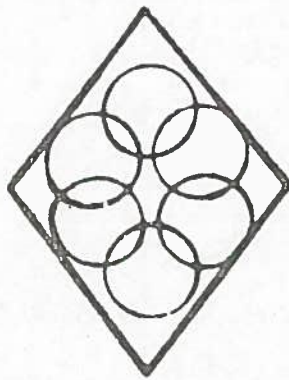


433

rough draft

HIGH SCHOOL CLUSTER CONTEXT



**prepared by the students
of the Summer '78 High
School Project: Chicago

Cluster Context

The 1978-79 Phase I Program represents a pioneering effort to capture in structural form the global struggle of Phase I to forge a relevant role of social engagement. Across the globe, Phase I exist as a great 'hidden army.' This hidden army is already stationed in every local community and is ready to be mobilized toward the task of the future. Young people today possess an abundance of available time, energy, and creativity--resources that other phases must experience as scarce. Youth today are those most free from the crippling prejudicial images of the past and are thus most open to the face of the new. No radical conversion of life-images is required for those who have no alternative but to be invested in the future as the primary context for their engagement. Youth have the least to lose and potentially the most to gain by way of the changes required of the future.

And yet, while all of these qualities characterize authentically the hidden army, seldom does one see a sign of this resource as fully and relevantly engaged.

The High School Cluster, as with all other Phase I structures, is an enablement of the struggle and the possibility of The New Youth in our time. Within this document is contained numerous practical understandings and guidelines of the role and function of the High School Cluster. While the contents are most directed at the North American High School Cluster, elements may be appropriate to globally-deployed clusters as well.

Time-Design

"All time is assigned time" is the operating context for high school Order members as it is for any other Order member. Within this assignment context, is also the fact of being located in life as a 'student.' Therefore, the requirements of this stage of the vocational journey will temper a student's weekly time-design as it is balanced with the other elements of weekly engagement. Following is a sample student time-design for one week. Some such time-design could be usefully reconstructed or reviewed by the cluster on a regular basis.

Exceptions to predetermined patterns and time constructs need to be cleared always with the house prior. The validity of requests for extra study time, school or personal social events, athletic engagements, extra employment hours, etc., needs to be judged in light of a student's general level of house participation, level of academic performance, and possible conflicts with other missional structures.

MODEL: STUDENT WEEKLY TIME-DESIGN

| | M | T | W | Th | F | S | Sn |
|---|---|--------------------------|------------------------|------------|--------------------------|--|---|
| M | Wake-up/ Daily Office/ Breakfast/ Collegium | | | | | Week ii Task Force or Permeation Assignment | House |
| | Public School Assignment | | | | | | Church |
| A | | | | | | | Post-school Athletics/Activities/Employment |
| | Preparatn | | | | | | |
| N | Family Night | House Assgnmnts or Study | Cluster Dinner Meeting | Ecclesiola | House Assgnmnts or Study | House | |
| | Study Assignments | | | | | | Week |
| | | | | | | | Anticipatn |
| | | | | | | | Dreamtime |

Cluster Polity

In the arena of polity, a student prior will be designated the the Phase I Program to hold the cluster accountable to personal and educational structures. It is recommended that an adult house member be assigned to also work closely with the cluster. Although decisions of the student prior will be honored, final decisions are worked through with the house prior. The Phase I Post and the Internal Life Commission may be consulted in difficult situations.

Guardianship Guidelines

The role of the guardian is to assume responsibility for supervising the tensional roles of both Order and family as they relate to the individual cluster member. The guardian should relate to their designated student through both academic and personal accountability. But, they should also give personal support and advice when needed. It has been found helpful if the guardians spend an occasional family night with each student as well. Guardians should also participate in school programs and other personal aspects of the student's life.

Cluster Roles

Enablement and Symbolic roles need to be assigned to students in the same manner as they would be to any other house member. A student's weekly assignments need to reflect a balance of both internal life and external task engagements. Extra-curricular activities may well play an important part in an individual's time-design and are crucial to a well-rounded education, yet these need to be held in tension with the broad concerns of the house.

Student Space

It is recommended that if facility permits, the house designate a Cluster space which might be used to serve as both a study area and a lounge dynamic when appropriate.

Student Stipends and Stipend Supplements

All students receive a monthly stipend equivalent to 1/3 of an adult stipend. In North America this amounts to \$27. If a cluster or individual elects to seek employment, they may earn an additional \$27/month 'stipend supplement.' This supplement is particularly intended to enable the numerous additional expenses related to being a North American High School student today. Such supplementary funds are made available to students only if their earnings have generated at least that much income for the house. All earnings are to be turned in to the house and a supplementary check is written back to the individual student or cluster at the close of the month.

Student Budget

Following is a model student budget based on a \$54/month student stipend and supplement:

| | |
|---------------------------|------|
| Clothing | \$20 |
| Toiletries | 5 |
| Transportation | 10 |
| Celebration | 9 |
| School Fees and Events | 5 |
| Savings | 5 |

\$54

It is recommended that house celebrations which include students be covered out of house 'care' funds. As well, medical bills incurred by students should not require more than 20% of their \$27 stipend base (aprox. \$5), the balance^w be covered by the Order Health Fund.

Self-Support

It is a highly-legitimate house assignment for individual students or a cluster as a whole to be assigned to participate in house self-support. In fact, this is one arena where students may contribute significantly to the mission of the house with available time, energy, and resourcefulness ~~that other adult house members would find more limited. And while students~~ are often unable to command many roles requiring extensive time and training, they are highly capable of procuring jobs and contributing an income.

Any high school student could reasonably be expected to work 20 - 25 hours/week without in any way impairing their studies. At minimum wage this could easily represent \$50 or more each week --or-- \$200 or more/month. A cluster of 4 could therefore generate \$800 - \$1000/month to house self-support---enough to free up one full adult staff. Aside from the earning potential of a particular employment, the training and engagement provided by a 'job' is to be greatly valued in the journey of any emerging adult.

CETA

Houses should apply at their local Department of Human Services for Title III CETA (Comprehensive Education and Training Act) slots for those students assigned to their house. Likely students can be paid by the government for 20 - 25 hours/week for working with the 'programs' of The Institute of Cultural Affairs. If CETA incomes are coupled with actual job employment, the earning potential of a cluster could be doubled.

House Cluster Fund

One legitimate option for a portion of cluster earnings, aside from supporting student stipend supplements or house self-support, would be to set aside a portion (probably not more than 10%) of student earnings in a savings fund which could be available at a later point to support explicit missional engagement by the cluster. For Example: Travel to areal cluster gatherings, travel to CYF's or Consults, or extraordinary educational expenses or investments. Note that this is a structure that is highly optional and may or may not be warranted by the local situation.

Student Resume Form

Following is a Student Resume Form which may serve as a helpful tool in gaining awareness quickly of the particular journies represented by each individual in the cluster.

STUDENT RESUME FORM

Name:

Date:

Personal History

Age: Sex: M F Social Security #:

Parent's Present Assignment:

Interests

Skills

Past Jobs

Medical History

Insurance:

Number:

Immunization Record:

Type

Date

Past Illnesses

Personal Notes

(Allergies, Disabilities,
Special Medication, etc)

Order History

Academic History

(Past assignments since 6th grade)

Year

House

Priors

Academic Rating (Self-evaluation)

Excellent Good Fair Poor

High School level completed:

Extra Curricular Activities: