



STUDENT SUPPORT PROGRAM

2026-2027 • 5787





Successful intelligence is the kind of intelligence used to achieve important goals.

ROBERT STERNBERG

At Bnei Akiva Schools we strive to teach students to be *successfully intelligent* – that is, we teach students to both capitalize on their strengths and to compensate for their weaknesses. Our approach encourages the development of analytical, creative, and practical approaches to learning, with the goal of enhancing students’ opportunities for success at school and in life.

SERVICES OF THE STUDENT SUPPORT PROGRAM

1. Empower our students to be self-advocates for their learning.
2. Teach and instill learning strategies for our students and help them implement those strategies.
3. Create an Individual Education Plan (IEP) for students, in consultation with students and parents. The IEP will reflect information gleaned from the psycho-educational assessment or mental health document submitted to the school.
4. Provide teachers with information regarding a student’s profile, and to recommend accommodations and any strategies which might facilitate teaching/learning.
5. Work one-on-one with students on an individual basis to discuss their learning difficulties and/or social emotional concerns.
6. Provide confidential academic, social, emotional, and religious guidance and counselling.
7. Communicate, consult and liaise with outside professionals on behalf of students and parents.
8. Collaborate regularly with teachers, parents and students to ensure success.
9. Be available to address academic, social or emotional concerns of students and parents.
10. Provide individual and/or small group tutoring in specific academic subjects by a learning strategist.
11. Provide students and parents with strategies and resources to support education planning and the course selection process.
12. Help students manage their workload and stress levels.
13. Help students improve their executive functioning and organizational skills.
14. Help students have a rewarding, successful and enriching high school experience.

ACCOMMODATIONS

Accommodations may be granted to students based on recommendations in the psycho-educational assessment, taking into account the structures within our school and practices that we believe to be within the best interests of our students. There are no guaranteed accommodations; each student is reviewed individually, based on the information provided.

Possible accommodations include:

- Differentiation in the classroom and classroom material
- Extra time for assessments
- Computer use
- Assistive technology
- Duplicate notes
- Preferential classroom seating
- Oral instructions to supplement written or vice versa for assignments
- Memory aids
- Oral testing when possible
- Additional accommodations may be discussed on an individual basis

ELIGIBILITY FOR ACCOMMODATIONS

All students are eligible to utilize student support services. However, in order for a student to have an IEP and receive accommodations, the student must have a psycho-educational assessment which identifies learning issues that might interfere with academic success. A student who does not have a psycho-educational assessment but is being treated by a specialist for a physical ailment or mental health, and requires access to accommodations must submit a signed letter from the specialist (on the professional’s official letterhead) stating this requirement and the reason for this requirement. All determinations are made on a case-by-case basis.

LEARNING HUB

Each campus has a learning hub staffed by learning

strategists. The hub is used primarily to support students during their assessments. Students are welcome to use the hub as a quiet space to work. Our strategists are also available for tutoring during the school day (for a fee) to work one-on-one with students for either curriculum- or subject-specific tutoring or executive functions support.

SOCIAL-EMOTIONAL SERVICES

Understanding that high school is an incredibly challenging and unique time in the growth of today’s adolescent, a priority of ours is ensuring the social and emotional well-being of all of our students. Our goal is to ensure that every student is able to access confidential support and guidance to suit their diverse needs. Or Chaim’s Guidance team is available throughout the day as needed. Students and parents should feel comfortable contacting our Guidance and Support team members at any time for support or consultation. Recognizing the importance of psycho-education and mental wellness, our Grade 9 students take a class that strives to broaden their own understanding of psychological and mental health concepts with a focus on integration into modern Jewish life. We also incorporate mental wellness programs and speakers throughout high school to help ensure our students cultivate and maintain life and self-care skills.

At Bnei Akiva Schools, we promote an **ACTIVE** approach to learning. Students are encouraged to participate actively in the learning process and to apply strategies to help themselves. An active approach to learning means that students should strive to:

- A**ttend all classes
- C**ome prepared for all classes, i.e. text, binder, writing utensils
- T**ake notes in all classes
- I**ncrease efficiency through organization
- V**ocalize, i.e. participate in class discussion
- E**yes and ears are focused on the lesson

MEET OUR SUPPORT STAFF



MS. SARAH LATOWSKY (on leave)

Lead Learning Strategist • slatowsky@bastoronto.org

Ms. Sarah Latowsky received her Bachelor of Arts Degree in Psychology from McGill University and earned her Master of Arts degree in Child Study and Education at OISE. She has experience supporting students' academic growth and achievement through her years as a classroom teacher, private tutor, and executive functioning coach. Ms. Latowsky works one-on-one with students to scaffold their mastery of learning skills and academic content. By helping students identify their strengths and needs as learners, Ms. Latowsky's goal is to facilitate her students' "As": ability to self-advocate for their learning needs, and accountability for their academic achievement.



MS. LINDSAY FEUER (on leave)

Social Worker • lfeuer@bastoronto.org

Ms. Lindsay Feuer joins YOC with eight years of social work experience. She has worked within the Toronto Jewish Day School system and in child protection. She is originally from Winnipeg, and moved to Toronto in 2019. Ms. Feuer is excited to be able to empower the young men to create positive change.



MR. AMITAI ROSEN

Learning Strategist • arosen@bastoronto.org

Mr. Amitai Rosen has been teaching since 2017. He grew up in Philadelphia and graduated from Kohelet Yeshiva High School. Mr. Rosen graduated from Yeshiva University with a B.A. in English, and then completed a Master of Science in Teaching at Fordham University. He has taught a variety of courses including English, History, and Music in the Jewish Day School system. Mr. Rosen and his wife Michali got married in 2024. He is excited to join Bnei Akiva Schools as a Learning Strategist.



MR. TZVI FELDER

Social Worker • tfelder@bastoronto.org

Mr. Tzvi Felder has been working in Jewish education with teenagers in Toronto for the past seven years, including as a Rebbe and educator. He recently earned his Master of Social Work from Yeshiva University's Wurzweiler School of Social Work and has experience providing psychotherapy and counselling to adolescents and adults. Mr. Felder brings a warm, supportive, and strengths-based approach to his work and looks forward to building meaningful relationships with students and supporting their emotional, social, and academic well-being.



MS. ATARA ENGLISH

Social Worker • aenglish@bastoronto.org

Ms. Atara English is an Ulpanat Orot alumna and holds an MSW degree from Wurzweiler School of Social Work. After graduating Ulpana she completed her year in Israel and then attended York University where she received a Bachelor of Arts in Humanities. She has experience working with children and youth in schools and community agencies throughout Toronto. She builds on students' strengths and believes in empowering them to reach their full potential. Atara enjoys meeting with students, creating therapeutic relationships and promoting mental wellness within the school culture!