

Bil Zarch

Experience

Lander-Grinspoon Academy, the Solomon Schechter Day School of the Pioneer Valley
Northampton, MA 2008-present

Head of School

Tasks

- Chief Educational & Operating Officer
- Develop and oversee \$1,500,000 budget
- Supervise and maintain an exceptionally high caliber faculty and staff of 20 (full-time & part-time).
- Interview and hire all new faculty
- Work and fully collaborate with an Executive Committee and Board of Trustees on all aspects of school management.
- Oversee two administrative working groups: Educational Planning and Business Team
- Manage relationships with community leaders and constituencies from including creating a relationship with the Lower Valley and the Jewish Federation
- Oversee development plans and fundraising special events
- Work on new marketing initiatives for school
- Create new educationally sound programs
- Participated in development of new goals, mission statement and three year strategic plan for school with lay committee and professionals
- Work with Curriculum coordinator and outside consultants to do a full assessment of every aspect of the General Studies curriculum
- Work with faculty and consultants to become a school centered around differentiated instruction
- Streamline every aspect of the daily operations of the school
- Significant experience working with a major local and national philanthropic foundation
- Lead staff for *Create a Jewish Legacy* for planned giving

Recognition

- Awarded fellowship for entire faculty to work with the Mandel Center at Brandeis University in a teacher induction program.
- Selected by the Avichai Foundation to work with Heilicher Minneapolis Jewish Day School on a project focused around using the case study model as a way to collaboratively resolve issues facing our school

Lander~Grinspoon Academy & Heritage Academy
Northampton & Longmeadow, MA

2010-2011

Director of Institutional Collaboration

- Created a vision and implemented this plan to bring two Jewish day schools together to create a partnership that will bring renewed strength to both schools. This plan includes but is not limited to:
 - A shared Financial Administrator position
 - The creation of a shared Judaic Studies Principal
 - A shared Marketing & Admissions team
 - A shared community fall fundraiser
 - Re-engage and energize donors in a collaborative plan of action to ensure that Jewish day schools thrive in the Pioneer Valley
 - Bringing lay leaders from both schools to work together on the future of Jewish day school education

Prozdor Hebrew High School at Hebrew College
Newton Centre, MA

1997-2008

Director, High School

- Chief Operating Officer
- Developed and oversaw \$2,000,000 budget
- Supervised and developed an exceptionally high caliber faculty and staff of 80 (full-time & part-time)
- Interviewed and hired all new faculty
- Increased enrollment from 175 to over 900 students in 6 years
- Oversaw and was responsible for all aspects of recruitment of new students to the school
- Managed relationships with community leaders and constituencies from over fifty communities, spanning three federations
- Assisted in development and fundraising special events
- Oversaw administrative technologies for registration and student tracking
- Was primary contact for families and students
- Worked on new marketing initiatives for school
- Implemented new programs and courses of study including curriculum development and retreat programs
- Participated in development of new goals and mission statement for school with lay committee and professionals
- Participated in and supported the transition to an inclusive curriculum
- Worked on all aspects of administration, business and education oversight

Temple Beth David Westwood, MA

1998-2008

Teacher, Religious School (3-6 hours/week)

- Taught Grades 4,5,6,7,8
- Helped design new *Siddur* curriculum

Camp Yavneh Newton, MA

1995-2000

Registrar, Division Head

- Maintained database records for 475 campers and 125 staff
- Supervised staff of fifteen as division head
- Responsible for ninety campers
- Planned Judaic and social programming for division and whole camp population
- Responsible for all parental contact in division

Education

SUNY Buffalo, Buffalo, NY

B.A., Public Communications

Hebrew College Boston, MA

MJEd, Master of Jewish Education

Day School Leadership Training Institute (DSLTI)

Jewish Theological Seminary & Avichai Foundation; Fellow & Graduate

Affiliations

Member, Board of Trustees of Jewish Federation of Western Massachusetts

Co-chair, Jewish Community of Amherst Rabbinic Screening Committee and Coordinating Committee

Former member of Camp Yavneh Board of Directors

Former member of Temple Hillel B'nai Torah Board of Directors, Bulletin Editor, Co-chair; Affiliation Committee, Co-chair Passport to Israel Program

Publications

Zarch, W. (2005) *“Reaching Every Kind of Student”*

Torah At The Center, Volume 8, No. 3: (Union for Reform Judaism)

Awards

2011 Award for Exemplary Jewish Community Leadership

(awarded by the Jewish Federation of Western Massachusetts and the Harold Grinspoon Foundation)

Bil Zarch – Letter of Interest

I write to you today to officially apply to be the next Head of School at Krieger Schechter Day School. As I read the position paper for Krieger, I grew increasingly excited about the potential of leading this vibrant community. Now in the middle of my fourth year as Head of School at Lander~Grinspoon Academy, the Solomon Schechter School of the Pioneer Valley, I am ready to take the next step in my career.

I feel much gratitude every day that I get to be the leader of such a dynamic, inspiring place for children to explore who they are as learners and to interact with each other in meaningful and beneficial ways and that above all else shows them how to be inspirational members of society.

As Head of school, I don't take for granted what good teaching looks like and what an awe-inspiring curriculum can do to set a student on a path for motivation and academic success. I understand that it takes many people working as a team to create schools of excellence. I also have been blessed with the ability to connect with all different types of students and families. I'd like to explore these ideas a little further.

Places of learning owe it to themselves to look deeply at what it takes to teach a 21st century learner all the while remaining rigorous and relevant. When we look deeply at essential questions of teacher induction, student assessment, and a scope and sequence that stimulates learners to reach higher, we are creating an environment where academic success means reaching many different learners at many different places.

At the core of my educational beliefs is the idea that good teaching takes investment of time spent allowing for both new and veteran teachers to hone and refine pedagogical skills that allow them the opportunity to take risks without feeling trepidations. One way we invest is by opening our classroom doors and allowing our peers to thoughtfully give feedback that improves our teaching in a peer relationship.

In the four years that I have been at LGA and during my eleven years at Prozdor, I have been able to attract a diverse population of Jewish families and students into both schools not only because of the warmth and caring that I have shown but because of the reputation that I built for myself as being an educator who takes my job incredibly seriously and gets things done. I am able to thoughtfully and creatively look at an issue, reshape it if need be, and build consensus amongst many different groups in the school.

Lander~Grinspoon Academy is a true community day school. Families practice the widest range of Jewish practice and many marginally affiliated Jewish families have felt a safe and comfortable Jewish home because of the intentional steps we have taken to have all feel comfortable with ritual and practice. During my time as Head of LGA, we have had the highest amount of lateral entry students in the school's history, primarily due to our conscious steps in marketing to a diverse population.

In my current position, I have the overall responsibility for running the school on every level. Being a head of a small school has given me the opportunity to really delve deeply into many areas. But I also depend on the team of educators and administrators that I

work with on a daily basis to make decisions about running the school. I believe that working in a school is not about one individual but it is about many different educators coming together to create the best schools possible. This team does not only include paid professionals but also relies on the hard work of lay leaders.

Every morning, I greet all one hundred students with a handshake and a "*Boker Tov.*" This simple, but important act enables me to quickly surmise the pulse of the student body every day. When I was director of the high school at Prozdor, I knew all nine hundred plus students there. I believe this personal connection is what makes my career so enriching. It is not a job for me; it is my passion. I have been blessed with a good memory. I have the ability to remember fine details. When I ask a student about something that happened, it is genuine and real. I love working with people, and people generally like working with me. When I am dealing with parents, students, and teachers, I hope that it is apparent that I relate to each of them as an individual. This factor is key to the success of a school: making a big school feel small. It is not a task that I take lightly.

I love my job at LGA and there are few positions that would make me want to leave here. The headship at Krieger Schechter is a job that I believe is the right match for my family and me.

Sincerely,
Bil Zarch