



The  
Association of  
Reform Jewish Educators  
Since 1955

633 Third Avenue | New York, NY 10017-6778

**EDUCATOR SEARCH APPLICATION**

**RETURN ORIGINAL TO:  
(Preferably by E-mail)**

Rabbi Stan Schickler, RJE  
Association of Reform Jewish Educators  
633 Third Avenue  
New York, NY 10017-6778  
212-452-6510

[sschickler@reformeducators.org](mailto:sschickler@reformeducators.org)

<b>CONGREGATION/INSTITUTION</b>	Temple Emanu-El	<b>DATE OF APPLICATION</b>	2-11-21
<b>STREET ADDRESS</b>	8500 Hillcrest Road		
<b>CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE</b>	Dallas, Texas, 75248		
<b>TELEPHONE NUMBER</b>	214-706-0000	<b>FAX</b>	214-706-0025
<b>E-MAIL</b>	<a href="mailto:aross@tedallas.org">aross@tedallas.org</a>	<b>WEBSITE</b>	<a href="http://www.tedallas.org">www.tedallas.org</a>
<b>URJ DISTRICT</b>	Southwest	<b>DATE POSITION IS AVAILABLE</b>	July 1, 2021
<b>POSITION TITLE</b>	Director of Youth Education	<b>FULL or PART-TIME</b>	Full Time

☐ **Director of Lifelong Jewish Learning (DoLJL) or Director of Lifelong Learning (DoLL)**—Responsible for oversight of virtually all education in the congregation; supervises all education and educational administration personnel  
When a congregation seeks to hire a DoLJL or DoLL, it should consider how the position will be appropriately supported with additional educational *and* administrative staff, all of whom would be supervised by the DoLJL or DoLL

☐ **Director of Congregational Learning (DoCE)**—Serves in an oversight capacity of the congregational school and has other congregational education responsibilities (which may or may not include supervision in the area[s] of youth programming, adult education, early childhood, and / or other areas of education)

When a congregation seeks to hire a DoCE, it should consider how the position will be appropriately supported with additional educational *and* administrative staff, such as an Assistant Director of Congregational Education, all of whom would be supervised by the DoCE.

☐ **Religious School Director (RSD)**—Primary responsibility is direction of the religious school

☐ **Assistant Religious School Director**—May be hired to provide additional educational support to the Religious School Director

☐ **School Administrator**—Primarily responsible for administration of the school and perhaps some educational responsibilities

**PLEASE INCLUDE A JOB DESCRIPTION WITH THIS APPLICATION** (Please see Attachment I)

## I. DEMOGRAPHICS

	TOTAL NUMBER OF FAMILY UNITS	# OF FAMILIES WITH CHILDREN IN THE RELIGIOUS SCHOOL	TOTAL # OF STUDENTS IN THE RELIGIOUS SCHOOL	AVERAGE # OF ANNUAL B'NAI MITZVAH
THIS YEAR	2568	285	438	60
FIVE YEARS AGO	2524	378	581	68
FUTURE DEMOGRAPHIC PROJECTIONS ARE		We anticipate modest growth in membership and significant increase in students in the school as we move back to an in person program		

### NUMBER OF STUDENTS ENROLLED BY GRADE

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
	36	36	51	64	51	47	43	43	19	19	29		
OTHER (specify): 11 <sup>th</sup> & 12 <sup>th</sup> graders serve as Madrichim													

DAY CARE	Childcare is offered when parent attendance is requested/required	PARENTS' DAY OUT	Run as a youth engagement program	EARLY CHILDHOOD	We have a full time early childhood program
OTHER (specify):					

HEBREW BEGINS IN GRADE	3	AND CONTINUES THROUGH GRADE	6	CONFIRMATION BEGINS IN GRADE	10
ADULT PROGRAMMING	Yes			JEWISH PARENTING PROGRAMMING	Yes
CAMPS (URJ REGIONAL AND CONGREGATIONAL) URJ Greene Family Camp					

## II. DAYS AND TIMES OF CLASSES

RELIGIOUS SCHOOL	HEBREW SCHOOL	CONFIRMATION	POST-CONFIRMATION
Sundays, 9:30-noon	Sundays, 8:30 a.m. Small group Hebrew sessions throughout the week	Sundays, 9:30-noon	Madrichim in Sunday program
WEEKDAY EARLY CHILDHOOD	DAY CARE	PARENTING/FAMILY PROGRAMMING	PARENTS' DAY OUT
Full-time	Sunday mornings, for parents and teachers	Varies, mostly on Sundays and in connection with Shabbat and holidays	Saturday evenings throughout the year
CAMP(CONGREGATION ONLY) Early Childhood Education Center only			
OTHER (specify)			

## III. PROFESSIONAL STAFF

Even if they will not be associated with the congregation next year, please list the names of all current professional staff members. Indicate if their position is full-time or part-time and their years of service with the congregation. Additional lines are provided for other staff positions, if applicable.			
	NAME	FULL or PART-TIME	YEARS SERVED
SENIOR RABBI	Rabbi David Stern	Full	31
ASSOCIATE RABBI	Rabbi Debra Robbins	Full	29
	Rabbi Kimberly Herzog Cohen	Full	10
	Rabbi Daniel Utley	Full	5

<b>ASSISTANT RABBI</b>			
<b>CANTOR</b>	Cantor Vicky Glikin	Full	5
	Cantor Leslie Niren	Full	8
<b>EDUCATOR</b>	Rabbi Amy Ross	Full	11
<b>ASSISTANT EDUCATOR</b>	Hannah Rubin-Schlanksy	Full	5
<b>ADMINISTRATOR</b> (Executive Director)	Meredith Fried	Full	2
<b>PROGRAM DIRECTOR</b> (Director of Congregational Education)	Alexandra Horn	Full	3
<b>YOUTH WORKER</b>	Shira Stevenson	Full	3
<b>EARLY CHILDHOOD EDUCATOR</b>	Shelly Sender	Full	14

**Does the professional staff undergo a regular performance review process ? How often ? Please include a description of this process, especially as it applies to the educator.**

Professional staff undergoes a yearly performance evaluation that includes self-evaluation in combination with supervisory evaluation. Ongoing performance check-ins will take place during regularly scheduled meetings throughout each year.

<b>SECRETARIES/ADMINISTRATIVE ASSISTANTS</b>		<b>FULL or PART-TIME</b>	<b>YEARS SERVED</b>
<b>TO EDUCATOR(S)</b>	1	Full (time partially devoted to Religious School registrar duties)	2
<b>TO RABBI(S)</b>	2	Full	Varies
<b>TO CANTOR(S)</b>	1	Full	2
<b>TO ADMINSTRATOR</b>	1	Full (also HR)	1

<b>NUMBER OF TEACHERS</b>		<b>SPECIALISTS</b>	
<b>COORDINATORS / DEPARTMENT HEADS</b>	10 lead teachers	<b>ART</b>	0
<b>PRIMARY</b>	28	<b>COMPUTER</b>	0
<b>INTERMEDIATE</b>	N/A	<b>DANCE</b>	0
<b>UPPER</b>	N/A	<b>DRAMA</b>	0
<b>BAR / BAT MITZVAH</b>	3 tutors	<b>HEBREW</b>	10
<b>HIGH SCHOOL / POST B'NAI MITZVAH</b>	9	<b>LEARNING CENTER</b>	0
<b>ARE THERE ANY FULL-TIME TEACHERS ?</b>	No	<b>LIBRARIAN</b>	1
<b>CUSTODIAL STAFF (specify full or part-time)</b>	7 full time		

#### IV. FACILITIES

<b>SANCTUARY</b>	1	<b>NUMBER OF CLASSROOMS</b>	45
<b>CHAPEL</b>	3	<b>ART ROOM</b>	1
<b>LIBRARY</b>	1	<b>MUSIC ROOM</b>	0
<b>SOCIAL HALL / AUDITORIUM</b>	3	<b>YOUTH LOUNGE</b>	1
<b>SANCTUARY / SOCIAL HALL COMBINATION</b>	1	<b>TEACHER RESOURCE CENTER</b>	2
		<b>EDUCATOR'S OFFICE</b>	2
		<b>COMPUTER ROOM</b>	0
		<b>STUDENT LEARNING CENTER</b>	0

<b>OTHER (SPECIFY)</b>	Entry Gathering Space, Archives, Choir Rehearsal Room
<b>IS THE EARLY CHILDHOOD FACILITY SHARED WITH RELIGIOUS SCHOOL ?</b>	Yes

<b>AGE of BUILDINGS:</b>	<b>SANCTUARY</b>	65 years	<b>SCHOOL</b>	Varies	<b>OFFICE AREA</b>	Varies
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<b>If there is a satellite facility, please describe it. Include size, distance from main facility, age, days/hours spent on that site, etc.</b>
N/A

## V. CONGREGATIONAL IDENTITY

<b>The Congregation / Institution was founded in</b>	1872	<b>and became a member of the URJ (UAHC) in</b>	1904
<b>The Shabbat prayer book used is</b>	Mishkan T'filah		
<b>The High Holy Day <i>machzor</i> used is</b>	Mishkan HaNefesh		
<b>Has the Religious School received ARJE Accreditation ?</b>	No	<b>If yes, in what year ?</b>	

### What are the three primary goals of your congregation/institution?

Please see the Core Values Statement (Attachment II) and the Congregational Focus Statement (Attachment III) following this application.

### What are the congregation's/institution's strengths?

- \*Authentic sense of warmth and welcome
- \*Dynamic energy
- \*Embrace of challenge
- \*Commitment to meaningful and vibrant communal prayer
- \*High caliber of Jewish learning
- \*Strong level of engagement of clergy, staff and laity
- \*Deep roots balanced with progressive vision
- \*Historic and daily commitment to social justice

### What are the strengths of your educational program?

- \*Excitement around and readiness for continued change in education and engagement programming
- \*Dedicated staff and teachers, many of whom are involved Temple members
- \*Commitment to professional development through teacher training
- \*Unique program ("Lomdim") for students with special needs and learning differences, including "shadow" mentors and other levels of support
- \*Highly regarded Early Childhood Education Center, accredited by NAEYC

### What three qualities in your Educator are most important to the congregation/institution?

- \**Educational Excellence* – The Director of Youth Education should be able to articulate and inculcate high educational standards for our programs and communicate a sense of joy and meaning in Jewish learning. S/he should bring energy, management skills and organizational savvy to the direction of our staff, faculty and programs. S/he should be able to listen to feedback and criticism and demonstrate good judgment in responding to such communication.
- \**Openness and Creativity* – Our school is interested in exploring non-traditional curriculum and teaching methods and models that address meaning and resonance in the lives of our students, parents and teachers. As such, the Director of Youth Education should have a background in a diversity of educational settings and should have current knowledge of best practices and innovations in the movement. S/he should think creatively about common and unique challenges, imagining and implementing solutions of impact.

*\*Ability to Work Collaboratively with a Team* – The Director of Youth Education should excel at working in and leading a team of his/her staff, faculty, lay and professional partners. S/he should be an active, integral and collegial member of our education and general staff team, and should be comfortable navigating and leading within a large organization.

**The three most important priorities of the congregation/institution's Educator should be:**

- \* Implementation of post-COVID Religious School Program (small group based, with a focus in Social, Emotional, Spiritual Learning)
- \* The congregation is undergoing a philosophical shift integrated education and engagement work across the board. The Director of Youth Education should think creatively about how to work with the Education & Engagement Team to create a holistic experience for youth and families at Temple Emanu-El.
- \* Improving the experience in Temple's post-B'nai Mitzvah program so that it more closely aligns with where students are in their lives.

**The single most important thing an Educator needs to know about the congregation/institution is:**

We are strongly committed to the role of Jewish engagement and learning in deepening our commitment to Jewish values, deeds and identity. Whether in our congregation's historical and ongoing commitment to social justice, or our emphasis on worship and community, Jewish engagement with this community is the portal that can provide challenge and enrichment to our congregants at every age.

**The three most important issues facing the congregation/institution in the next five years will be:**

- \*Building relationships, in each demographic and throughout the congregation as a whole.
- \*Transforming Jewish education and engagement for the post-COVID world.
- \*Deepening the sense of Jewish meaning and experience for youth, young adults and parents of school-age children in particular, and for congregants of all ages.

## VI. INCUMBENT EDUCATOR

<b>Has the current educator been informed that the congregation / institution is in placement ?</b>	Yes
<b>On what date will the current educator relinquish his/her position ?</b>	July 1 (current educator is staying and shifting roles due to a staff restructure, so dates are flexible)

## VII. COMMUNITY ATTRACTIONS

<b>General population of location</b>	1.3 million	<b>Total Jewish population</b>	50,000
<b>JEWISH INSTITUTIONS IN AREA</b>	19 other congregations; 7 Reform		
<b>JCC</b>	Yes		
<b>Federation</b>	Yes		
<b>Jewish Family Service</b>	Yes		
<b>Central Jewish Education Agency</b>	Yes		
<b>Jewish Day School (which grades) ?</b>	K-8 Levine Academy; 9-12 Yavneh; K-12 (2 Orthodox)		
<b>Other</b>	Dallas Holocaust Museum; JCRC		
<b>Majority of members' children attend public school, private school, or Jewish day school ?</b>	The majority attend public or private school with a small minority attending Jewish day schools.		
<b>Colleges, universities and music conservatories in the area include</b>	See attachment IV		

What cultural opportunities are available (e.g., symphony, opera, museum, theatre, sports, etc.) ?	See attachment IV
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## VIII. REMUNERATION

**INDICATE EITHER A SPECIFIC FIGURE OR A SPECIFIC RANGE.** The "Proposed Salary" section should read, for example, "\$60,000-\$70,000" or "the minimum salary base is \$60,000" or "the maximum salary is \$80,000." PLEASE **DO NOT** WRITE "negotiable", or "open," or "not yet determined" with no numbers included. **Without this information, your position will not be included in the ARJE's placement listings. It is also highly recommended that you NOT list remuneration as a "package."**

<b>PROPOSED SALARY or SALARY RANGE</b>	\$75,000-\$85,000
<b>Percentage of pension (RPB) in addition to salary (15% recommended)</b>	15% based on qualifications
<b>Length of original contract (two years recommended)</b>	Annual Letter of Agreement

STANDARD BENEFITS FOR THE EDUCATOR, IN ADDITION TO SALARY							
Medical-Hospitalization	X	Moving Allowance	X	Books & Periodicals	X	Sabbatical	
Major Medical Insurance	X	Professional Dues	X	Congregational Membership	X	Cell Phone	X
Dental Insurance	X	ARJE Conference		Religious School Tuition	X	Laptop Computer	X
Long Term Disability Insurance	X	URJ Biennial		Early Childhood Tuition	X (discounted)	Israel Trips	
		Regional URJ Gathering					
Other (please specify)	Professional Development Budget						

### Social Security is required by Federal Law

Is this position being listed with any other professional placement service ?	Yes
If "YES" please indicate which one and the title by which it is being listed	Jewish Jobs, Career Hub, JedLab Facebook Group

In making this request to the ARJE PLACEMENT SERVICE, the congregation/institution agrees that it will	
A	In keeping with the high ideals of Reform Judaism, not exclude a candidate from consideration based on age, gender, sexual orientation or marital status;
B	Keep the ARJE Placement Service informed of ALL interviews and their outcomes;
C	Reimburse all travel and related expenses for an Educator invited for an interview;
D	Arrange the terms of its contract and/or letter of agreement with its Educator-Designate following the principles of the document entitled <i>GUIDELINE FOR EDUCATOR CONGREGATIONAL RELATIONSHIPS</i> ("The Blue Book"), as adopted and recommended May 1988 by the Board of Trustees of the Union of American Hebrew Congregations, the Central Conference of American Rabbis, and the National Association of Temple Educators;
E	On acceptance of the contract and/or letter of intent by both the congregation/institution and the Educator-Designate, forward a copy of the contract and/or letter of agreement for the files of the Placement Service, ALL files being confidential.

F	NOTIFY THE ARJE PLACEMENT OFFICE OF THE NAME OF THE EDUCATOR-DESIGNATE WHEN THE SEARCH IS FINALIZED.
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Name of person completing this form and position in congregation / institution	Rabbi Amy Ross, Senior Director of Education & Engagement
Signature	Rabbi Amy Ross

## CHAIRPERSON OF THE EDUCATOR SEARCH COMMITTEE

<b>NAME</b>	Sarah Kaplan	<b>POSITION</b>	Youth Education & Engagement Committee Co-Chair
<b>STREET ADDRESS</b>	7228 Kenny Lane		
<b>CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE</b>	Dallas, Texas 75230		
<b>TELEPHONE NUMBER</b>	(917) 653-4837	<b>FAX</b>	
<b>E-MAIL</b>	<a href="mailto:Sarahkaplan118@gmail.com">Sarahkaplan118@gmail.com</a>		
<b>Resumes of applicants should be sent to the following persons e-mail address(es) (please include more than one e-mail address):</b>			
<a href="mailto:aross@tedallas.org">aross@tedallas.org</a> ; <a href="mailto:yle@tedallas.org">yle@tedallas.org</a>			
<i>Please send cover letter, resume, and references.</i>			

IF THE CONGREGATION/INSTITUTION HAS A MISSION STATEMENT,  
PLEASE ENCLOSE A COPY

# **ATTACHMENT I**

## **TEMPLE EMANU-EL**

### **JOB DESCRIPTION**

**TITLE:** Director of Youth Education

**DEPARTMENT:** Education & Engagement

**REPORTS TO:** Senior Director of Education & Engagement

**HOURS:** Full-time (Tuesday – Friday and Sunday during the school year)

#### **POSITION SUMMARY:**

Temple Emanu-El is a place of sacred encounter, where learning, prayer, and deeds change people's understanding of themselves, their world, and their responsibilities in it. We are seeking a dynamic, warm, and creative professional to guide our youth and families through educational experiences that bring Jewish values to daily life, nurture spiritual experiences, and both anchor and challenge us to reach out to a world in need.

Working closely with the full Education & Engagement Team, the Director of Youth Education will play an instrumental role in transforming and implementing our approach to youth and teen education and engagement. We seek to create a learning environment based in relationship that honors the life experiences of our students, integrates Social Emotional and Spiritual Learning, and brings the richness of Jewish wisdom and tradition to life in a deep, immersive educational experience that spans from Kindergarten through high school graduation.

#### **PERSONAL CHARACTERISTICS:**

The Director of Youth Education should be enthusiastic and bright, able to create and maintain authentic relationships with youth and adults of all ages and engage parents and congregational leadership as partners in youth education. The DYE should be comfortable with change and willing to experiment with different kinds of educational programs and experiences, as well as reflect on those experiences and articulate clearly the steps necessary to improve or create meaningful experiences for others.

The DYE will require the organizational and personal skills to supervise, manage, and support a large number of part-time faculty, a committed corps of volunteers, and a significant budget. The DYE should be a person who can thoughtfully assess, edit, and create curriculum and experiences that educate and inspire and who can operate and excel in formal, informal, experiential, and family educational settings. In a collaborative environment where education and engagement go hand-in-hand, we are looking for a community builder and team player rather than a top-down leader. Partnership is important across the board – both between lay leaders and staff and within the staff itself, where we support each other, work together, study, laugh, and have fun as a team.

#### **PROFESSIONAL REQUIREMENTS AND SKILLS:**

- A Master's Degree in Jewish Education, Education, or a similar advance degree is required
- A minimum of five years of experience is preferred
- Excellent leadership and programming skills
- Excellent executive skills, written and verbal communication skills
- Ability to work independently and as part of a team
- Highly organized and able to handle multiple responsibilities
- Proficient at Microsoft Office, including Word, Excel, Power Point, and Outlook

#### **LEADERSHIP:**

1. In partnership with the Senior Director and lay leadership:
  - a. Develop and implement an ongoing vision for education and engagement of Kindergarten through 12<sup>th</sup> graders and their families.



- b. Serve as staff liaison and work with chair(s) to craft the agenda of the Youth Education and Engagement Committee. Engage the committee in the support and visioning of the K-12 experience at Temple.
  - c. Convene, create, and serve on other relevant committees and task forces as need arises.
2. In partnership with the Director of Family Education & Engagement and the Director of Youth Engagement:
  - a. Engage parents of Kindergarten through 12<sup>th</sup> graders through education and engagement opportunities both directed at adults and in support of the student programs.
  - b. Connect Kindergarten through 12<sup>th</sup> grade parents and families to appropriate Temple experiences and opportunities.
  - c. Recruit un-engaged and under-engaged families to participate in Temple's programs.
3. Supervise the Communications & Program Assistant, the Youth Education Registrar, as well as all religious school and Hebrew school faculty and support staff.
4. Contribute to and attend Temple-wide events that include Kindergarten through 12<sup>th</sup> graders and/or their families, including family worship and holiday celebrations.
5. Work with Clergy and Senior Director to create and implement meaningful worship and High Holy Day experiences for youth and their families.
6. Serve as faculty at the URJ Greene Family Camp for one week during the summer and staff retreats during the school year as agreed upon with the Senior Director.

#### **ADMINISTRATION:**

1. Coordinate and manage all educational programs for Kindergarten through 12<sup>th</sup> grade, including special events, working with faculty to ensure a positive and engaging student experience.
2. Coordinate and manage Temple's Hebrew program, including mid-week Hebrew and Hebrew Emanu-El for 3<sup>rd</sup> through 6<sup>th</sup> grades, as well as introductory Hebrew for Kindergarten through 2<sup>nd</sup> grades.
3. In partnership with the Director of Social Justice & Special Projects, integrate Temple's social justice partnerships into the youth education experience.
4. Direct professional development programs for faculty, including orientation, in-service, and continuing education.
5. In partnership with the Communications & Program Assistant:
  - a. Create and oversee the Youth Education calendar, program calendars and schedules, and room and Zoom requests. Integrate the Youth Education calendar with the overall Temple calendar.
  - b. Create and disseminate all communication for Youth Education programs, including platforms like website, social media, and email.
6. Ensure open lines of communication between staff and faculty. Monitor communication between faculty and parents and ensure it happens regularly.
7. Provide content for the Mishpachah Minute, Temple's parenting newsletter; Sunday Morning Live, a video presentation of a weekly theme; The Weekly, Temple's weekly email; The Window, Temple's print magazine; and any other communications as appropriate.
8. In collaboration with the Director of Finance, prepare the annual Youth Education budget, manage expenditures to ensure spending remains within approved budget, and prepare and manage grant requests as required.

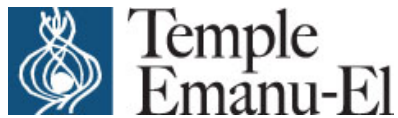
#### **GENERAL INFORMATION ABOUT EDUCATION & ENGAGEMENT TEAM MEMBERS:**

The work of education and engagement is the primary function of all staff members, clergy, and lay leadership at Temple, as we strive to help every Temple member (and prospective member) develop a connection between other congregants, friends, family, Jewish community, Jewish people, the world, and God. Staff will help connect members with aspects of synagogue life that meet their spiritual and communal needs, through our core values of Prayer, Learning, Israel, Social Justice and Community. Members of the Engagement & Education Team are partners with clergy, lay leadership and each other. We value each other's opinions, respect each other's time and pitch in during crunch times. Together we strive to make Temple a place of sacred encounters.

**ENGAGEMENT & EDUCATION TEAM MEMBERS SHARE RESPONSIBILITY FOR:**

1. Holiday & Shabbat Celebrations
  - a. Staffing of Shabbat and holiday services are also distributed and shared among members of Temple staff. Work with appropriate staff and clergy to support Shabbat worship when agreed upon with your supervisor.
  - b. Collaborate with volunteer committees, clergy liaison and other staff to plan and implement various holiday celebrations throughout the year. Specific holiday responsibilities are distributed and shared among members of Temple staff.
2. Leadership & Relationship Cultivation
  - a. Communicate and interact regularly with other teams and a wide array of members to build relationships and engage individuals in congregational life and leadership responsibilities.
  - b. Coordinate with lay leaders, clergy and staff to set goals in your areas of responsibility and translate them into action.
  - c. Contribute toward the identification and cultivation of future Temple leaders.

## ATTACHMENT II



### Core Values Statement

Temple Emanu-El is a vibrant Reform Jewish community that strives to be a place of sacred encounter. It is a place where learning, prayer and deeds change people's understanding of themselves, of their world and their responsibilities in it.

We affirm the power of Jewish learning to create and deepen Jewish identity and commitment. Life-long Jewish learning – from childhood through adulthood -- brings Jewish values to our daily lives, nurtures spiritual experiences, and both anchors and challenges us to reach out to a world in need.

We celebrate the potential of prayer to help us reach out to God, root ourselves in community, and affirm the most deeply held values of our people and our faith. Jewish observance at home and at Temple nurtures and inspires both faith and deed. We see the creation of enriching Jewish homes as a fundamental obligation of synagogue life.

At Temple Emanu-El, the creation of a vibrant and meaningful community is both an enduring value and an ongoing endeavor. For us, community means a sense of warm welcome, meaningful relationships, and mutual responsibility. We affirm a sense of both valued boundaries and a great respect for diversity. We celebrate our identity as a multi-generational community. We envision the relationship between congregants, rabbis and staff as a partnership based upon mutual respect, shared Jewish commitment, and ongoing Jewish growth. That relationship is manifest in a governance structure which is democratic and reflects the diversity of our congregation.

We emphasize the ethical ideals of social justice at the core of the Jewish tradition. This covenantal obligation frames our actions in terms of our relationship to God and to Jewish tradition. It is Temple Emanu-El's obligation to engage in the ongoing task of world repair. We value being an integral part of and contributor to the total Dallas community.

As Reform Jews, we exist in vital relationship to our own movement and to the Jewish people as a whole. We understand that a fundamental connection exists between Temple Emanu-El and the Jews in Israel and the rest of the world, and we acknowledge our responsibility in promoting the concept of pluralism in the Jewish world.

## **ATTACHMENT III**

### **COMMUNITY PROFILE**

#### **The Dallas Jewish Community**

Our congregation and this city grew up together, ever since our founding in 1872. The Dallas Jewish community is warm, welcoming and diverse, with excellent relations among the different Jewish denominations and a true commitment to the strengthening of common bonds through supportive agencies, caring individuals, and a commitment to Federation-synagogue relations. The Dallas-Fort Worth Metroplex is now home to approximately 50,000 Jews and 19 congregations. There are a number of Jewish day schools in Dallas, including Levine Academy (a Solomon Schechter School) and Akiba/Yavneh Academy (affiliated with the Orthodox movement), both of which welcome Reform Jewish students.

Other outstanding communal institutions include the Jewish Community Center, Jewish Family Service, Jewish Federation of Greater Dallas (including the Dallas Jewish Community Relations Council and the Center for Jewish Education), Legacy Senior Communities (with two campuses and a third in the planning stages), and the Dallas Holocaust Museum Center for Education and Tolerance. Dallas is also home to the office of North Texas Hillel.

#### **Our City**

Dallas is a thriving, diverse, and energetic city, welcoming to singles, couples and families alike. Why have so many of us made Dallas home? Is it because Dallas offers the nation's largest arts district chock-full of beautiful buildings designed by the world's foremost architects? Could it be the wildly successful beautiful new downtown park or the stunning architectural landmark science museum? Perhaps it's the graceful bridge to unite disparate parts of the city, or plenty of professional sporting events to attend in a sports-crazy town. It could be the remodeled farmers' market to celebrate the bounteous growing season that leads to a renaissance in farm-to-table cuisine, or the presence of numerous colleges and universities, including SMU and the University of Texas at Dallas, each of which is only a few miles from our synagogue. Perhaps it is Dallas's focus on reviving inner city neighborhoods into cool, urban, eclectic places to live. And speaking of neighborhoods, Dallas offers excellent and diverse housing options that rank among the most affordable housing of any major city in the nation.

When you are ready to explore beyond Dallas, nearby Fort Worth features rodeos, cowboy fun and outstanding museums, including the Kimbell Art Museum, one of the best small art museums in the nation. Two local airports make travel easy, especially to the tourist attractions of New Mexico, Arizona and Colorado.

More importantly that bricks and mortar, though, nice people like you come to Dallas because you will never meet more wonderful, caring people. They will feed you for months when you are in crisis, dance with you at your simchas, ask you how you are and really mean it. You will meet other singles, or other parents to share the journeys of child-rearing, and make friendships that will bless your life.