

MORTON
HIGH SCHOOL
“MUSTANGS”



CLUB AND ACTIVITY
SPONSOR HANDBOOK

“WHAT I WILL I CAN”
2016-2017 SCHOOL YEAR

JS Morton High School District 201

VISION

J. Sterling Morton High School District 201 seeks to provide educational experiences that extend beyond the classroom. Through our student activities program we provide opportunities for emotional, cultural, intellectual, and social growth. Activities that support and advance the curriculum, promote common interest, and develop a sense of ownership will provide high levels of participation and access for all students while being responsive to the interests and talents of our student body. This will be accomplished through a combination of service, leadership, and engagement within the school and the community

MISSION

To develop committed and enthusiastic students who act with integrity, demonstrate citizenship, and sportsmanship, and act as ambassadors of good will to our greater community.

GOALS

- 1. Provide each student with opportunities for cultural, mental, physical, emotional, and social growth.**
- 2. Provide opportunities for student development through activities that support and advance the curriculum, promote common interests, develop a sense of ownership in the school, and reflect and enhance the goals of the District.**
- 3. The Student Activities participants will communicate openly and honestly with respect for sponsors, peers, parents, and community members.**
- 4. The Student Activities participants will be committed to the school activities program by following the rules set by the sponsors and the school, participating enthusiastically, recognizing that student participation in the club/activity is a privilege and setting challenging and realistic goals.**

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Student Activities



Student activities can best be defined as student participation in an informal, yet structured school program, because of their educational and social importance. Morton High School District 201 sponsors a vast array of co-curricular activities and encourages student participation. We know that students, who are able to find a connection to their school, whether it through classroom experiences, relationships with peers and adults, or participation on a team or in a club, enjoy their high school years much more. This enjoyment translates into better grades, a positive outlook, heightened school spirit, a broader group of friends and an enhanced set of skills that will serve them well in college, careers and beyond.

The student activities program is an avenue that allows students to identify with and participate in group activities of their interest and choice. Students gain experience as leaders and group participants to profit from the skills of working effectively together in democratic groups. These experiences foster dynamic leadership, cooperation, involvement, achievement, and good citizenship as well as offer a fun environment that allows students to meet new friends and feel a sense of belonging to their school.

This handbook has been prepared to provide staff members with a reference to materials concerning practices, guidelines, and policies that apply to the area of student activities. However, this handbook is simply a reference. Should you need help in any area, please do not hesitate to contact one of us:

Nicole Ebsen	nebsen@jasmorton.org	708-780-4000 ext. 2513 East 708-780-4100 ext. 3522 West
Angelica Rodriguez	arodriguez@jasmorton.org	708-863-7900 ext. 1217
Chris Potts	cpotts@jasmorton.org	708-780-4000 ext. 1126
Randy Borgardt	rborgardt@jasmorton.org	708-780-4000 ext. 2314
Timothy Brodeur	tbrodeur@jasmorton.org	708-780-4100 ext. 3017

We hope you have a fun, productive and meaningful year. Thank you for helping the students to do the same through your dedication to their co-curricular pursuits and interests.

Sincerely,

Nicole Ebsen

IMPORTANT PHONE NUMBERS FOR CLUB/ACTIVITY SPONSORS

Director of Student Activities/Freshman Center:

Nicole Ebsen
Cell# 708-937-2711

Morton East

Randy Borgardt
Cell# 708-638-9900

Morton West

Timothy Brodeur
Cell# 708-373-5859

Morton Freshman Center

Angelica Rodriguez
Cell# 630-886-3081
Chris Potts
Cell# 708-227-3524

Student Activities Offices:

Lucy Frutos, Student Activities Secretary/Athletics Office West
Phone Extension: 3511
Morton West Room G155

Cynthia O'Boyle, Student Activities Secretary/Athletics Office East
Phone Extension: 2514
Morton East Room A200

Buildings & Grounds:

Phone Extension: 2116

Business Office:

Renee Weis
Phone Extension: 5723

EXPECTATIONS

What can you expect from us?

As the Director of Student Activities my role is to help you as sponsors in any way I can. I am here as a resource to you and your students. I can help you plan activities, figure out forms and administrivia, deal with problems within your club/organization, help with Business Office procedures, offer suggestions for fundraising, and be your sounding board for ideas. My door is always open to you. While this handbook is intended to help you, never hesitate to ask me for assistance.

What do I expect from you?

As a club sponsor, your role is to be the main facilitator and role model for the members of your group. It is important for you to build a rapport with your members. You will need to work with and guide your members to ensure that they are capable of the responsibilities entrusted to them. It is your job to make sure that the members of your group are working together to fulfill the mission of your group in a positive and productive manner. It is also your job to make sure that all of the forms, procedures and guidelines are followed. Preparation and thoughtful planning are keys to the success of any co-curricular group.

The district requires some specific things that are expected of you as a. The following list details of some of those expectations:

- Sponsors must fill out the Student Activities Survey by 10/14/16 and update the Director of Student Activities of any changes to the information on the questionnaire.
- Sponsors should hold club meetings not less than two times a month. Exceptions to this must be approved by the Director of Student Activities.
- Sponsors must fill out the 1st Semester Report and End of Year Report and submit them to the District Director of Student Activities by the deadline provided. These reports will be e-mailed to you a few weeks before they are due. Included with this report, each sponsor should submit a current roster, preferably electronically, that includes name, ID#, year and gender of each student currently participating in your club/activity.
- **Sponsors are responsible for supervising the students in their club/activity during all meetings, fundraisers, field trips and other planned activities. Students should never meet without the adult supervision of at least one of their sponsors.**
- Sponsors must enforce the District 201 **Co-Curricular Code of Conduct.**
- Sponsors should report **any note-worthy items to the District Director of Student Activities** for publication on the District Website or local media recognition.
- Every Club/Activity is to be involved in the Homecoming Parade.
- Every Club/Activity is to participate in the Houbby Day Parade.
- Every Club is to participate in the 8th Grade Showcase at their Campus.

Roles and Responsibilities

ROLE OF SPONSOR

So frequently we tend to discount the role of the sponsor in the success level of the organization; the role of the sponsor is very important. One can see how the enthusiasm of the sponsor “rubs off” on the students. In many instances, students become vitally interested in their activities due to the effort and example their sponsor models.

We should not forget we are working with high school students. These are students, no matter how polished they might appear, no matter how brilliant they act, they are still students lacking maturity and the “know-how” of adults. They want your interest and enthusiasm. They want your help!

The following are necessary responsibilities of the extra-curricular sponsor:

- To guide, assist, and set an example in relationships with students rather than direct the work of student s.
- To be in attendance at all regular club meetings and sponsored activities, whether they are held in or out of school.
- To provide adequate supervision to insure the safety of students during in-school activities and field trips.
- To assure enforcement of all school rules and regulations at and during all extra-curricular activities or trips.
- To present all posters or other club publicity to the Director of Student Activities (DSA) for approval.
- To exercise careful supervision over student-operated sales, student personnel, clean-up, merchandise and monies for which the students are responsible.
- To notify the school nurse at once should an accident or illness occur during school hours. If the accident or illness occurs after school hours and/or away from school, depending on the severity of the situation, notify the parents and administration and have the student taken to the emergency room of the hospital as soon as possible.
- Extra-curricular advisors should maintain a file which includes a record of the student’s name, address, phone number, parent’s work or emergency phone number, and name of family doctor.
- Extra-curricular advisors are responsible for completing the Fall Information Sheet and returning it to the Director of Student Activities by October 14th.
- To act as a liaison between the DSA and the extra-curricular activity

- All club members, when seeking help, should see the advisor first. If the club member still needs help, he should see the following personnel in this order: Director of Student Activities, Assistant Principal, or Principal.
- The school holds the Director of Student Activities and the extra-curricular advisor responsible for all activities of the group and the behavior of the various members when engaged in extra-curricular related activities.
- To complete the calendar request form.
- To obtain DSA approval for all group activities (sales, field trips, parties, assemblies, facilities, and competitions).

MEMBERSHIP QUALIFICATIONS

Membership in clubs should be open to all students at Morton either through choice, election, or selection.

- **CHOICE:** Membership in academic or special interest clubs should be available to all students who choose to join.
- **ELECTION:** Membership based on election is allowable only in cases of the Student Council and class officers.
- **SELECTION:** Membership based on selection is allowable only in the National Honor Society.

DUTIES AND RESPONSIBILITIES OF OFFICERS

The first step to effective organization is for all members of the group to have a clear understanding of their roles and the roles of other leaders and members. The person responsible for a job must know what that job is in order to perform it well.

Each officer has specific tasks to perform, but even a job description is subject to personal perceptions of what constitutes the job. Obligations and responsibilities of officers, members, and committees should be written down, analyzed, and evaluated each year.

The job description serves a threefold purpose:

1. It ensures that the person holding the job knows the responsibilities of the job
2. It provides the basis for evaluating the performance of the person holding the job
3. It establishes what is important in the total organization so that resources can be organized accordingly

All officers should:

- Know and understand their specific duties and responsibilities
- Dress neatly to set an example
- Arrive early for meetings
- Always pay strict attention to what is happening at the meetings
- Keep the advisor(s) informed of all group activities
- Maintain a good academic average (2.0 or better) and pass all courses
- Remain in good standing with the Dean's office
- Hold no more than 1 major office and 2 minor offices during one school year (a major office is all Student Council offices and Class President)
- Should attend leadership workshops and conferences
- Promote school spirit
- Accept all duties as assigned by the advisor

DUTIES AND RESPONSIBILITIES OF THE PRESIDENT

THE PRESIDENT leads and directs the group in its activities; helps to carry out its objectives; and serves as its representative to other organizations.

A. Before a meeting, he or she:

PLANS the meeting and PREPARES AND PUBLISHES THE AGENDA with the help of other officers, committee chairmen, and the advisor. He or she includes what is to be accomplished and how it is to be achieved. Together they determine the type of meeting and procedure to be used.

(Ex.: in informal meetings, they would decide on the technique to be used, i.e., brainstorming, role playing, etc.)

DELEGATE's responsibilities

CHECKS notifications, committee reports, business items

CHECKS meeting place, equipment, etc.

ARRIVES in the proper frame of mind, knowing that planning and preparation are complete

B. The president brings to the meetings:

A NOTEBOOK containing the constitution and by-laws, parliamentary procedure authority, a calendar, schedule of activities, and a list of members and committees.

A GAVEL, the symbol of office, used judiciously to obtain and maintain order.

ALL materials needed: agendas, pencils, paper, etc.

KNOWLEDGE and skills, integrity, friendliness, sense of humor, and a positive attitude.

C. During the meeting, the president:

CALLS the meeting to order

FOLLOWS the agenda

LEADS the discussion

HAVE a working knowledge of parliamentary procedure and other group techniques

--states main motion, calls for the question (vote), and announces the results of the vote

--votes ONLY in case of a tie

--allows equal opportunities for members to express opinions

--accepts reports

ORGANIZES and directs the work of committees through the chairman

KEEPS a favorable climate in the meeting

ENCOURAGES and sets an example in leadership, citizenship, and courtesy

STANDS

--to call the meeting to order

--to state motions

--to announce the results of votes taken

SITS

- during the meetings
- when minutes are read
- during discussion
- during reports

LISTENS attentively

PRAISES and thanks groups

SUMMARIES and evaluates often

MAKES THE MEETING the group's meeting

D. After the meeting, the president:

EVALUATES the meeting, the group, and his or her role, the achievements and the processes

CHECKS reports and minutes

SETS the machinery in motion for the next meeting

REPORTS to and consults with the advisor and, as needed, the Director of Student Activities

LISTS items to be researched

CHECKS work of committees

FOLLOWS through on recommendations and actions taken

PREPARES for future activities

SEES that the meeting room is put in order

THE DUTIES AND RESPONSIBILITIES OF THE VICE-PRESIDENT

The Vice President:

- A. Has the same requirements and knowledge as the president
- B. Is able and willing to take over for the president
- C. Should have important and specific committee activity assignments
- D. Can serve as the most significant leader within the committee structure
- E. Will maintain the club file which will contain a copy of:
 - 1. The club's constitution and by-laws
 - 2. A financial statement covering each month's financial operation
 - 3. A current list of members
 - 4. A list of activities, trips, or projects being sponsored by the club for the current school year
 - 5. The minutes of each club meeting

THE DUTIES AND RESPONSIBILITIES OF THE RECORDING SECRETARY

The Recording Secretary:

- A. Before the meeting
 - a. Notifies members of the meeting
 - b. Assists with the preparation of the agenda
 - c. Has the minutes of the last meetings neatly typed and duplicated
- B. During the Meeting
 - a. Takes attendance and keeps permanent records
 - b. Takes complete minutes: states clearly what took place, including the following:
 - 1. Name of organization
 - 2. Date and place of meeting
 - 3. Who was presiding
 - 4. Disposition of the minutes
 - 5. Reports of committees (reports filed)
 - 6. Records of all motions and results
 - c. Reads minutes clearly and distinctly and with enthusiasm
 - d. Assists the chairman
- C. After the meeting
 - a. Rewrites and types the minutes (corrections are made in the margin at the next meeting).
 - b. Sees that all who should have a copy of the minutes receives one
 - c. Checks with absentees
 - d. Files reports

THE DUTIES AND RESPONSIBILITIES OF THE CORRESPONDING SECRETARY

The Corresponding Secretary:

- A. Reports, files, and answers all correspondence
- B. Keeps a file of clippings and relevant documents
- C. Writes notes of courtesy, thank you, congratulation, etc.
- D. Keeps copies of activity calendars and special events
- E. Communicates clearly
- F. Takes care of all publicity
- G. Produces a membership directory
- H. Maintains a file of important addresses
- I. Sends invitations to new members
- J. Aids recording secretary and takes over in his/her absence

THE DUTIES AND RESPONSIBILITIES OF THE TREASURER

The Treasurer:

- A. Keeps an accurate and complete record of all money collected and spent
- B. Prepares a budget for group approval, usually with assistance of a committee
- C. Presents reports regularly to council and DSA
- D. Works closely with the advisor
- E. Checks that all contracts entered into are signed by the advisor

THE DUTIES AND RESPONSIBILITIES OF MEMBERSHIP

Membership:

The officers of an organization are not the only ones who have responsibilities. Each member is a vital part of the organization and has an obligation to take an active and informed part in the proceedings of the organization's meetings.

The degree to which individual members become involved and accept responsibility for the normal function of organization affairs and the activities the organization sponsors determines whether it will succeed or fail. It is the responsibility of each member to attend all regular meeting and whenever possible to participate in the projects, trips, and activities which the organization sponsors.

Before a student makes a commitment to an organization, the student should consider whether he has the time, interest, and dedication to meet the responsibilities or membership.

A Good Member:

- A. Shows respect for other members by being on time and bringing necessary equipment to the meetings.
- B. Accepts the responsibility of sharing in the business at hand when a meeting convenes. Understand that participation is essential.
- C. Tries to get other members to express their ideas for the benefit of all, even if it means less time for presenting personal ideas.
- D. Participates according to the "Golden Rule." Listens appreciatively to other's ideas and contributions.
- E. Gives constant, active attention to the group's activity during the meeting.
- F. Knows the purpose of the meeting and helps keep the ideas on track to get things done.
- G. Earns the right to give constructive criticism freely by accepting it honestly.

Checks on assigned responsibilities and receives guidance and authority to carry them out

**Activity Account
And
Business Office Procedures**

STUDENT ACTIVITY ACCOUNTS & BUSINESS OFFICE PROCEDURES

We work for a very large school district. At times it may seem that there is a lot of red tape one needs to process. You may look upon the paper work as a necessary evil of a school districts our size or as a tool to help you stay organized. I cannot emphasize enough, however, the importance of following the established guidelines.

BUSINESS OFFICE PROCEDURES

All Morton High School athletic teams, clubs and organizations that will be collecting/raising and disbursing funds **must have** their own activity account. Student activity funds are owned, operated and managed by organizations, clubs or teams within the student body under the guidance and direction of one or more staff members for educational, recreational or cultural purposes. **These accounts shall be audited each year by an independent accounting firm employed by the District. Sponsors and students shall work together to manage the funds of their specific organizations**

CASH COLLECTION & DEPOSITS

Money collected from fundraisers or from students must be counted and recorded on the Cash Receipts Form (see forms) and taken to the East, West, FC cashier no less than once a week. All checks collected should have the students name, **ID# and phone number.** **Do not leave cash or checks in classroom desks ever.**

Once received, by the cashier, the cashier will recount the cash, record the deposit and send the funds to the bank. The sponsor/coach will receive a copy of the Cash Receipt.

Purchasing Procedure/Student Activities

Purchase orders and checks are run once a week, usually on Friday.

1. Processing Payments: All invoices must be forwarded to the Business Office, c/o Accounts Payable.
 - a. Invoices should include the assigned P.O. number and name of person who placed the order.
 - b. BILLING ADDRESS All invoices must be addressed to 5040 W 31st Street., Cicero, IL 60804, Attn: Accounts Payable. As long as District 201 is responsible for payment, the **invoices must not be forwarded directly to the teachers.**
 - c. Invoices will be stamped with their appropriate P.O. number and account number and must be approved with the signature of club advisor.
2. Procurement Procedures: The proper purchasing procedure must be followed in order to obtain goods. The assigned personnel in your department must enter a requisition in the Skyward system. It must then be approved by the building Building Activity Director and the District Activity Director. Once this approval is complete, only then will the Business Office be able to give a valid P.O. number. **Note: The Business Office is not responsible for obtaining approval (signed requisitions must be presented to the clerical person who is entering the requisition into Skyward) .**
3. Purchase Planning: Proper planning is an essential element of good purchasing. Determine in advance what is needed, how much, and an estimated cost if the actual cost is unknown. **NOTE: Estimates must be reasonable.** This will allow you to follow the proper procedure for all purchases by first obtaining a P.O. number.
4. Contracts: All purchases made on a contract basis must be reviewed and approved by the Board.
5. Assigned P.O. Numbers: District 201 will not honor any invoice that does not have an assigned P.O. number. **NO P.O. NO PAYMENT.**
6. In addition, the District will not honor invoices and P.O. numbers that are not chronologically correct. A purchase commitment that is made in advance of proper approval and issuance of a Purchase Order by the Business Office is considered unauthorized. Individuals who make a purchase commitment prior to the issuance of a P.O. may become personally liable to the vendor.
7. Vendor Information: In order to keep our system current and print checks correctly any change in address must be reported. If an employee is issued a check from Student Activities, any changes in the name and address should be corrected.

CASH DISBURSEMENTS

Expenses and reimbursements from student activity accounts, not on a purchase order, must be made by check from the Business Office to the payee. Sponsors/Coaches shall submit a written request on a green Check Requisition Form to disburse student activity funds.

Backup documentation, including **ORIGINAL RECIEPTS**, invoices, contracts or a summary of the services being purchased MUST be attached to the requisition form. The district does not reimburse for sales tax so be sure to use the tax exempt letter (available from the Principals Secretary). The completed form, including account number, sponsor signature and any special instructions shall be submitted for approval to the supervisor of that club/activity.

After reviewing the check request and checking available funds, the form will be approved and sent the Business Office for approval. Student Activity checks are run weekly.

MONTHLY STATEMENTS

The Business Office shall send a monthly accounting statement to all sponsors of student activity accounts. This statement will reflect the month previously.

GENERAL GUIDELINES

- Student Activity Accounts are to be used for the students in your club or organization in an effort to further the mission of your group.
- Students should have a say in how the funds are raised as well as how they are spent.
- Prohibited expenditures include; gifts to district employees or student (Illinois State Board of Ed Gift Ban Act): Classroom supplies or equipment; memberships/professional magazines; articles for personal use.
- If you are unsure as to whether or not a purchase is acceptable, please see the Director of Student Activities or call the Business Office.
- No club or student organization may set up a bank account on their own outside of the school.
- If you need a cashier for a fundraiser or event, please notify West: Patty Salinas phone #708-780-4100 Extension 3217 or East/FC: Gina Balmares #708-780-4000 Extension 2014 at least three days in advance.

Starting a Club, Constitution And Dissolving a Club

Procedures for Beginning a New Club at Morton High School

All students interested in starting new clubs or activities at Morton High School should adhere to the following procedures:

1. Meet with the Student Activity Director to discuss the following concerns:
 - a) New clubs must reflect legitimate student needs and concerns
 - b) New clubs should not have a significant negative impact on already existing clubs in terms of membership, purpose and activities
 - c) There must be adequate student interest in the formation of the club
 - d) Any potential club must have an identified sponsor willing to assume all necessary responsibilities
2. Those interested in starting the club should then write a letter of intent and submit the completed applications. The letter must include the following:
 - a) Name of the club
 - b) Purpose of the club
 - c) Goals of the club
 - d) Ideas for activities/events/fundraising/philanthropy
 - e) A faculty member who would be interest in sponsoring the club
 - f) Proposed meeting time and location
 - g) Please attach a petition of student signature of current Morton students who would like to join the club/activity if it were approved. A minimum of 25 students are needed to start a club, and 15 students are needed to maintain club status.
3. After submitting the letter and application to the Student Activity Director the organizers of the student will submit a constitution which will include a purpose, organizational structure and definition for publication.
4. All clubs will be evaluated yearly by the Student Activity Director.

**J. STERLING MORTON HIGH SCHOOL
STUDENT ACTIVITIES OFFICE**

Application for Extra-Curricular Club

Name of Club: _____

Advisor: _____

Student Petitioner(s): _____

Meeting Place: _____

Anticipated Membership: _____

Purposes or Objectives
Of the Club: _____

List Programs, Trips, or
Other Activities the Club
Plans to Sponsor: _____

Purposes of Dues or
Fundraising Activity

Indicate the Type of
Fundraising Activities
The Club Plans to
Sponsor: _____

PETITION FOR EXTRA-CURRICULAR CLUB

We, the undersigned support _____ for consideration as a new
Club at Morton High School.

Name of Club

- | | |
|-----------|-----------|
| 1. _____ | 21. _____ |
| 2. _____ | 22. _____ |
| 3. _____ | 23. _____ |
| 4. _____ | 24. _____ |
| 5. _____ | 25. _____ |
| 6. _____ | 26. _____ |
| 7. _____ | 27. _____ |
| 8. _____ | 28. _____ |
| 9. _____ | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |

CLUB CONSTITUTION AND BY-LAWS

Each group is required to formulate a constitution and a set of by-laws. The constitution and the by-laws must be approved by the DSA before a group may become an officially recognized school activity. A copy of the club's constitution and by-laws must be on file with the Director of Student Activities.

By-laws are secondary laws or rules within the framework of the constitution. By-laws should include items of specific nature that are important to a club's operation and which necessitate periodic change, such as dates and time of meetings, fund-raising activities, awards, formulas, etc. If these items or similar items were included in the club's constitution, an amendment would be required for every modification, no matter how minor.

If any changes are made to the constitution or by-laws, they must be sent to the Director of Student Activities.

GUIDELINES FOR CLUB CONSTITUTION
Constitution
Of the

Club
J. Sterling Morton High School

PREAMBLE

(General statement of purpose; i.e., how club will benefit student members and/or school community.)

ARTICLE I. OBJECTIVE

(A list of specific goals or objectives of the club.)

ARTICLE II. MEMBERSHIP

Section I. (Membership Qualifications)
Section II. (Membership Responsibilities)
Section III. (Termination of Membership)

ARTICLE III. OFFICERS

Section I. (Election of Offices)
Section II. (Membership Responsibilities)
Section III. (Duties of Officers: President, Vice-President, Secretary, Treasurer)
Section IV. (Removal of Officers)

ARTICLE V. COMMITTEES (if any)

Section I. (Method of Establishing Committees)
Section II. (Standing Committees and Their Duties)
Section III. (Method of Selecting Members)
Section IV. (Termination of Committee)

ARTICLE VI. MEETINGS

Section I. (Purpose)
Section II. (Frequency)
Section III. (Responsibility for Attendance)
Section IV. (Consequence for Non-Attendance)

ARTICLE VII.

FINANCES

Section I.

(Purpose)

Section II.

(Methods of Building Treasury)

ARTICLE VIII.

PARLIAMENTARY AUTHORITY

The rules contained in *ROBERT'S RULES OF ORDER, REVISED* shall govern all meetings of the _____ Club in all cases to which they are applicable and consistent with this constitution and its by-laws.

ARTICLE IX.

AMENDMENTS

(Example) This constitution shall be ratified by two-thirds majority vote of the entire membership of the _____ -- Club.

SAMPLE CLUB CONSTITUTION

Constitution of the SAMPLE CLUB

Preamble: The students of J. Sterling Morton High School do hereby establish the Morton SAMPLE CLUB and ordain this constitution with the following objectives in mind:

- (a)
- (b) List the Objectives
- (c)

ARTICLE I. MEMBERSHIP

Section 1: Application for membership into the SAMPLE CLUB is open to _____.

Section 2: Any member may be dismissed from the SAMPLE CLUB because of misconduct, failure to meet his responsibilities to the club, or for being absent from more than ____ meetings and/or activities. An acceptable excuse must be furnished to the secretary for an absence.

Section 3: A member may be expelled from this club by a vote of the two-thirds majority of the club.

ARTICLE II. OFFICERS

Section 1: The SAMPLE CLUB shall have the following officers:

- (1) President, who shall be responsible for
 - a. Presiding over all meetings;
 - b. Heading all standing and special committees;
 - c.
- (2) Vice-President, who shall be responsible for
 - a. All that the President is responsible for when the President is absent or unable to take part in the activities.
 - b. Take attendance at all meetings;
 - c.

- (3) Secretary, who shall be responsible for
 - a. Any correspondence determined necessary to maintain adequate communication with the membership, school administration, Student Council, or any other agency.
 - b. Recording the minutes of all regular and/or committee meetings.
 - c. To furnish a copy of the SEMESTER REPORT to CLUB COMMITTEE.
- (4) Treasurer, who shall be responsible for
 - a. Collecting, depositing, and accounting of all the SAMPLE CLUB FUNDS;
 - b. Presenting a financial report at all regular meetings;
 - c. Submitting all invoices to the membership and to advisor for their approval for their acknowledge before payment;
 - d. Recording all financial business in the record book distributed by the CLUB COMMITTEE.

Section 2: The above officers shall compose the Executive Board.
Section 3: Each officer shall maintain his duties to the fullest extent in accordance with the rules of the Student Council and the rules of the school.
Section 4: Election Day of officers.
Section 5: Qualification of officers.
Section 6: Procedure of voting.
Section 7: All officers shall assume the duties of their respective offices when so designated by the organization.
Section 8: The term of office shall be one year.

ARTICLE III POWERS OF THE EXECUTIVE BOARD

Section 1: The executive board shall set the dates for all regular meetings.

ARTICLE IV USE OF FINANCES

- Section 1: Any money collected by the SAMPLE CLUB must be handled in accordance with the Student Council and school rules.
- Section 2: The SAMPLE CLUB may spend money with the membership and advisor's approval only for the following purposes;
- a. To cover the normal operating expenses of the SAMPLE CLUB.
 - b. To promote the Objectives of the SAMPLE CLUB.
 - c. All other projects (expenses) should be approved by the administration and CLUB COMMITTEE.

ARTICLE V SPECIAL COMMITTEES

- Section 1: Special committees may be established or dissolved by the Executive Board or the club advisor.

BY-LAWS THE CONSTITUTION

ARTICLE I

- Section 1: A quorum shall consist of a simple majority of the membership of the club. No business can be transacted if a quorum is not present.

ARTICLE II

- Section 1: The Constitution and By-Laws may be amended by a two-thirds vote of a quorum and/or of the membership.

ARTICLE III

- Section 1: The actions of this club are subject to the approval of school administration and the faculty advisor.

J. STERLING MORTON HIGH SCHOOL
STUDENT ACTIVITIES OFFICE
This Certifies that

THE _____

Of

Morton High School has received
Its charter for the school year

_____ and is extended the rights, privileges,
and responsibilities that any
chartered extra-curricular organization may hold.

To Wit:

THE CLUB MAY.....

1. Request calendar dates for activities
2. Meet in the school
3. Participate in school activities
4. Appear in yearbook and newspaper
5. Maintain an activity account
6. Keep and save minutes

Signature of the Director of Students Activities

PROCEDURES FOR TERMINATING A CLUB

Situation 1:

If it comes to the attention of the DSA that an advisor and/or member failed to meet the responsibilities in accordance with the group's constitution and by-laws, or the handbook, which contains the school policies as stated in the Administrative Handbook, the infractions will be reviewed by the DSA and Assistant Principal. After reviewing the situation, the DSA may recommend corrective measure or request, in writing, that the charter be withdrawn.

Situation 2:

If the advisor and members decide that the organization is not serving its members or the objectives as stated in its constitution, they will request in writing that the club be dissolved.

Situation 3:

If a majority of the members determine that the advisor has not adequately met his responsibilities, they may petition the DSA to have the advisor removed. The advisor may request, in writing, a hearing with the DSA and the Assistant Principal.

Situation 4:

If the advisor determines the club membership has not adequately met individual responsibilities, he/she may request, in writing, that the Director of Student Activities dissolve the club.

APPEALING A TERMINATION ATTEMPT

In each of the above situations, any party involved with the group may request, in writing, a hearing with the Director of Student Activities and the Assistant Principal.

**Communication Protocol
Code of Conduct
And
Medical/Eligibility Forms**

Communication (Publicity)

In a district this size, it is often difficult to “spread the word” about what a particular club is doing. We have a few resources available to help with that.

- **Daily Bulletin** – Every staff member receives an e-mailed copy of the Daily Bulletin. These bulletins are posted in classrooms, offices and throughout the building and provide students with a vast amount of timely information.
- **Bulletin Boards** – Many of our hallways have big bulletin boards that provide space for information about clubs, club times and locations.
- **Edline** – All club sponsors must maintain an edline page for their club including information about meeting times, locations, and any upcoming events.
- **Twitter** – All club sponsors should be sending news worthy information and/or pictures to their building student activities director so the information can be placed on the building student activity twitter. All students should be encouraged to follow the student activity twitter page for updated information.

J. Sterling Morton High School - - Extra-curricular Code of Conduct

Name _____ Student ID# _____ Phone _____

Extra-curricular Activity/Activities _____ Year in School ____

Student participation in representing J. Sterling Morton High Schools, District #201, in extra-curricular activities, is a privilege and not a right. As such it carries expectations beyond those in the classroom. The JSM extra-curricular program intends to develop good citizenship among its student participants so that they may serve as positive role models for their school and community. In addition, it provides a practical forum for them to develop leadership, loyalty, trust, judgment, responsibility, self-discipline, competitiveness and skills necessary for success in all aspects of life. The policies and guidelines outlined below are not seasonal and must be followed for twelve months of the year throughout the student participant's high school career. Students in violation of the code may face disciplinary action.

Expectations of Student Participants

- To maintain the IHSA eligibility standards of passing 20 credit hours (four classes) in the semesters both prior and current to the participation in a given IHSA athletic activity.
- To submit to an annual physical examination for participation in athletic activities (Athletes must complete and document their physicals before their participation can begin.)
- To attend practices, contests, meetings and events, the participant must attend school prior to any participation in an extra-curricular activity held on that day. It is the participant's responsibility to contact the coach or sponsor prior to an absence to a practice or contest.
- To attend a session which offers an explanation of the Extra-curricular Code of Conduct.
- To return all school issued equipment at the conclusion of the activity and be financially responsible for all damaged or lost materials. An athlete will not be allowed to participate in a subsequent sport or receive her/his transcripts until the equipment record has been cleared.
- If a student chooses to be involved in a school-sponsored fundraiser, the student accepts financial responsibility for all merchandise given and the monies collected.
- To travel with school arranged transportation for all events away from JSM. An exception to this can be made only if a parent signs out his or her own child for transfer to/from an event with the coach or sponsor responsible for the given activity.
- To display respect for the people and property of both JSM and other schools.
- To attend awards ceremonies.

Violations of the Extra-Curricular Code of Conduct

- The possession, use, or transportation of alcohol, tobacco products, controlled substances including steroids, or look-a-like drugs and/or drug paraphernalia on or off campus.
- The hosting or attending of any gathering at which alcohol or any other controlled substances are being illegally served.
- The theft or the possession of stolen property.
- The violation of serious school rules and regulations as deemed by the Athletic Director and the Director of Student Activities.
- Any acts of gross disobedience and/or insubordination considered unbecoming for a participant and/or detrimental to the extra-curricular program of JSM.
- Any gang-related activity including, but not limited to recruiting or harassment
- Any illegal act.
- Any activity, which damages the reputation of JSM.
- Any hazing or bullying of any student or athlete.
- Discrimination or harassment on the basis of race, sex, religion, color, national or ethnic origin, or handicap in the operation of all programs, activities, and services.

A board empowered to invoke the following consequences will review alleged violations of the JSM Extra-curricular Code of Conduct. The principal will have final authority in the administration of consequences.

Disciplinary Consequences for Violations of the Extra-curricular Code of Conduct

- 1st Offense: Suspension for 1/9 to 1/3 of the season*
- 2nd Offense: Suspension for 1/3 to one full season from any extra-curricular activity participation as a JSM student. If suspension occurs during a particular season, it will be prorated to equal one full season*
- 3rd Offense: Suspension for one full season to 12 months from any extra-curricular activities*

MAJOR/MINOR VIOLATIONS: The Morton Athletic Director, Director of Student Activities, and the Principal of the building the student is housed, reserve the right to determine whether the infraction of the policy is a major or minor violation. Major violations will be disciplined at the maximum consequence. Minor violations will be disciplined within the stated level of consequence depending upon the recommendation of the Board of Review. Certain acts that are considered egregious may result in the Board of Review increasing the length of the suspension (including, but not limited to, assault of staff, selling narcotics, etc.)

VOLUNTARY ADMISSION: Voluntary admission of a 1st offense Extra-curricular Code violation related to alcohol and/or drugs may reduce the penalty in half to one half of the remainder of the season. This admission requires the student and parent to meet with the Athletic Director or Director of Student Activities and the head coach or sponsor of the activity involved prior to any school personnel being aware of the incident and that student's involvement.

*If an athlete is suspended by this code, he/she will be expected to attend all practices and contests and conduct themselves in the best interest of the team, but they will not be allowed to participate in the contest. The board review will determine the number of contests to be missed; that number shall equal 1/3 of the sports season as defined by the IHSA; multiple contests on one day will be counted as one contest.

*If a participant in an extra-curricular activity is suspended, he/she will not be allowed to attend any of meetings and/or events planned by their activity for the duration of their suspension. The board will determine what constitutes 1/3 of the activity's season.

Board of Review Process

The Board of Review will consist of the Athletic Director and the Director of Student Activities or Assistant Principal and the head coach or sponsor of the activity involved. The procedures followed in the event of suspected violations of the JSM Extra-curricular Code will be:

1. The alleged violations will be reported to the Athletic Director OR the Director of Student Activities in a timely fashion.
2. The AD/DSA will arrange a conference with the accused student, the parent, and the coach/sponsor of the extra-curricular activity. At this time the accused student is entitled to review the charges and will have an opportunity to explain the charges brought against him/her.
3. The AD/DSA will determine if there is a sufficient evidence or cause to support the alleged violation.
4. The Board of Review will report its findings to the building principal. The principal will, if necessary, levy the appropriate penalty for the code violation. The principal's decision will be final.

I have read the above information and will abide by the Extra-curricular Code of Conduct.

Student's signature: _____ Date: _____

Parent's/Guardian's signature: _____ Date: _____

THIS FORM MUST BE COMPLETED AND RETURNED TO THE STUDENT ACTIVITIES OFFICE

Student Activity Eligibility Form

NAME OF ACTIVITY					
LAST NAME:		FIRST NAME:			
ADDRESS		CITY		STATE	
PHONE		PLACE OF BIRTH		ID #	
DATE OF BIRTH		YEAR IN SCHOOL		CAMPUS	

ACADEMIC ELIGIBILITY

Please keep in mind that the primary purpose of Morton High School is to promote academic achievement. Therefore, if you are engaged in an area of the co-curricular program which makes significant demands on your time, you must perform satisfactorily in the classroom to continue participation in that activity. In order to be eligible to participate in athletics and certain clubs*, students must also meet the weekly scholastic standing requirements of the Illinois High School Association. Any week that you are not passing four classes, or are failing two or more classes, you will be ineligible to participate in the activity.

PARENT OR CUSTODIAL PARENT SIGNATURE

DATE

PARENT OR CUSTODIAL PARENT SIGNATURE

DATE

I HAVE READ THE ACADEMIC ELIGIBILITY CODE AND UNDERSTAND THAT MY STUDENT MUST ABIDE BY THIS CODE.

I FURTHER UNDERSTAND THAT IF SHE/HE DOES NOT ABIDE BY THIS CODE, SHE/HE WILL NOT BE ABLE TO PARTICIPATE.

PARENT SIGNATURE

I HAVE READ THE ACADEMIC ELIGIBILITY CODE AND I AGREE TO ABIDE BY THIS CODE.

I UNDERSTAND THAT IF I FAIL TO ACADEMIC ELIGIBILITY CODE I WILL NOT BE ABLE TO PARTICIPATE

STUDENT SIGNATURE

EMERGENCY MEDICAL RECORD CARD

Name: _____

Address: _____

Phone: _____ ID# _____

Date of Birth: _____ Age: _____ Gender: _____

Year in School: _____ Club: _____

Known Allergies: _____

Family Physician: _____

Hospital Affiliation: _____

Phone: _____

Parent/Guardian's Name: _____

Relationship: _____ Work Phone: _____

Cell Phone: _____ Pager: _____

Parent/Guardian's Name: _____

Relationship: _____ Work Phone: _____

Cell Phone: _____ Pager: _____

Another person to contact name: _____

Relationship: _____ Work Phone: _____

Cell Phone: _____ Pager: _____

I do hereby authorize the physicians at the nearest medical facility to perform procedures that may be necessary for the emergency diagnosis and treatment of this minor child in the event that I am unable to be contacted or unavailable for immediate authorization

Signature of Parent/Guardian

Date

Note: All information MUST be provided for the athlete to be eligible for participation.

CLUB SPONSOR EVALUATION

J. Sterling Morton High School District 201

Club/Activity Sponsor Professional Growth/Evaluation Form

I. INFORMATION			
Sponsor Name		Date	
Club/Organization			
Rating Scale	1. Meets Expectations 2. Does Not Meet Expectations 3. Not Applicable		

II. SUPERVISION & INTERACTION		Rating
A.	Interacts with students in a manner that encourages respectful relationships among students and adults. Promotes and models positive interpersonal relationships.	
B.	Uses appropriate channels to resolve problems and concerns.	
C.	Is present as an active supervisor at all club/organization meetings, practices, events and field trips.	
D.	Monitors the club/organization in a manner that ensures the goal and objectives of the organization are met.	
E.	Monitors and/or enforces the rules and regulations for student conduct as specified in the Student Handbook. Maintains an orderly, safe and productive environment for all students.	
F.	Communicates expectations of all students in a clear and articulate manner. Expectations may include attendance, rules, eligibility, and participation among others.	
G.	Comments:	

III. LEADERSHIP & PROFESSIONALISM		Rating
A.	Encourages teamwork and cooperative decision-making	
B.	Fosters and promotes leadership opportunities and experiences in all students	
C.	Demonstrates personal leadership through professionalism, integrity and respect.	
D.	Demonstrates enthusiasm and generates interest in the club/organization and/or its' goals. Works to increase student and staff participation in student activities.	
E.	Promotes the development of self-esteem in students.	
F.	Works with other sponsors and staff members in a professional and collaborative manner.	
G.	Maintains a high level of communication between staff, students, parents, administration and others in all matters related to the operation of the club/activity.	
H.	Comments:	

IV. PLANNING & ADMINISTRATIVE DUTIES		
A.	Publicizes club/activity meetings, events and other initiatives in a way that is communicative as well as inviting to other students.	
B.	Works with the Student Activities Office, Buildings & Grounds, Security and other departments to ensure that all meetings and events are planned in a collaborative manner that allows for open communication, a high level of safety and a reasonable amount of lead time.	
C.	Plans activities to meet the needs and interests of students.	
D.	Completes forms and requests in a timely and effective manner.	
E.	Meets the expectations of the Business Office for responsible budgeting and handling of activity accounts. Follows appropriate procedures for Purchase Orders, Check Requisitions, reimbursement procedures and bookkeeping.	

IV. PLANNING & ADMINISTRATIVE DUTIES (continued)		Rating
F.	Completes reports required by the Student Activities Office in a timely and detailed manner. Reports include but are not limited to the Beginning of the Year Questionnaire, Mid-Year Report and End-of Year Report.	
G.	Attends mandatory meetings or events such as the Sponsor Orientation, Co-Curricular Night and Future Freshman Night	
H.	Plans activities and/or events that improve the school as a whole and/or benefit students outside of the club/organization.	
I.	Follows procedures for planning and implementing fund raising activities.	
J.	Comment:	

V. GOALS		Rating
A.	Sets annual goals and communicates those goals to their director/supervisor	
B.	Has met or shown progress toward the meeting of goals identified for the year.	
C.	Continuously works to improve the club/activity and increase the educational opportunities it provides to students and other audiences.	
D.	Comments:	

VI. Employee Comments

VII. SIGNATURES

The signature of the sponsor below does not indicate agreement with the above evaluation, but it does indicate that he/she has reviewed the evaluation. The sponsor may request a meeting with his/her supervisor or may attach a statement explaining his/her disagreement regarding any part of this evaluation.

Sponsor's Signature _____ Date _____

Supervisor Signature(s) _____ Date _____

_____ Date _____

VII. RENEWAL

- A. ☐ The District offers you this stipend position for the next school term.
- 1 ☐ You accept the position.
- 2 ☐ You decline the position.
- B. ☐ The District does not offer you this stipend position for the next school term.

**1st Quarter Events, Assembly Schedule,
Fundraising Forms, and Financial Forms**

Important Dates/Events First Semester

MORTON HOMECOMING WEEK

- Door Decorating Kick off 9/12/16
- Class Pride Day (Powder Puff Football) 9/19/16
- Club/Sports Day 9/19/16
- Morton Showcase 9/20/16
- Homecoming Shirt Day 9/20/16
- Club Olympics 9/21/16
- PBIS Dodgeball Tournament 9/22/16
- Spirit Day (Parade and Football Game) 9/23/16
- Homecoming Dance 9/24/16

HOME COMING PARADE/TAILGATE 9/23/16

- 11:30 - dismissal - Meet at the Morton East Parking Lot
- 12:30 - Line up
- 1:00 - Kick off
- 2:00 -PEP RALLY
- 3:00 -Tailgate party
- 5:00 -Soph Football Game
- 7:30 -Varsity Football game

HOUBY DAY PARADE 10/2/16

- 10:00 A.M. - Meet at Staging Area (56th & Cermak going from Cicero to Berwyn)
- 11:00 A.M. - Line up
- 12:00 P.M. -Parade begins

ACTIVITY SURVEY DUE

10/14/16

(Form is in this handbook)

CODE OF CONDUCT/ELIGIBILITY/ EMERGENCY MEDICAL FORMS

(keep for your records, but handy incase requested)

Tentative Assembly Schedule

Full Day Assembly Schedule

- 1- 8:05- 8:30
- A- 8:45- 9:45
- B- 9:55- 10:55
- 4-9 normal schedule

Half –Day Assembly Schedule

- 1- 8:05-8:30
- A- 8:50- 10:00
- B- 10:20-11:30

J.Sterling Morton High School
Athletics/Student Activities
Fundraiser Request Form

- * Clubs are limited to 2 fundraisers per semester
 * Sports teams are limited to 1 fundraiser per semester

Date submitted: _____
 Sports/Club: _____

Person(s) in charge: _____

Description of fundraiser: _____

How will fundraiser benefit the students of sports team/club? _____

Purpose of sale: (Why is sport/club requesting fundraiser?) _____

Campus to be held at: EAST _____ WEST _____
 ALTERNATIVE SCHOOL _____ FRESHMAN CENTER _____

Will your sport/club be selling goods? YES NO Goods to be sold: _____

Will your sports/club be soliciting donations from outside the school? YES NO

If yes, from what sources? _____

* Dates requested: 1st Choice: ____/____/____ to ____/____/____ 2nd choice: ____/____/____ to ____/____/____

Times to be held: Before School (7:30-8:00am) ____ After School (2:40-3:30pm) ____ Cafe Hours ____

Location of Fundraiser: _____

* Note: A "Use of Facility" form must also be filed for building purposes. Begin the process with the AD/DAS- please attach.

Special Needs (i.e. maintenance request for tables, etc.) _____

Initial school/club/sport investment \$ _____ Anticipated income \$ _____

Use of vendor: YES NO If yes, list vendor _____

Purchase Order attached: YES NO If no, please explain: _____

Note: Items cannot be requisitioned from a vendor until this request has been approved. A copy of this form will be turned in to the originator upon approval or denial. Turn in your purchase order form with your request to the AD/DAS. If it is not attached, please give an explanation.

Remember, You may not go forward with any fundraising effort, in any way, until this form is approved by the AD/DAS and returned to the coach/advisor.

*** See back of form for additional information.**

For Athletics and/or Student Activities Office Only

_____ Level I Fundraiser (profit is less than \$1000)

_____ Level II Fundraiser (profit is more than \$1000)
 (MUST have Board approval)

S/A Director _____

Athletic Director _____

Bldg. Principal _____

(Return to DAS)

S/A Director _____

Athletic Director _____

Bldg. Principal _____

Business Manager _____

Superintendent _____

(Return to DAS)

_____ # of fundraisers held this year

FUNDRAISERS

Fundraising Limits: Clubs are limited to 2 fundraisers per semester. Sports' teams are allowed 1 fundraiser per semester. Only two candy sales can occur at the same time.

Purpose: Teams/clubs must have a specific purpose for holding a fundraiser. Examples of acceptable purposes include raising money for convention participation, charitable donations, and out-of-town educational trips. District 201 also recognizes that club participation helps students to build and improve social skills. Specific, planned social events may also be acceptable events for which to fundraise.

Time Limits: Plan ahead, especially when requesting peak sales times. There is a two-week limit on all fundraisers to allow each group to participate.

Procedure: All groups hosting a fundraiser must abide by the rules.

1. A fundraiser request form must be completed and approved by the Athletic Director/Student Activities Director before purchasing items for the sale. The Fundraiser Request Forms are available in the Student Activity Offices and the principal's office.
2. Most importantly, teams/clubs cannot order any products without receiving a P.O. number from the Business Office. To receive a P.O. number, coaches/advisors must fill out a Requisition Form. Both the Requisition Form and Fundraiser Request Form must be handed in to the AD/SAD. Products delivered to the school without a P.O. will not be accepted by the Receiving Department. If products are delivered without a P.O., the team/club will have to lose the dates requested for sales and have to begin the fundraising process again.
3. Please be aware that any fundraisers over \$1000 must be approved by the Board of Education and Superintendent. This process does not require any additional paperwork from the coach/sponsor, but it may add time to the approval process.

Money: Money collected from sales must be deposited at the cashier's office at the end of each school day. Students and coaches/advisors must not hold onto collected money.

Reporting: A fundraising report is due to the AD/DSA one week after the fundraiser has ended. On the report, all expenses and revenues must be reflected, indicating the profits made or losses incurred. If a report is not completed the club/sport will lose the right to fundraise for the rest of the year.

Door to Door Sales/Food Items: Door to door sales are prohibited by the District 201 School Board. Food items cannot be sold door-to-door. Food items that are to be distributed during 2nd hour can be sold during lunch hours. Food items can **ONLY** be sold before and after school. Sale of food items in the cafeteria during lunch hours is also prohibited by District 201. This also includes Bake Sales. However, a team/club can sell products in the senior lounge. For safety reasons, items must be individually wrapped. If a table is needed, a **Facility Request Form** needs to be completed and submitted for approval to the AD/SAD. Coaches/advisors will receive the original form after the request has been processed. **THE ORIGINATING PARTY MUST COMPLETE A FUNDRAISER SUMMARY AND RETURN TO THE AS/DSA WITHIN ONE WEEK OF THE SALE.**

Car Washes: When holding a car wash, maintenance will bring the hoses to the parking lot. However, Morton will not provide soap, buckets, or towels. Car washes are considered a fundraiser and appropriate paperwork needs to be completed – **Facility Request Form** and **Fundraiser Form**.

Dances: Teams/clubs are limited to one dance per semester. Dances are considered a fundraiser and appropriate paperwork needs to be completed - **Facility Request Form** and **Fundraiser Form**.

The Student Activities Office has many catalogs of spirit items and candy vendors if your team/club needs suggestions.

These guidelines are not meant to impede fundraising in any way. However, District 201 needs to be aware of ALL fundraising occurring in its name. Please speak with the Athletic Director or the Student Activities Director with any questions/concerns.

Fundraising Report

Campus: _____

Name of Club: _____

Name of Sponsor: _____

Date of Fundraiser: _____

Date of Submission: _____

Instructions:

As noted on the back of the Fundraiser form, reporting the results of a fundraising event is due to the Director of Student Activities or Athletic Director. **Reporting is due one week after the fundraiser has ended.** On the report, all expenses and revenues must be reflected, indicating the profits made or losses incurred. ***If a report is not completed the club/sport will lose the right to fundraise for the rest of the year.***

Purpose:

Event Details:

Comments:

All Expenses

Revenues

Profits

Losses (if any)

Please return this form to Lucy Frutos at lfrutos@jsmorton.org

***This form is to be used for STUDENT ACTIVITY ACCOUNTS ONLY!!

FAILURE TO PROPERLY COMPLETE FORM MAY RESULT IN DELAY

Special Instructions:

Club Advisor Signature: _____ Date: _____ District Student Activity Director Signature: _____ Date: _____

Fill out this form completely with attachments (if necessary)



TRANSFER OF FUNDS REQUEST

Please transfer \$ _____

FROM: Account number: _____

Account name: _____

INTO: Account number: _____

Account name: _____

Explanation _____

Club Advisor Signature: _____

Date: _____

Location of Important Forms

FORM

Student Activities Account Requisition
Transfer of Funds Request
Request to Establish an Activity Account
Use of Facility forms
Bulletin Request
Request for Resource Visitors
Field Trip Forms

Location

Student Activities Office
Student Activities Office
Student Activities Office
Principals Office
Principals Office
Principals Office
Principals Office

Academic Value of Non-Academics

Academic Value of Non-Academics

The case for keeping extracurriculars

By [June Kronholz](#)

|||

Winter 2012 / Vol. 12, No. 1

Faced with a \$30 million shortfall in its \$295 million budget for the 2011–12 school year, the Adams 12 school district in north Denver laid off custodians, furloughed teachers, trimmed programs, reduced benefits—and then took its budget scalpel to student activities.

The district dropped middle-school sports, cut back on travel for its high-school teams, and pared \$500,000 from the \$2 million budget that supports afterschool activities like the Math Olympiad and spelling bee at Centennial Elementary, the technology and drama clubs at Rocky Top Middle School, and the anime (Japanese animation) and Knowledge Bowl clubs at Mountain Range High.

Christopher Gdowski, superintendent of the 42,000-student district, talks hopefully of volunteers stepping in to fill some of the gaps. The YMCA has approached him about taking over some of the sports teams, even offering to buy the used school uniforms and the licensing rights to the school mascots. But some activities may have trouble finding sponsors, he concedes, and teachers union contracts may preclude others from turning to the community for advisors.

“We’re hoping for the best, but we’re fearing the worst,” Gdowski told me.

With school districts struggling to keep their noses above choppy budget waters and voters howling about taxes, should schools really be funding ping-pong and trading-card clubs? Swim teams, swing dancing, moot court, powder-puff football? Latino unions, gay-straight alliances, the Future Business Leaders of America, the French Honors Society, the jazz band, the knitting club? The barbell club at Adams 12’s Niver Creek Middle School?

As it turns out, maybe they should. There’s not a straight line between the crochet club and the Ivy League. But a growing body of research says there is a link between afterschool activities and graduating from high school, going to college, and becoming a responsible citizen.

“Honestly, the place that best prepared me for college was the hardwood court of men’s varsity basketball” in high school, Andrew Snow, a University of Michigan senior and pre-law major, e-mailed me recently. “That court taught me hard work, sacrifice, teamwork, humility...and leadership,” he added, plus, “how to deal with people in social situations” and “responsibility off the court [because] if you made a bad decision, someone would see it.”



PHOTO / LOU JONES



Artists for Humanities serves 250 teens annually in an intensive arts micro-enterprise program.

Cause or Effect?

The U.S. Department of Education last compiled data on extracurricular activities a decade ago, when it reported that more than half the country's high-school sophomores participated in sports, that one-fifth were in a school-sponsored music group, and that cheerleading and drill teams, hobby, academic, and vocational clubs each involved about 10 percent of kids.

At affluent suburban schools, the choice of activities can be dizzying. Walt Whitman High School in Montgomery County, Maryland, a Washington, D.C., suburb, offered 89 clubs (equestrian, Persian, unicycle...), 26 sports, seven choral ensembles, seven bands or orchestras, a newspaper, a literary magazine, and a yearbook last year.

Whitman's feeder school, Thomas W. Pyle Middle School, offered even more: 100 activities, including a stock market club, cooking, a math team, and a magic club.

Whitman says that 96 percent of its students go to college; its SAT scores in math and critical reading are 250 points above the national average. That isn't because it has an equestrian team and a Shakespeare club, of course. The education department data show that kids from families in the top third by income and education are half again as likely to take part in sports and almost twice as likely to participate in music as kids from the bottom third. Almost 80 percent of the adults in Whitman's zip code are college graduates, and the median household income is three times the U.S. average.

The data also show that kids with the highest test scores are the most active in afterschool activities. Two-thirds of kids in the top quarter of test takers played sports, for example, compared to less than half in the lowest quarter.

So, is there a link? Did kids who joined afterschool activities become good students, or did good students join afterschool activities?

As with a lot of social science research, the findings about extracurriculars aren't always consistent or conclusive: You can't randomly assign kids to soccer, after all. But some researchers insist there is a cause-effect relationship between activities and academic success, not just the other way around.

Margo Gardner, a research scientist at Columbia University's National Center for Children and Families (NSCF), is

among them—and certainly not alone. Using data from the 1988 National Education Longitudinal Study (NELS), and controlling for poverty, race, gender, test scores, and parental involvement, Gardner has calculated that the odds of attending college were 97 percent higher for youngsters who took part in school-sponsored activities for two years than for those who didn't do any school activities.

The odds of completing college were 179 percent higher, and the odds of voting eight years after high school, a proxy for civic engagement, were 31 percent higher.

Gardner repeated the analysis using propensity-score matching, that is, comparing kids whose profiles suggested they had a similar propensity either to join or sit out afterschool activities. Even within those groups of similar kids, those who participated in activities had better school success rates than those who didn't.

The National Center for Education Statistics, in its own analysis of the longitudinal or NELS data, found that high-school seniors who were involved in school activities were less likely to cut class and play hooky than kids who weren't involved. Three times as many had a GPA of 3.0 or higher; twice as many scored in the top quarter on math and reading tests. And 68 percent expected to get a college degree, compared to 48 percent of kids who weren't involved in school activities.

Other researchers have approached the question differently, but come up with complementary results. Angela Duckworth, a University of Pennsylvania psychologist, looked at college activities as a predictor of success. She rated the résumés of recent graduates who were applying for their first teaching jobs. She gave the highest scores to those people who had been in a college activity for several years, any college activity, and who had attained a level of leadership or achievement (say, MVP on the softball team).

Those with the highest “grit” scores, as she calls them—with the most persistence—turned out to be the best teachers, based on the academic gains of their students. As an added bonus, the “grittiest” scorers also were more likely to stay in their jobs rather than quit midyear.

Duckworth attributes the difference to perseverance rather than talent: There wasn't any significant difference in teacher effectiveness based on the SAT scores and college GPAs of the job applicants, she calculated. This isn't just about whether teachers are new, Duckworth told me: People who are persistent and passionate about something, whether cross-country or baton twirling or spelling bees, will carry over that enthusiasm to other parts of their lives.

Similarly, Betsey Stevenson, an assistant professor at the University of Pennsylvania's Wharton School of business and currently the chief economist at the U.S. Department of Labor, has found a link between high-school sports and girls' success. Stevenson compared the college-going and labor-force rates between girls who attended high school before the 1972 passage of Title IX and those who attended after. Title IX, an amendment to the Civil Rights Act of 1964, required high schools and colleges to offer girls and boys the same opportunities to play sports.

Again controlling for age, race, and their state of residence, Stevenson calculated that for every 10-percentage-point rise in the number of girls playing high-school sports in any state there was a 1-percentage-point increase in those going to college and a 1- to 2-point rise in those with jobs. Title IX led to a 30-percentage-point rise in girls' sports participation, she adds.



PHOTO / LOU JONES

The National Center for Education Statistics found that high-school seniors who were involved in school activities were less likely to cut class and play hooky than kids who weren't involved. Three times as many had a GPA of 3.0 or higher.

Engaging Students

Temple University psychologist Laurence Steinberg, whose book, *You and Your Adolescent: The Essential Guide for Ages 10–25*, discusses afterschool activities. He suggested two more reasons for what he believes is a causal link between activities and academic success.

Kids who are involved in clubs and sports spend an extra couple of hours a week with an adult, usually a role model like a drama director or a football coach. “They don’t want to disappoint the coach,” Whitman’s principal, Alan S. Goodman, told me. All he has to do to straighten out a misbehaving athlete is to threaten to talk to the coach, he said: “‘Oh no, don’t talk to the coach,’ they tell me.”

Extracurriculars also make school more palatable for a whole lot of kids who otherwise find it bleak or unsatisfying, Steinberg said. Grades improve not because of what kids are learning in the video club, but because the video club is making them enjoy school more, so they show up more often, find a circle of like-minded friends, and become more engaged in school.

Christopher Gdowski, Adams 12’s superintendent, echoed Steinberg when I asked him what he meant by “fearing the worst” if some afterschool activities are canceled. His district polled thousands of taxpayers as part of its budget process: A huge majority opposed eliminating all activities, but most agreed on trimming the number of activities each school could offer.

Gdowski said he worries that for “some meaningful number of kids,” those activities are what brings them to school. “That’s the hook,” he said, and budget cuts could leave that hook unbaited.

Penny-wise?

After years of steady increases in education spending, and with the expiry of federal stimulus funds, school districts are facing some unaccustomed belt-tightening this year. K–12 spending rose 39 percent between the 1989–90 and the 2007–2008 school years, according to the U.S. Census bureau, and hit \$605 billion in 2009, the latest year for

which it has reported numbers.

But the National Business Officers Association has calculated that spending is expected to be off \$2.5 billion this year from a year earlier. Florida's 2012 budget cut K-12 spending by 8 percent, or about \$540 a student. Arizona cut \$183 million from K-12; New York cut more than \$1 billion, and Colorado cut \$250 million, according to the National Conference of State Legislatures.

The Center on Education Policy surveyed districts in the spring and found that 46 percent expect funding decreases of 5 percent or more in the 2011-12 school year (the poll asked districts about their "total funds available" for the year, excluding federal stimulus monies).

Staff salaries and benefits are taking much of the hit. But as bus routes, textbook purchases, and even cleaning supplies come under budget scrutiny, it's no surprise that extracurriculars are in for some pain, too.

Diane M. Place, superintendent of the 1,700-student Towanda, Pennsylvania, school district, told me she received hate mail and "horrendous calls" when she recommended a \$30-a-household tax increase to close a \$2.2 million gap in her \$24 million budget. Instead, she cut the instruction budget by 9 percent and then went after extracurriculars. She eliminated the rifle and junior robotics clubs, JV soccer, majorettes and one cheerleading squad, and halved the funding for the forensics team and Future Business Leaders.

The 1,000-student Salida, Colorado, school district, facing at least a \$500,000 budget gap, moved to a four-day week, and then announced plans to cut Key Club, Math Counts, jazz, and weight lifting. Coos Bay, Oregon, planned to let go a Knowledge Bowl coach in the middle school and a forensics coach in high school after the district chopped \$44,000 from its activities fund. Cincinnati is thinking of shifting all of its extracurriculars onto a community group, a move it predicted will save \$250,000 a year, largely in teacher coaching stipends.



Extracurriculars teach a lot of the skills you need as an adult: time management, leadership, self-discipline, and persistence.

Or Pound-Foolish?

There's no ready estimate of how much districts spend for extracurriculars: Districts account differently for teachers' afterschool pay (it can be lumped in with merit pay, says Stephen Frank of Education Resource Strategies), whether they include team buses in the extracurricular budget, how much they depend on parents and

booster clubs for field maintenance and stage-set construction, if and how much they charge students to participate, whether they use federal Title I funds for afterschool enrichment, and so on.

Marguerite Roza, who studies school finance at the University of Washington, calculates that districts spend about the same to suit up a youngster to play a sport as to enroll her in a semester of, say, history. A difference is that there are three seasons for sports, but two semesters for history.

Districts increasingly are depending on kids and their parents to fund extracurriculars. State laws, not national policy, determine which school expenses must be taxpayer-funded and which can be charged to students as user fees. California recently settled a lawsuit brought by the American Civil Liberties Union against dozens of Golden State schools that levied fees for classroom materials, lab fees, and afterschool activities.

But elsewhere, the Pennsylvania School Boards Association counts 33 states where at least some school districts charge athletes anywhere from \$25 to \$1,500. The band fee at Medina Senior High in Ohio is \$200. Arlington, Massachusetts, public schools charge youngsters \$405 to join the cheerleading squad and \$480 to wrestle. Lakeville, Minnesota, charges \$190 to join the debate team and \$110 for the chess club.

Many of the best student-athletes, musicians, actors—even cheerleaders and debaters—already are paying lots more than that for private lessons. And some of the most talented spurn their school’s programs in favor of club soccer teams and community orchestras, arguments that budget cutters sometimes cite for trimming extracurriculars.

But Steinberg counters that no one suggests eliminating math classes for mediocre students, or depending on private tutors for calculus. “You could extend that argument out to its illogical extreme,” he said.

At Whitman High, where kids pay a \$40 district-wide activities fee, Goodman told me he would rather increase class size than eliminate activities. “You can cope with an extra kid in your class, but at 2:10” when school lets out and intramural basketball is canceled, “what do they do?”

Police statistics offer one answer: Juvenile crime peaks between 3 p.m. and 6 p.m. Education department data offer another: 31 percent of high-school seniors watched three or more hours of television every weekday in 2004, the last time the department ran the numbers, up from 9 percent in 1992.



Students write songs in an after-school program run by ZUMIX. The program offers young people the opportunity

to travel throughout New England, performing their original songs and engaging with other musicians.

Lessons That Last

Tony Wagner, codirector of the Change Leadership Group at Harvard's Graduate School of Education, told me he did a focus group a decade ago with college students who graduated from a leading public high school in New England. He asked them what "important things" they remembered about high school, three to five years after leaving.

"They described all their experiences in extracurricular activities and sports. This went on for an hour," he said. But about what they remembered from their academics, "they said, 'you basically start over.'"

The takeaway, Wagner said, is that extracurriculars "teach a lot of the skills you need as an adult: time management, leadership, self-discipline, and persistence for doing work that isn't extrinsically motivated." That dovetails with Wagner's academic work, which defines the "skills of the future" as including adaptability, leading by influence, and initiative.

"Kids who have a significant involvement in an extracurricular activity have a capacity for focus, self-discipline, and time management that I see lacking in kids who just went through school focused on their GPA," he told me. Like Gardner and Duckworth, he doesn't single out football players over the engineering team, or vice versa. The kind of activities "seems not to matter; what matters is the level of engagement," he said.

I tested Wagner's conclusion using an updated version of the focus group: I posted a question on the Facebook pages of my college-going sons. I asked their friends what they learned in high school that best prepared them for college, and received answers that were carbon copies of Wagner's.

No one dumped on high school—"It's not that I didn't have fine teachers," Andrew Snow e-mailed me—but no one credited AP chemistry with preparing them for college, either. In fact, no one mentioned classes at all. Instead, they wrote that extracurriculars introduced them to new ideas and interests, taught them to study more efficiently, developed their social skills, and exposed them to caring adults. "Coach was a maker of honorable men," wrote Snow.

Justine Mrosak, a first-year medical student at the University of Minnesota, wrote that high school taught her "how to balance my academics with other passions." Basketball and choir took time, she wrote. "But I didn't want to give up doing the things that I loved just to get good grades, so I really learned how to schedule my time, prioritize my activities, and make my studying [as] efficient as possible."

Steven Zuckerman, a pre-law major at the University of Michigan, wrote that "the most valuable thing" he learned was "to challenge my inhibitions by trying new things." That meant playing sports "I had never tried before," joining clubs "about things that I never thought would interest me," and, inevitably, meeting "people with whom I never saw myself connecting." That curiosity has followed him into college, where he has worked on political campaigns, he says.

I'd rise to the defense of Algebra I any day, and I assume any social scientist would, too. But, leadership, adaptability, social skills? Try a couple years on the school newspaper to learn that.

June Kronholz, a contributing editor, spent four years on her high-school newspaper and 30 years at the Wall Street Journal

**STUDENT CLUB/ACTIVITY SURVEY
2015-2016**

To: All Club/Activity Sponsors
From: Student Activity Directors
Re: Club/Activity Survey

Attached you will find a copy of the new Club/Activity Survey for 2016– 2017 school year. (1st Semester)

The survey is intended to be a useful information-gathering tool to help familiarize Student Activities and our school community at large with a recap of all the wonderful things you and your students have done together this year.

We are asking that you take a moment to complete this survey. Be sure to fill out all sections that pertain to your group. Also, attached is a STUDENT ROSTER.

Please return your completed survey by October 14, 2016

Many thanks,

Lucy Frutos/Cindy O'Boyle
Student Activity Office

JS Morton High Schools 2016-2017

Student Activities Survey

Return to Lucy Frutos at West or Cindy O'boyle at East,

Activities Secretary

By: October 14, 2016

Club/Activity Name: _____

Campus: _____

Club Purpose/Description: _____

Sponsor(s):

Head _____ Phone # _____ Room # _____

Assistant _____ Phone # _____ Room # _____

Officers

President _____

Vice President _____

Treasuer _____

Meeting Schedule:

Day of the week _____ Room Number _____

Number of times per week _____ Meeting Times _____

Goals for the year:

- 1.
- 2.
- 3.

Club Membership:

	Male	Female	Total
Freshman	_____	_____	_____
Sophomore	_____	_____	_____
Junior	_____	_____	_____
Senior	_____	_____	_____
Total Membership			_____

Student Roster ~ SEE BACK OF THIS HANDOUT FOR STUDENT ROSTER

Summary of Activities

(Field trips, special events, competitions/results, performances, publication dates, special recognition/honors received, etc.)

Fundraisers Planned:

Date: _____

Type of Fundraiser: _____

Expected

Profit:

Service Projects Planned:

Please list your planned service project

Project Name

Date(s)

of Hours

Reflections of Activities:

We are most proud of:

Our major contribution to JSM was:

We need to do more of:

We need to do less of:

General Comments:

Signed by head sponsor

Date

**Club Sponsor Forms
2016-2017**

Morton High School

Membership List

Club _____ **Campus** _____ **Sponsor** _____

Student Name	Student ID #	Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
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22.		
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25.		
26.		
27.		
28.		
29.		
30.		

Morton High School

Attendance Sheet For

Club_____ **on**_____ **Campus**_____

Date of meeting

Student Name	ID#
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
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30.	

Morton High School

Semester One Events Sheet **Club** _____

Below is a list of events/activities that our organization was involved with.

Event	Date	# of Participants	Comments
<i>Example</i> Lollipop Fundraiser	9/14/1999	8 members sold candy during lunch	Went great. We profited \$202.00. Let's do it again next year but buy more cherry lollipops.

Morton High School

End of Year Final Membership List

Club _____ **Campus** _____

Student name	Student ID #	Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
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28.		
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30.		

Morton High School

Semester Two Events Sheet **CLUB** _____

Below is a list of events/activities that our organization was involved with.

Event	Date	# of Participants	Comments
<u>Example</u> Dance	3/14/2012	All 29 Members	Not enough advertising. A profit of \$32.00. Sell pop and less decorations for next time.

***Please Use Carbon Copy Form found in the principal's office**

**REQUEST OF STUDENT ACTIVITIES FIELD TRIP
J. STERLING MORTON HIGH SCHOOLS**

Club/Organization_____

Campus_____

Date_____

Sponsoring Teacher_____

Nature and Location of Activity_____

Date of Trip _____Departure Time_____Return Time_____

Transportation By_____Cost to Student_____

Description of Costs_____

Number of Students Attending_____

**24 HOURS PRIOR TO THE FIELD TRIP THE SPONSORING TEACHER
SHOULD SUBMIT TO THE DEAN'S OFFICE:**

1. A type written, alphabetized list of students with ID numbers, last name first submitted to the dean of students.
2. Permission slips - the sponsoring teacher must verify that every student participating has turned in a permission slip.

On the day of the activity the sponsoring teacher should meet with the students, take roll and turn in the names of the absentees to the dean's office before leaving.

COMMENTS:

Building Activities Director____Date_____

Principal's Approval: _____Date_____

Director of Student Activities _____Date_____

Job Description And Salary Computation



**J. Sterling Morton High School District 201
HUMAN RESOURCES OFFICE
JOB DESCRIPTION**

CLUB SPONSOR/ADVISOR

QUALIFICATIONS:

1. Possesses valid Illinois Teacher Certification (preferred).
2. Has prior experience as an Advisor (preferred).
3. Demonstrates organizational abilities and skills in interpersonal relations.
4. Such other alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal and Director of Student Activities

JOB GOAL: To supervise and coordinate the activities of the **Sponsored Club** while providing support to each participating student in achieving a higher level of personal skill, an enhanced appreciation for the value of school and community service, and an increased level of self-esteem.

PERFORMANCE RESPONSIBILITIES:

1. Instructional Leadership

- a) Oversees the recruitment of eligible candidates for the **Sponsored Club** in accordance with established criteria and in cooperation with guidance personnel, faculty, and the building principal.
- b) Organizes and conducts meetings.
- c) Oversees the selection of officers.
- d) Attends and oversees meetings of the entire the **Sponsored Club** membership on at least a weekly (or as required for stipend level sought).
- e) Advises officers and members on the conduct of all activities and fundraisers, and oversees these activities and fundraisers including, but not limited to the signing of activity request forms to signify approval, checking all arrangements for building use, chaperones, etc.
- f) Serves as intermediary between the **Sponsored Club** officers and principal in seeking advice, gaining permissions and keeping the lines of communication open.
- g) Submits budget requisitions to the Director of Student Activities minimally 30 days before the order is due
- h) Oversees and accounts for any financial dealings of **Sponsored Club** members including the intake of money from fundraisers, deposits into the Student Activities Fund, check requests, and any contracted services.

2. Student Management

- a) Supervises all students participating in the **Sponsored Club** at all authorized activities and oversees penalties for violation of such standards as stipulated in the **Sponsored Club** rules, Board policy and school procedures.

- b) Maintains necessary the **Sponsored Club** roster, attendance forms, eligibility records and similar paperwork and provides information to the principal as requested.

3. Professional Development

- a) Participates in continuous study and research and/or attends relevant conferences and/or workshops to maintain and/or enhance professional competence in accordance with district guidelines and budget allocations.

4. School and Community Relations

- a) Cooperates and shares professionally with other members of the staff.
- b) Strives to establish cooperative relations and makes a reasonable effort to communicate with parents and community residents as appropriate.
- c) Promotes awareness about the **Sponsored Club** through communications with the principal and other relevant audiences.
- d) Participates in Activity Fair, Open House, Homecoming Parade, Triple A Showcase, and any other function designed to showcase the value of the **Sponsored Club** to the school community.

5. Other Assigned Duties

- a) Performs other appropriate tasks and assumes such other responsibilities in connection with the advisorship as assigned by the Principal and/or Superintendent.

6. Evaluation of Performance

- a) Performance is evaluated annually.

TERMS OF EMPLOYMENT: Stipend salary established by the Board of Education in accordance with the Agreement between J.S. Morton HSD 201 and the Morton Council Union, American Federation of Teachers - Local #571.

J. STERLING MORTON HIGH SCHOOL DISTRICT 201
5041 WEST 31ST STREET, CICERO, ILLINOIS 60804
PHONE: 708-780-2800 FAX: 708-222-3089

EXTRACURRICULAR ACTIVITY COMPENSATION AND REPORTING

It is the intent of J. S. Morton HSD 201 to provide students with instruction and supervision from fully qualified sponsors in all extracurricular activities. The stipend/compensation for activities is determined by multiplying the BA, Step 1 salary amount on the teacher salary schedule by the number corresponding to the appropriate stipend category and step as identified by the chart below.

	F	G	H
1	0.0150	0.010	0.0075
2	0.0150	0.010	0.0075
3	0.0150	0.010	0.0075
4	0.0188	0.013	0.0090
5	0.0188	0.013	0.0090
6	0.0188	0.013	0.0090
7	0.0188	0.013	0.0090
8	0.0200	0.014	0.0100
9	0.0200	0.014	0.0100
10	0.0220	0.016	0.0110
11	0.0220	0.016	0.0110
12	0.0255	0.017	0.0128

The stipend category is determined by the estimated number of student contact hours each semester:

Category F 100 + student contact hours
Category G 75 – 100 student contact hours
Category H 40 – 74 student contact hours

The stipend step is determined by the years of experience serving as a club sponsor.

The table below identifies what category each of the currently offered activity clubs falls into:

Social/Emotional And Wellness	Category	Causes	Category	Artistic/Cultural	Category	Educational	Category
Adventure Club	F	Service/TAG	G	Improv	H	Mathletes	F
Bowling	F	GLASS/MEGASA	G	Theatre/Drama	H	National Honors Society	F
Rugby	F	Ecology	G	Otaku/Anime	H	Cyberservice	F
Dance/X-POSURE	F	Bilingual Student Advocacy	G	Cultural Diversity	H	Junior Statesman	F
SAALT	F	Business/Entrepreneurship	G	Global Language	H	Literacy	F
PBIS/CARE	F			Fine Arts	H	Scholastic Bowl	F
Intramural	F			Photography	H	Class Cabinet	F
Homecoming Coordinator	F			Videography	H	Student Council/MSGA	F*
Snowball	F			Poetry	H	Auto	F
				Music	H		
				Assembly Coordinator	H		
				Senior Awards Coordinator	H		

***Student council advisors'** stipend may be weighted at 1.5 x the category F with the approval of both the assistant principal and the director of student activities.

Each semester the **sponsors** of **club activities** shall complete the club or activity semester report. The semester report will allow for the Director of Student Activities to communicate the impact of co-curricular clubs and activities to the Board of Education each January and June. The Club/Activity Report Form will be used to complete the report each semester.

CLUB/ACTIVITY REPORT FORM

Contact Lucy Frutos at West ext. 3511 or Cindy Oboyle at East ext. 2514
if any questions.

Deadline: Semester 1 Thursday, December 2, 2016

Semester 2 Thursday May 5, 2017

******This form will be emailed to you prior to the due date******

Directions: This form must be completed each November and May and submitted to the individual in charge of Student Activities. Please keep a copy for your records.

Name: _____ **Club Name:** _____ **Years as a Club**
Sponsor _____

Summary of Activities

Field trips, special events, competitions/results, performances, publication dates, special recognition/honors received, etc.)

Fundraisers Results:

Date: _____

Type of Fundraiser: _____

Profit: _____

Service Projects Completed:

Please list your planned service project

<i>Project Name</i>	<i>Date(s)</i>	<i># of Hours</i>
---------------------	----------------	-------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

Semester Reflections:

We are most proud of:

Our major contribution to JSM was:

We need to do more of:

We need to do less of:

Club Sponsor Activity Log

Name _____

Club Name_____

Check one

- ☐ **Morton East**
- ☐ **Morton Freshman Center**
- ☐ **Morton West**

Directions: Individuals sponsoring clubs should use this log sheet to track their contact hours with students outside of the school day. We will use this tracking sheet to for at the year end Student Activity Committee Meeting to finalize the lane that each club falls into. This log sheet is very important.

[illegible]