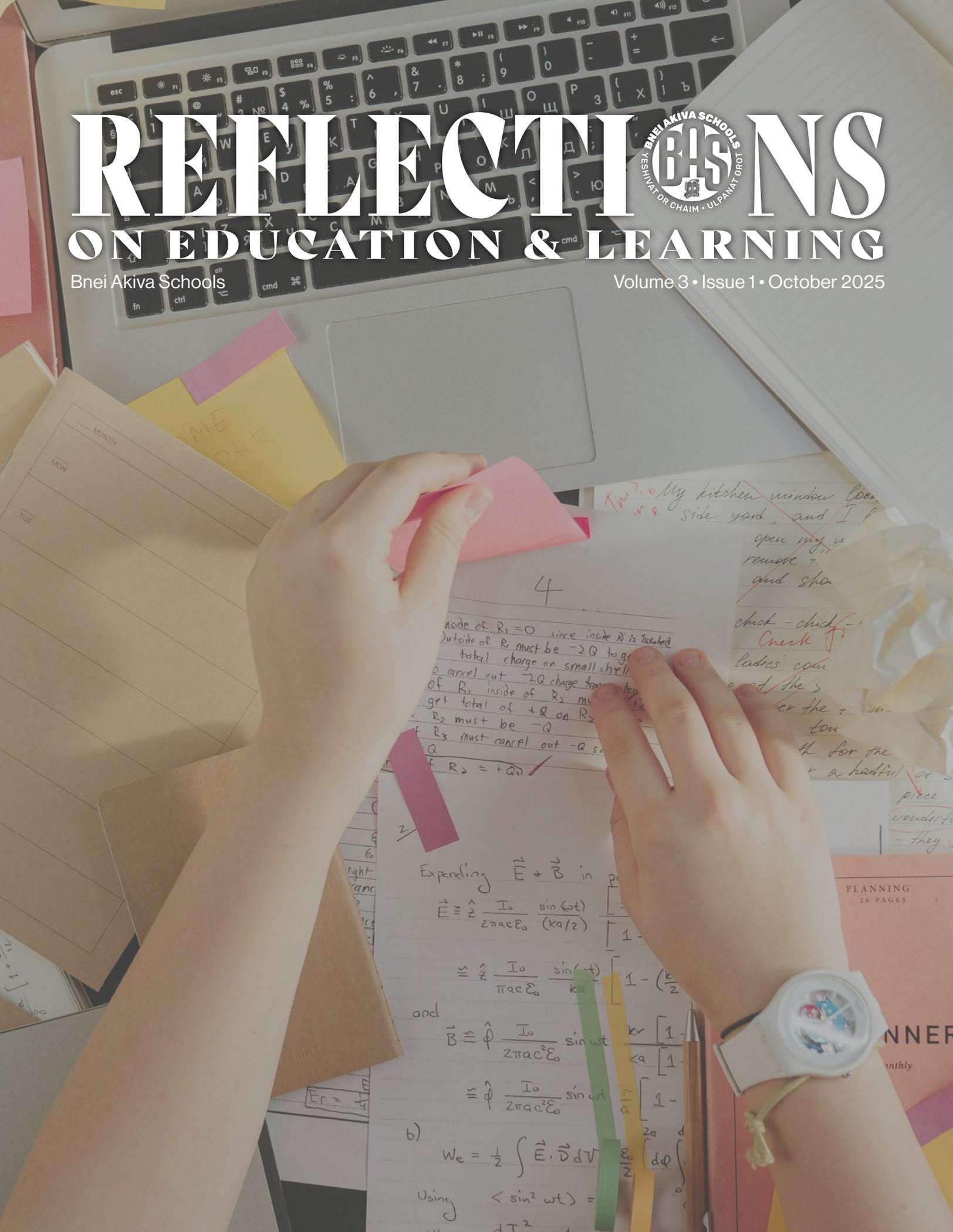


REFLECTIONS ON EDUCATION & LEARNING

Bnei Akiva Schools

Volume 3 • Issue 1 • October 2025



4

inside of $R_1 = 0$ since inside R_1 is isolated
outside of R_1 must be $-2Q$ to get
total charge on small shell
 Q cancel out $-2Q$ charge from
of R_1 inside of R_2 must
get total of $+Q$ on R_2
 R_2 must be $-Q$
 R_3 must cancel out $-Q$ so
 Q
if $R_3 = +2Q$ ✓

Expanding $\vec{E} + \vec{B}$ in
$$\vec{E} \equiv \hat{z} \frac{I_0}{2\pi a \epsilon_0} \frac{\sin(\omega t)}{(ka/2)}$$
$$\equiv \hat{z} \frac{I_0}{\pi a \epsilon_0} \frac{\sin(\omega t)}{ka}$$

and
$$\vec{B} \equiv \hat{\phi} \frac{I_0}{2\pi a c^2 \epsilon_0} \sin \omega t$$
$$\equiv \hat{\phi} \frac{I_0}{2\pi a c^2 \epsilon_0} \sin \omega t$$

b)
$$W_e = \frac{1}{2} \int \vec{E} \cdot \vec{D} dV$$

Using $\langle \sin^2 \omega t \rangle =$

~~My kitchen window looks
side yard, and I
open my window
remote
and spa
chick - chick -
Check
ladies' com
of the s
under the + in
ton
th for the
a handful of s
piece
wonderful
- they~~



PLANNING
26 PAGES

ANNER
monthly

BUILDING TRUST, ONE CONVERSATION AT A TIME



Lindsay Feuer
Social Worker

“Hey, come on in. Have a seat. Let’s chat.”

If you have ever walked by my office, you have probably heard some variation of that greeting. Once you choose to come in, you quickly notice the warm colours on the walls, accentuated by a brightly coloured sign saying “All Feelings Are Valid”. Every single student is met with a smile, which quickly sets the tone. Through some brief getting-to-know-you questions, I believe that the students can quickly feel the individualized care and attention they are given. Though the door is glass, what is shared in my office really does stay in this room. As the school social worker, I have a keen interest in who each student is as a person and what their story is, beyond what type of student they are at YOC. As a result, the students take note and experience the relaxed yet safe atmosphere.

So what exactly is the role of the school

social worker, especially as a female, in an all-boys Modern Orthodox school? I would argue that the latter part of the question is not all that relevant. While the context in which we meet does require some consideration, specifically regarding the student’s role in the larger Modern Orthodox community, the conversations we have about his personal struggles require the same skills, attitudes, and empathetic responses as one would receive in a public school, a therapist’s office, or in any other therapeutic environment.

According to the Canadian Association of Social Workers’ website, school social workers “work with students, families, school staff and communities to support students to optimize their learning, achievement and well-being.” On an individual basis, this could look like providing counseling to students who are

experiencing peer-related issues, conflict with family members, struggles with their mental health or substances, or anything else a student chooses to disclose. In my office, we talk a lot about healthy coping strategies. Whether the students are consumed by school stress or personal hurdles, the common theme is usually that they don't have the proper tools to handle, or overcome, their issue. In the context of school social work, where the purpose is not to provide long-term therapy, we strive to find meaningful solutions and strategies that students can take from the social work office and apply in real-time in the real world (See: DMC below). Truly, there is no issue too big or too small for which a student can approach the social worker.

I will admit that it's not always the case that a deep, meaningful conversation (or a "DMC" as the kids like to call it) takes place every time a student walks through the door. Oftentimes a student comes in just for somewhere to sit or have a break. However, within a moment or two, he soon realizes that he cannot just sit down and relax because I quickly start asking him questions - about his day, about school, what homework he has, how he stays on top of his workload, etc. Whether he came in to have a conversation or not, that is usually what he is met with. Being able to have these casual interactions with students has allowed me to build the trust that is needed in order to have more in-depth discussions later on. Soukiala and Pietilä (2024) assert that trust-building often requires plenty of time, creativity and perseverance from the social worker. I would not expect that the first time I ever speak to a student he chooses to divulge personal information about himself. When this does happen, I will absolutely take the student's lead and guide him through his challenge.

Cue: my giant white board. If you have been brave enough to approach me for a DMC then you will know about the white board - blank canvas ready to be filled with thoughts, ideas, problems, and potential solutions for all things going on inside a student's busy mind. It's easy for a student to think that everything in his life is going poorly and he has nothing going for himself. Through a mapping exercise on my board, the student and I outline all of his strengths - or things that are going well, challenges or worries - and then we come up with actionable next steps. Nothing in the "working well" category is too small. For example, if a student had a snack in his lunch that he liked that

Working well	Challenges/Worries	Next Steps
<ul style="list-style-type: none"> - playing hockey 2x wk. - Seeing friends more - did well on my math test - joined school club 	<ul style="list-style-type: none"> - not getting enough sleep - too much screen - fighting w/ parents - failing science - not enough "me time" 	<ul style="list-style-type: none"> → set alarms for putting phone away → 0.5 hour before bed → communicate more → try to explain why I'm failing. TELL them how study plan → extra help → use spares more productively so I can have more free time after school.

day, we put it on the board - anything to highlight that even on the darkest days, we can still find something that brings us light.

At its core, being a social worker is about building and strengthening relationships. Through casual conversation, the student starts to feel safe and comfortable opening up, and soon learns the type of support he can expect from me. And I would hope that the students know that my door is always open for that opportunity. After all, having a glass door means I can never hide... and that is entirely the point!

REFERENCES

Canadian Association of Social Workers. (n.d.). Social work practice in schools. <https://www.casw-acts.ca/en/social-work-practice-schools>

Soukiala, T., & Pietilä, I. (2024). Elements of trust and trust-building in gerontological social work. The social worker's perspective. *Nordic Social Work Research*, 14(4), 684–696. <https://doi.org/10.1080/2156857X.2024.2414123>