

Re: Director's Activity Report — Consultant for Jewish Education for the Warsaw Jewish School — School Year 2025/26

Thank you for your continued partnership with Zespól Szkół Lauder-Morasha and for Matanel Foundation's support of our Consultant for Jewish Education program. As the academic year 2025/26 has now concluded, I am glad to share this report on behalf of the school, alongside the enrollment figures you requested and the report from our teacher, Shmuel Afek.

1. School Overview

Zespól Szkół Lauder-Morasha is Poland's only Jewish school offering a full continuum of education, from kindergarten through the end of secondary school (K–12). We serve a community of approximately 350 children and young people, drawn from Polish, Ukrainian, Belarusian, and Israeli families — a mix that has grown notably more diverse since 2022, as the school has become a place of refuge and continuity for Jewish and Jewish-adjacent families displaced by the war in Ukraine, and, since October 2023, for Israeli families choosing to build a Jewish life for their children in Warsaw. Our motto, "Different roots. Different leaves. One trunk," reflects this reality: one school community holding several Jewish stories at once.

2. Classrooms and Enrollment, 2025/26

Please find below the number of classrooms and students per class for the 2025/26 school year:

Total number of classrooms	15
Students per class (by grade)	15 - 21
Total students, 2025/26	350

3. Impact of the Consultant for Jewish Education Program

Matanel's support has helped fund the continued mentorship of Shmuel Afek, our educational consultant, whose work this year — detailed in his own attached report — has deepened the Jewish educational foundation of our school in several concrete ways:

- Curriculum development: continued authorship and editing of our own Jewish Studies textbooks, with the Grade 6 (Bar Mitzvah-year) textbook completed and work advancing on the Grade 7 volume — materials that did not previously exist for the Polish market and are written specifically for children growing up in mixed and newly-observant Jewish homes.
- Teacher development and recruitment: support in recruiting new teachers of Judaic subjects, a Pesach workshop for the full teaching staff, and regular consultation with school leadership on curriculum and personnel.
- Institutional partnerships: cooperation established with the Jagiellonian University's Institute of Jewish Studies in Kraków, building a training path for future Jewish educators in Poland.

- Community programming: organizing and teaching at LIMUD Warsaw, hosted at our school; initiating cooperation with the PJ Library; and laying the groundwork for a Beit Midrash for parents, so that Jewish learning extends beyond the classroom to the whole family.
- Early conversations on Giur Katan (conversion for minors) for families formalizing their children's Jewish status, and new cooperation with Israeli Sochnut volunteers.

4. Broader Jewish Education and School Life, 2025/26

- "Drzewo rodzinne" (Family Tree) project, Grade 6 — developed in cooperation with the ANU Museum in Tel Aviv, in which students reconstruct their own family histories, often encountering questions of the Holocaust, migration, and interrupted Jewish continuity in their own family story for the first time.
- A new descriptive (formative) assessment pilot launched in Grade 4, building on a successful trial the previous year, moving beyond grades alone toward richer feedback for students.
- Continued integration support for our Ukrainian and Belarusian students and families — language support, psychological care, and a Shabbat community that has become, for many single mothers who arrived here during the war, the first place in Warsaw that has felt like home.
- Growing engagement from Israeli families in Warsaw, particularly since October 2023, who are choosing Lauder-Morasha as a Jewish address in Europe for their children.

5. Looking Ahead

The work supported by Matanel over these past years has become structural to how our school builds Jewish knowledge and identity — not only for children who arrive already immersed in Jewish life, but for the growing number who are discovering it here, at school, often for the first time in their family's living memory. We are respectfully requesting the renewal of Matanel's support for a third year, so that this work — curriculum still in progress, teacher training still building, a Beit Midrash still taking shape — can be carried through to completion rather than interrupted.

Thank you again for Matanel Foundation's trust and partnership. Please let me know if any further documentation would be helpful.

With warm regards,

Karolina Szykier-Koszucka

Director, Zespół Szkół Lauder-Morasha

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From the teacher, Rabbi Shmuel Afek

During this reporting period, my work combined on-site visits with ongoing remote support to strengthen the school's educational programs, staff development, and community engagement. While on site, I helped plan and participated in LIMUD Warsaw, which was hosted at the school, including teaching a class on Daf Yomi. I established connections with the growing community of Israelis in Warsaw, particularly parents of Morasha pupils, identifying challenges related to school integration and Polish language acquisition, and joined the community's WhatsApp group to advocate for the school and strengthen relationships. I also met with Miryam Singer to discuss future cooperation and arranged for a school visit while classes are in session. Additional on-site work included completing the collaboration with Oranim on the development of a Shabbat curriculum, meeting with Elan Z. to explore cooperation with PJ Library and the transfer of PJ Library books to the school library, organizing the shipment of new school textbooks to stakeholders, observing Judaic studies classes, meeting with teachers, and providing ongoing support to the Head of School. I also facilitated a professional development workshop for the teaching staff on Pesach, with particular emphasis on the Seder, enabling teachers to deepen their understanding of the Jewish experiences of their pupils both in school and at home.

Between site visits, my work focused on following up on previous initiatives and preparing future ones. I held scheduled Zoom meetings with the School Director approximately once every three weeks to review developments, address emerging challenges, and provide consultation, supplemented by continuous communication via email, WhatsApp, and additional Zoom meetings as needed while school was in session. During this period I continued to work closely with the author of the new Jewish Tradition workbooks for Grades 6 and 7, providing editing, feedback, and consultation throughout the writing process. Our ongoing discussions also addressed teacher recruitment, personnel matters, and initiatives to strengthen the school's long-term financial sustainability.

The accomplishments of the March site visit were the result of extensive preparation carried out during the preceding months. After developing a strategy to establish partnerships between Morasha and Judaic Studies departments at Polish universities, I met with faculty members at the Jagiellonian University in Kraków to begin formulating a formal cooperation plan. This initiative has already produced practical results through contact with a graduate of the university's program who can assist Israeli children newly arrived in Warsaw with learning Polish, an essential step toward successful integration into the school community. Supporting the integration of non-Polish-speaking pupils remains an important component of my work. During this period the school also established connections with two new Judaic studies teachers who are expected to begin teaching in the 2025–26 school year.

Throughout both the on-site and remote phases of my work, I continued to advise the school on curriculum development, teacher support, community outreach, and strategic planning, helping to strengthen both the educational program and the school's capacity for long-term growth.

Provisional Guidelines for the Advancement of the Program in the Next Year

The coming year's work should build upon the strong foundations established during the current

reporting period by emphasizing sustainability, institutional capacity, and measurable educational outcomes.

1. Strengthen Human Resources

- Formalize cooperation with Jagiellonian University and other academic institutions to create a sustainable pathway for recruiting future Judaic Studies teachers and educational interns.
- Continue identifying and mentoring new teaching staff while supporting the professional growth of existing faculty through classroom observation, workshops, and individual coaching.

2. Support the Integration of Israeli and Non-Polish-Speaking Pupils

- Develop a structured support program for newly arrived Israeli families, with particular emphasis on Polish language acquisition and social integration.
- Strengthen communication with the Israeli community in Warsaw through regular outreach and collaboration with parent networks.

3. Continue Curriculum Development

- Complete the development, implementation, and evaluation of the new Jewish Tradition workbooks for Grades 6 and 7.
- Assess the implementation of the Shabbat curriculum developed with Oranim and identify opportunities to extend similar curriculum development projects to additional areas of Jewish learning.

4. Expand Teacher Professional Development

- Continue regular workshops that deepen teachers's understanding of Jewish traditions, holidays, and educational methodology.
- Encourage collaborative planning among teachers to promote consistent educational standards across grade levels.

5. Strengthen Educational Resources

- Complete the integration of PJ Library resources into the school library and encourage their systematic use in classroom instruction and family learning.
- Continue reviewing and updating teaching materials to ensure they support the school's educational objectives.

6. Maintain Ongoing Strategic Support

- Continue the established model of combining periodic on-site visits with regular online consultation. Scheduled meetings with school leadership should remain an important mechanism for monitoring progress, addressing emerging challenges, and supporting strategic decision-making throughout the year.

7. Develop Clear Measures of Success

- Introduce practical indicators to evaluate the impact of the program, such as:
 - o successful recruitment and retention of qualified teaching staff;
 - o progress in the integration of Israeli pupils;
 - o implementation and classroom use of new curriculum materials;
 - o teacher participation in professional development;
 - o growth in community engagement and partnerships.

These priorities will enable the program to move from strengthening individual initiatives toward building enduring institutional capacity. The emphasis should remain on creating sustainable partnerships, improving educational quality, supporting the school's diverse student population, and establishing systems that will continue to benefit the school well beyond the current funding period.