

NATIONAL ELEMENTARY HONOR SOCIETY

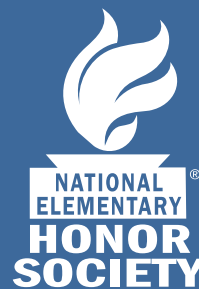


HANDBOOK 4TH EDITION



NEHS is a program of NASSP in partnership with the NAESP Foundation

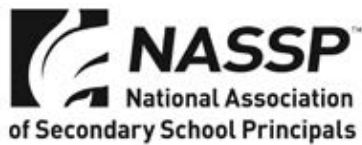
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FOREWORD

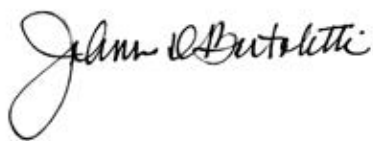
From the Executive Directors of the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP)

The creation of the National Elementary Honor Society in 2008 is the fulfillment of a vision of the leadership of NASSP and NAESP, bringing to life a new program to recognize outstanding students in the elementary grades. Since 1921, NASSP has provided recognition at the secondary level through chapters of the National Honor Society and National Junior Honor Society. NAESP also has a long history of supporting student leadership development and promoting student involvement through the American Student Council Association and other programs focusing on elementary students.

Now, through NEHS, our two associations are providing an opportunity for students in grades 4, 5, and 6 to earn recognition for their academic excellence and to benefit from participation in activities designed to improve the lives of all of their peers at school. With an NEHS chapter in place, the school can look forward to an enhanced culture of achievement as the core values of scholarship, responsibility, service, and leadership are emphasized.

But NEHS is more than an honor roll for the school; it is designed to provide age-appropriate experiences and relevant lessons for its members. Through NEHS chapter activities that involve members in service to their school and community and the leadership development activities that introduce them to new skills and values, members maintain and extend the qualities that earned them selection. Thus, NEHS membership influences the development of the whole child and brings both an honor and a commitment to excellence to each student.

The procedures, requirements, regulations, and suggestions outlined in this handbook provide guidance for principals, chapter advisers, and faculty members as they guide students in the development of desirable personal qualities. To the extent that principals, advisers, teachers, and student members fulfill their respective roles enthusiastically, the society will grow and thrive for the benefit of its members, their schools and communities, and ultimately our nation.



JoAnn D. Bartoletti
Executive Director, NASSP



L. Earl Franks
Executive Director, NAESP

PREFACE

The National Elementary Honor Society was established in 2008 with two primary purposes: to recognize students who have achieved academic excellence and demonstrated responsibility within and outside the classroom, and to engage those students, through the work of the chapter, in service and leadership development activities. Along with National Junior Honor Society and National Honor Society, National Elementary Honor Society (NEHS) provides K–12 schools a national recognition program as a means of cultivating leadership and honor achievement.

But no organization in a school can exist without a professional educator at the helm—an adviser who is dedicated to stewarding the unique needs of the membership and someone who believes in the value of the NEHS program. Each NEHS chapter adviser has been selected by their principal to fulfill the obligation of providing a significant new experience for student members. To assist each adviser in these efforts, the national office has created a variety of resources, starting with this publication.

This *NEHS National Handbook* is the essential and official guide for all NEHS advisers. The NEHS National Constitution, found in Chapter 1, outlines the fundamental guidelines for all chapters. It is followed by explanations of policy and procedures based on experiences and precedents in the area of student activities from NASSP and NAESP. Some text explains specific policy requirements; other text offers suggestions and recommendations where options are available. In addition, this book is designed to provide resources and answer commonly asked questions, all provided to help you manage your NEHS chapter and its activities. Read this book, use it as a guide, and review it each year as your chapter grows.

NASSP and NAESP believe that the National Elementary Honor Society will make a positive difference in the lives of students and in the spirit of the school and the community. We commend the principals and advisers in our member schools for their commitment to recognize outstanding student achievement and to involve young people in meaningful experiences. Finally, we thank you for your commitment as professional educators to serving youth through the sponsorship of a chapter of the National Elementary Honor Society.



Nara Lee
Director, National Honor Societies

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Welcome From The National Office

Since 2008, the National Elementary Honor Society (NEHS) has been working with advisers and principals to recognize students who demonstrate and are committed to the values of scholarship, responsibility, service, and leadership in school settings.

This handbook, along with our online Adviser Resource Center and National Customer Care Center, serves to provide advisers and school leaders with comprehensive guidance and support for chapter management.

The National Association of Secondary School Principals, as the parent organization of NEHS, believes it has a professional responsibility and ethical duty to support Honor Society students and an obligation to assist the teachers who serve as advisers. Furthermore, the association takes seriously its duty to support the principals and advisers of NEHS chapter schools.

Advisers, along with the student members who are inducted annually, are the heart of NEHS.

I thank you sincerely for your commitment to lifting up students in your community through NEHS and for helping us continue the legacy of scholarship, responsibility, service, and leadership into the next century.



Nara Lee
Director, National Honor Societies

Chapter 1

NEHS National Constitution

The text below contains the NEHS National Constitution under which all NEHS chapters operate.

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NEHS is a program of the National Association of Secondary School Principals in partnership with the National Association of Elementary School Principals Foundation.

ARTICLE 1: Name and Purpose

Section 1. The name of this organization shall be the National Elementary Honor Society (NEHS).

Section 2. The purpose of this organization shall be to recognize students for their outstanding academic achievement and demonstrated personal responsibility, to provide service to the school and community, and to develop leadership skills in the students of elementary schools.

Section 3. NEHS is a program of the National Association of Secondary School Principals (NASSP) in partnership with the National Association of Elementary School Principals (NAESP) Foundation. NASSP administers the organization from its headquarters.

Article 2: The NASSP Student Leadership Advisory Committee

Section 1. The control of this organization shall be vested in the NASSP Board of Directors.

Section 2. There shall be a national advisory committee to advise the NASSP staff and board of directors regarding NEHS and its policies and procedures.

Section 3. The Student Leadership Advisory Committee shall consist of 14 members appointed by the NASSP Board of Directors as follows:

- Six high school student members (three NHS, three NatStuCo member schools)

- Two middle level student members (one representing the school of the middle level adviser-at-large and one from the NJHS principal-at-large)
- Two high school advisers-at-large (one NHS, one NatStuCo member school)
- One middle level adviser-at-large (one NJHS or one middle level NatStuCo member school)
- Three practicing principals-at-large (NASSP members: one NHS school, one NJHS school, one NatStuCo school)
- The executive director of NASSP shall be an ex officio member of the Student Leadership Advisory Committee.

Section 4. Members shall be appointed for a term of no more than two years.

ARTICLE 3: Local Chapters

Section 1. Any public or nonpublic school enrolling students in grades 4, 5, or 6 is eligible to establish an NEHS chapter. Each school shall have its own chapter.

Section 2. Each school with an approved chapter shall pay an annual affiliation fee as approved by the NASSP Board of Directors.

Section 3. Duly chartered local chapters shall operate using policies that fully conform to the NEHS National Constitution. Failure to do so may result in the loss of the charter.

ARTICLE 4: Principal

Section 1. The principal shall reserve the right to approve all activities and decisions of the chapter.

Section 2. The principal shall annually appoint a member of the faculty as chapter adviser, who may serve consecutive terms. (*Note: Multiple advisers can be appointed.*)

Section 3. The principal shall annually appoint a faculty council composed of at least two (2) members of the school's faculty who may serve consecutive terms.

Section 4. The principal shall receive appeals in cases of nonselection of candidates, the discipline or dismissal of members, and other questions arising concerning the management of the chapter at the school.

ARTICLE 5: Chapter Adviser

Section 1. The chapter adviser shall be a member of the faculty, appointed annually by the principal, and may serve consecutive terms. (*Notes:* No principal or assistant principal may serve as the chapter adviser. Multiple advisers can be appointed to manage the chapter. However in such cases, one adviser shall be designated as the primary adviser of record for managing the chapter's account online.)

Section 2. The chapter adviser shall be responsible for the direct, ongoing administration and supervision of the chapter, its members, and activities, and act as liaison with the faculty, administration, students, and community.

Section 3. The chapter adviser shall maintain records on membership, chapter history, activities, and financial transactions.

Section 4. The chapter adviser shall regularly review each member for compliance with the standards and obligations of the chapter.

Section 5. The chapter adviser shall assist the chapter officers to understand and carry out their duties.

Section 6. The chapter adviser shall be a member and facilitate all meetings of the faculty council.

Section 7. The chapter adviser shall complete an annual survey for the NEHS/NASSP national office.

ARTICLE 6: Faculty Council

Section 1. The faculty council shall consist of the chapter adviser and at least two (2) voting faculty members appointed annually by the principal. (*Note:* No principal or assistant principal may be included on the faculty council.)

Section 2. The term for the faculty council shall be one year. Members may be appointed to consecutive terms.

Section 3. The faculty council shall meet at least

once a year to review the procedures of the chapter, select members, and consider other disciplinary or chapter management actions.

Section 4. The faculty council will develop and revise, when necessary, all chapter procedures for selection, discipline, and dismissal of members, all of which must remain in compliance with all national policies.

Section 5: The chapter adviser will facilitate all meetings of the faculty council.

ARTICLE 7: Student Membership

Section 1. Membership in a local chapter is an honor bestowed upon a student. Selection for membership is by a faculty council and is based on outstanding scholarship and responsibility. Once selected, members have the responsibility to continue to demonstrate these qualities and to participate in chapter activities to build experience and improve skills in leadership and service.

Section 2. Membership shall be known as active and honorary. Students become active members when selected and inducted into the chapter (see Article 8).

Section 3. Members of the faculty council shall support the school leader in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for and encouraged to be an active and responsible member of the school community. As such, the faculty council shall reserve the right to award honorary membership to students who warrant special consideration—including those who receive accommodations for a disability or foreign exchange students—in recognition of achievement and/or outstanding service rendered to the school in keeping with the purposes of the National Elementary Honor Society. The faculty council might also award honorary membership to school officials, principals, teachers, NEHS advisers, or other adults. Honorary membership grants to the recipient all of the privileges of membership without the obligations associated with active member status. (See Chapter 3 of the *NEHS Handbook* for additional information.)

Section 4. Dues. The annual individual member dues paid to a chapter, if any, shall not exceed \$20 per member per year. The exact amount shall be determined by the faculty council of the chapter and shall be subject to the approval of the principal. (*Note:*

Local chapter member dues are an optional consideration. All chapters are encouraged to take into consideration both local school system policies and the socioeconomic conditions of the student body when considering the creation of individual member dues.)

Section 5. Obligations. Chapter members and their parents will be informed of the obligations of members of the local NEHS chapter before and upon their induction. Members are expected to fulfill all designated obligations which can include, but are not limited to, the following: attending meetings, participating in chapter projects and activities, serving on committees, etc. Failure to fulfill all membership obligations can be grounds for disciplinary actions by the faculty council against an individual member (see Article 9).

Section 6. Transferring membership. Any NEHS member who transfers to another school with an NEHS chapter and brings a letter from the principal or chapter adviser to the new school adviser shall be accepted automatically as a member in the new school's NEHS chapter. Transfer members will work to meet the chapter standards at the new school within one semester in order to retain membership.

ARTICLE 8: Selection of Members

Section 1. Candidacy.

a. Grade Level. To be eligible for membership, the candidate must be a member of those grade levels (grades 4, 5, and 6) designated as eligible in the chapter bylaws. (Note: Local chapters can reduce the number of eligible grade levels to be grades 5 and 6 or grade 6 only when creating their local selection guidelines. Refer to Chapter 3 for details.)

b. Enrollment. Candidates must have been enrolled at the school the equivalent of one semester. (Note: Some candidates may be considered to be ineligible for candidacy because of this semester eligibility policy. Many students, including students of military parents, are required to move with parents or guardians who have transferred in their work. In such cases, the present school principal should seek a recommendation from the previous school principal or other school representative regarding the candidate's eligibility. On the basis of the recommendation of the previous

principal, the faculty council may waive the semester regulation.)

c. Scholarship. Candidates must meet or exceed the national minimum standard for scholarship (i.e., academic performance), which is a cumulative scholastic average of at least 85 percent, B, or 3.0 (on a 4.0 scale) or the equivalent standard of excellence. (Note: In order to reflect higher expectations and standards of excellence for students, local chapters may raise the cumulative GPA standard above the national minimum, apply it fairly and consistently, and include this standard in their locally published selection procedures.)

d. Candidates who meet the three conditions above (a., b., and c.) shall be evaluated by the faculty council on demonstrated aspects of their personal responsibility as outlined by the chapter. To assist in this step, additional input shall be requested from candidates in the form of an information sheet (also known as a Candidate's Form), or obtained as professional input from the faculty, or as recommendations from members of the community.

Section 2. Following review of all relevant information by the faculty council, the selection of each member to the chapter shall be by a majority vote of the faculty council. (Note: Refer to Chapter 3 for clarification on these voting procedures.)

Section 3. Candidates selected for membership shall be notified of their selection and inducted at a special ceremony. Candidates who are not selected shall also be notified and, upon request, provided counsel regarding their nonselection. (Note: Students who are candidates but not selected can be considered again in future rounds of selections presuming that all of the required conditions are still being met.)

Section 4. A description of the selection procedure shall be published in an official school publication that is widely available in a timely fashion to all students and parents of the school. The selection procedure shall be determined by the faculty council, approved by the principal, and shall be consistent with all rules and regulations of NEHS.

Section 5. Neither NASSP nor NAESP shall review the judgment of the faculty council regarding selection of individual members to local chapters.

ARTICLE 9: Disciplinary Actions*

Section 1. The faculty council, in compliance with the rules and regulations of the National Elementary Honor Society, shall delineate the procedures for the discipline of a member of the chapter. A written description of the dismissal procedure shall be available to interested parties. (*Note:* Faculty councils may always consider disciplinary actions that are less severe than dismissal if circumstances warrant.)

Section 2. Members who fall below the standards that were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency. In the case of flagrant violation of school rules or the law, a member does not have to be warned.

Section 3. The faculty council shall determine when an individual member has exceeded a reasonable number of warnings.

Section 4. In all cases of pending dismissal (i.e., permanent removal from membership in the chapter), a member shall have a right to a hearing before the faculty council. (*Note:* This hearing is required and is considered “due process” for all members when first being considered for dismissal.)

Section 5. For purposes of dismissal, a majority vote of the faculty council is required following the completion of the hearing with the member in question (as noted in Section 4).

Section 6. A member who has been dismissed may appeal the decision of the faculty council to the principal and thereafter under the same rules for disciplinary appeals as found in the school district.

Section 7. NASSP and NAESP shall hear no appeals in dismissal cases.

Section 8. Members who resign or are dismissed can be reconsidered for membership upon written request to the chapter adviser. (*Note:* See Chapter 6 for additional guidance in handling resignation or dismissal reconsideration requests.)

* Individual chapters are encouraged to promote an inclusive approach to membership and to consider age-appropriate, positive disciplinary measures for members rather than resorting to the removal of students from membership. Suspension of a member’s ability to participate in chapter activities for six weeks, a quarter, or a semester can be considered as reasonable options for lesser offenses. Should it become necessary to consider a member’s dismissal, the provisions of this entire article constitute the due process required for all cases.

ARTICLE 10: Chapter Officers

Section 1. The officers of the chapter, their duties, and the method of their election shall be determined by the chapter, approved by the faculty council and the principal, and described in the chapter bylaws (see Article 14).

Section 2. Officers of the chapter and the chapter adviser shall be known collectively as the executive committee of the chapter.

Section 3. The executive committee shall have general supervision of the affairs of the chapter between its business meetings, make recommendations to the chapter, and determine and perform such other duties as are specified in the chapter bylaws. All actions and recommendations of the executive committee shall be subject to the review of the chapter membership and faculty council.

ARTICLE 11: Chapter Activities

Section 1. Meetings. Each chapter shall have regular meetings during the school year at times designated by the executive committee and in accordance with school policy and regulations.

- a. The regularity of the meetings (e.g., weekly, monthly, quarterly) shall be designated in the chapter bylaws.
- b. The chapter president or other designated student leader may call special meetings as approved by the executive committee.
- c. Chapters shall conduct meetings according to *Robert’s Rules of Order, Newly Revised* or other established meeting management system in all points not expressly provided for in the NEHS National Constitution or the chapter bylaws. (*Note:* See Meeting Management Resources in Chapter 5.)

Section 2. Projects. Each chapter shall determine one or more projects for each quarter of the school year. A minimum of four (4) projects per year is required to maintain an active chapter. Of these, a minimum of one (1) project shall be designated as a service project for the school or community. (*Note:* To facilitate completion of this important chapter obligation, some projects can be completed during regular meetings of the chapter.)

- a. All members shall regularly participate in projects planned for the chapter.

b. These projects shall have the following characteristics: fulfill a need within the chapter, school, or community; have the support of the administration and the faculty; be appropriate and educationally defensible; and be age-appropriate, well planned, organized, and implemented.

Section 3. Public Relations. Each chapter shall promote and publicize its activities in a positive manner.

ARTICLE 12: Official Emblem*

Section 1. This organization shall have an official emblem.

Section 2. The form and distribution of the emblem and the rules for its use shall be under the exclusive control of the national office of NEHS.

Section 3. Each active or honorary member in good standing with the chapter shall retain the privilege of wearing this emblem. (*Note: "Good standing" refers generally to maintaining the standards by which a member was selected, and, in addition, fulfilling all chapter obligations.*)

Section 4. Any member who resigns or is dismissed shall return the emblem to the chapter adviser.

Section 5. All emblems and insignia must be procured from the national office of the National Elementary Honor Society, 1904 Association Drive, Reston, VA, 20191.

*See Chapter 4 for official guidelines for the proper use of the NEHS name and emblem.

ARTICLE 13: Colors

The official colors of the National Elementary Honor Society shall be blue and bronze. Local chapters may also adapt their school colors for use in all chapter activities.

ARTICLE 14: Local Chapter Bylaws*

Section 1. Each chapter shall write bylaws to amplify sections of the NEHS National Constitution and to clarify operating procedures of the chapter. Chapter bylaws do not need the approval of the national office but must be consistent with the NEHS National Constitution.

Section 2. The chapter bylaws shall contain information concerning the election and duties of officers, the schedule of meetings, member obligations, dues, chapter activities, and the like. (See Chapter 2 for more information.)

*Chapters needing assistance in the creation of their local chapter bylaws should first review the handout found at www.nehs.org/bylaws.

ARTICLE: 15 Amendments

The NEHS National Constitution may be amended at any meeting of the NASSP Board of Directors. Changes made to the NEHS National Constitution will be communicated to all local chapters within ninety (90) days of being approved by the NASSP Board.

* * * * *

Additional copies of the NEHS National Constitution can be downloaded from www.nehs.org/constitution.

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Chapter 2

Chapter Organization

Establishing an NEHS Chapter for Your School

Getting Started

Once your chapter is approved, the principal must appoint the NEHS adviser and members of the faculty council. Together, they should undertake the task of creating the following local policies and procedures for the chapter:

- Selection procedures. This procedure must be published and made available for review by students, parents, and staff as stated in the national policies. The recommended selection procedure is found in Chapter 3.
- Chapter bylaws. All chapters must develop local bylaws (operating procedures and guidelines for the chapter). While the formal responsibility for these is assigned to the chapter's faculty council, it is recommended that student members be involved in the formation or revision of local chapter bylaws following the first year of operation. Most importantly, bylaws should refer to all *obligations of membership* including participation in the activities of the chapter, such as induction, service, and leadership development activities. Sample bylaws are provided in this handbook and in the Adviser Resource Center (see www.nehs.org/bylaws.) Adviser login is required.

With the development of these essential documents, the chapter is ready to consider the role(s) the new NEHS chapter will play on campus. Noting that the chapter is designed to recognize outstanding students for their achievements, but also to involve them in meaningful activities throughout the year, attention should be given to identifying any local needs to be fulfilled (at school or in the community) or other opportunities for involving this new group of outstanding

students. Existing activity obligations for students and staff should be considered when developing this plan. More information about these additional aspects of running your chapter will be provided in sections of this handbook and online in the Adviser Resource Center (see www.nehs.org/arc).

Key Contacts

There are three essential contacts that each adviser should establish when forming or assuming responsibility for an Honor Society chapter on campus.

The Principal

The principal has the following essential responsibilities with your chapter:

- Pays the annual affiliation fee.
- Appoints the chapter adviser and the faculty council.
- Is consulted for general schedule considerations, including scheduling of the selection process and induction ceremony.
- Sets priorities for the style of recognition. What type of recognition (pins, certificates, etc.) will the chapter provide to members at induction?
- Determines funding for the chapter. How will chapter activities, including recognition, be financed? School budget allocation? Chapter dues? (Maximum allowed: \$20 per member per year) Fundraising activities?
- Is familiar with the information about the principal's authority regarding Honor Society activities as found in the NEHS National Constitution and handbook, and in all school or school district or state guidelines or policies that affect NEHS.

The Faculty Council

Faculty council members should discuss the methods

for and importance of maintaining a strong reputation for the chapter and its procedures. Chapter advisers should share with them the following information:

- Contact information/phone numbers/room assignment, etc., for all faculty council members
- Schedule of meetings (minimum of one per year)
- Their duties, including the following:
 - Selection procedures for membership
 - Discipline and dismissal of members
 - Bylaws development approval
 - Support of chapter projects and activities
 - Other duties/activities

Chapter Members and Officers

Officer duties, member obligations, and committee structure (and responsibilities) should be identified in the chapter bylaws.

Chapter Name

Many chapters create a special name for their chapter to be used in lieu of the school name when referring to their chapter. A common consideration is to incorporate the school's mascot into the chapter name. In addition, chapter names can be established to honor a famous individual from the school (student or teacher), the first chapter adviser or principal, or someone who influenced the development of the chapter in some important way. If a special name is selected, the reasons behind the selection of this special name should be incorporated into the annual induction ceremony as a way to establish and preserve an important segment of chapter history. To avoid creating an impression that NEHS is similar to a social fraternity or sorority commonly found on college campuses, the use of Greek names is prohibited for chapter names.

Member Dues

Chapters are not required to charge dues for their members. If the chapter does elect to charge dues, it is important to maintain accurate records of how the dues are used and to keep those records in the chapter files, making them available upon request. Many local school systems have specific guidelines regarding the collection, deposit, and use of monies. Advisers should consult with the school bookkeeper or principal for guidance in this area of financial responsibility.

If a dues system is created for members, chapters determine and specify in their local bylaws the amount of local chapter dues for their members. Dues are not to exceed \$20 per year per member. Chapters are encouraged to exempt students who are eligible for the National School Lunch Program. Membership should not be denied because of a student's inability to pay dues. As an obligation of membership, dues cannot be collected until after induction and not used as a stipulation for induction.

Obligations to the National Office

NEHS chapters have three main annual obligations:

Annual Affiliation

In the spring, the national office will send a renewal notice and invoice to the school principal to renew the chapter's affiliation. Notices of this mailing will appear in *NEHS News* and adviser emails. The notice will request three things and all may be completed online by the primary chapter adviser:

- Verification of the correct school name and address.
- Verification of the name of the designated chapter adviser, with email contact information. While many chapters operate with more than one adviser, the national affiliation requires the submission of a single adviser name as the official contact for all chapter mailings during the year.
- Payment of the annual affiliation fee, as identified on the annual invoice. All chapters are requested to submit their completed renewal form and payment by June 30 to ensure that the adviser name is entered in time for the back-to-school mailing that includes the first of four quarterly newsletters for the year and the annual *Adviser Resource Guide*, a catalog of insignia and publications. (Note: All official invoices for your chapter's annual affiliation with NEHS, including reminder notices, will bear the official logo of the organization and include a Reston, VA, return address.)

Annual Year-End Report

This year-end report includes questions about the chapter, its members, and the chapter's major projects and activities for the year. Chapters are asked to complete the year-end report by June 30 each year.

Support the Purposes of NEHS

To see that your chapter stays informed about NEHS and fulfills obligations outlined in the NEHS National Constitution, we encourage each chapter adviser to:

- Annually review and evaluate your chapter activities, policies, and procedures to ensure full compliance with all national, state, and local guidelines; include the principal in these sessions in order to incorporate any new school system policies
- Maintain strong and effective communication links with all chapter members, officers, faculty council members, parents, and other relevant people
- Read *NEHS News* and emails when they arrive to stay informed and glean ideas for chapter activity

Public Relations for a New Chapter

Your chapter should promote itself and its purposes to the public to generate support for its activities. All NEHS chapters are encouraged to build strong relations with the many publics that they serve—whether at school or in the community. Chapter 6 includes a sample press release for disseminating when starting your NEHS chapter. Share it with your principal and your district communications office and follow any protocols your district may have in place for outreach to local media.

When informing the media about the creation of your chapter, consider also sending messages to:

Students

To help students at your school learn about NEHS, see that your organization is included in the student handbook and that the name of your chapter becomes well known as you conduct activities throughout the year. Use the NEHS logo (electronic versions can be found at www.nehs.org/logo) to help promote your chapter. Good PR helps introduce your chapter members as positive role models for other students, particularly those in the earliest grades.

Faculty and Staff

Because you will be relying on your colleagues to support the chapter and build the strong reputation of your members, keep the faculty and staff well informed. Your principal can begin this effort by acknowledging the creation of your chapter and

publicly recognizing the adviser and faculty council members who will be organizing and managing all future chapter activities. One suggestion is to have your chapter send personal invitations to your annual induction ceremony. Consider also sponsoring or supporting teacher appreciation projects at various times during the year.

Parents

As every educator knows, the successes of many students are due to the love and support they receive from home. The same holds true for your NEHS members. Their success as members of the chapter depends in large part on the support of their parents. Cultivate this relationship throughout the year by keeping parents and guardians up to date about obligations and activities of the chapter. Know who the PTA officers are and how they communicate during the year. Learn the schedule for your school's communications to parents and include news about your chapter and its activities (particularly the selection process schedule for the year). Ask to create a section for NEHS on your school's website.

Community

Most people in your community want to hear about the successes of your chapter and will join in acknowledging your members' accomplishments. But they can't celebrate what they don't know. Check with your principal about your district's guidelines or requirements for outreach to local media. There may be a district public relations specialist who can help you in your efforts to reach the broader community with news about your NEHS chapter.

Additional information to help you and your principal publicize your chapter can be found in Chapter 6 and online at www.nehs.org/pr.

Governing Documents and Chapter Records

Each chapter is governed by two essential documents: the NEHS National Constitution and the local chapter bylaws. The first should be studied and used as the foundation for all chapter activities and policies. The second needs to be written and put in place.

Note on terminology: The national office uses the term *NEHS National Constitution* to refer to the set of national policies for all NEHS chapters, reserving the expressions *local bylaws* and *chapter bylaws* for the operating procedures adopted by the local chapter. (For a glossary of all NEHS terminology, visit www.nehs.org/glossary. It is available in the online Adviser Resource Center.)

NEHS National Constitution

The NEHS National Constitution has been developed as the overall governing document and the primary source for policy information for all NEHS chapters. This handbook expands on these national policies. This document is provided in Chapter 1 and at www.nehs.org/constitution. The obligation to adopt and follow the NEHS National Constitution is outlined on the application signed by every school.

Local Chapter Bylaws

Article 14 of the NEHS National Constitution requires local chapters to develop and adopt bylaws to establish local procedures. Bylaws, by definition, are a written set of rules for a group. Chapter bylaws define the limits of authority for the organization and give a sense of both order and purpose. These bylaws should specify guidelines on such topics as the schedule of meetings; member obligations regarding meeting attendance, participation in projects, etc.; information on chapter officers (which positions are required, what their duties are, how they are elected); dues requirements; a description of projects for the year; and other chapter procedures.

While the local bylaws are not approved by the national office, they must be consistent with the NEHS National Constitution, NEHS Handbook, and the policies established for all chapters. Bylaws should be reviewed at least once every five years and updated to stay vital and meaningful.

Creating Chapter Bylaws

Gather resources

- Sample bylaws from the Adviser Resource Center (see www.nehs.org/bylaws)
- Relevant school policies, handbooks, codes of conduct, etc.
- Sample bylaws from other organizations on campus (e.g., student council, clubs)—helpful for general comparative purposes

Writing the Bylaws

The initial draft of the bylaws may be written by the adviser and faculty council with final approval by the school principal. Advisers may send a draft to the national office for review prior to adopting the document.

Following the induction of the chapter's first members, the bylaws should be reviewed with the members. Following this review, the members can vote to formally adopt the bylaws as chapter policy. Bylaws should also be made available to parents.

Bylaws should be reviewed regularly to ensure that they are accurate and up to date. File a final version of the approved text in school files.

Amending the Bylaws

Once the bylaws have been accepted by a vote of the chapter and approved by the faculty council and the administration, they become the “law” or guiding principles of the chapter.

When it becomes necessary to consider changing your bylaws, turn first to the existing text. Every set of bylaws should include a description of the procedures for amending the articles.

After changes have been proposed and a draft has been prepared, the members of the chapter should be informed and given copies so that they can review and discuss the issues before they come to a final vote. Proposed amendments or revisions most commonly require a two-thirds vote of the chapter for adoption. Note: Sections dealing with revisions to the procedures for selection and discipline of members can be changed only by the faculty council; input from the chapter members is allowed and encouraged.

Some good reasons for amending bylaws are:

- Statements no longer suit the chapter or school situation.

- Bylaws are arranged so poorly that essential information is hard to find. (This situation sometimes occurs when an old document has been added to and amended over a period of years.)
- Bylaws include elements that have caused long-standing disagreement or have been regularly misinterpreted or misunderstood by chapter members, staff, parents, etc.
- Bylaws are found to violate individual rights or local/state policies.
- Bylaws prevent the chapter from adapting to change.

It is important that each time the bylaws are reviewed or changed, the date of approval is included on the new document. Old, outdated copies should be destroyed, except for one copy kept on file for historical purposes.

Other Chapter Records

Each chapter should have on file and available for review the following:

- The *NEHS Handbook* including the NEHS National Constitution
- Local selection procedure description, including all forms used in the selection process and lists of member obligations once determined
- Chapter bylaws
- Chapter membership lists (both present and past)
- Policies and procedures relating to the discipline of members

In addition, it is recommended that chapter files also contain the following:

- A history of the chapter (founding date, explanation of the chapter name if any, names of advisers and the years they served, etc.)
- Induction ceremony script and a copy of the printed program used each year
- Service project records detailing projects undertaken by the chapter
- A copy of the most recent national catalog of insignia, publications, and supplies for the chapter
- Copies of *NEHS News* for reference.

To help develop the chapter filing system, please consider using the following list of topics for your files:

- Adviser duties/job description
- Affiliation with the national office
- Attendance policies/charts
- Bylaws
- Calendar
- Chapter goals
- Discipline policies
- Dismissal procedures
- Faculty council duties/job description
- Fundraising projects and policies
- Induction ceremonies/scripts
- Meeting agendas
- Member responsibilities and obligations
- Mentoring guidelines
- NASSP national office contact information
- NEHS National Constitution
- Neighboring chapter contact information
- Officer job descriptions
- Principal: Reports for
- Projects: Leadership development
- Projects: Responsibility
- Projects: Scholarship promotion
- Projects: Service and service-learning
- Selection procedures

Leadership

Any new program at your school will be more likely to succeed with engaged leadership and ongoing support from key staff members. The educators assigned to work with and support the activities of your NEHS chapter will serve as essential guides for the outstanding students who participate.

The Principal

As the central administrative and instructional leader of the school, the principal sets the tone for all educational activities by establishing meaningful goals for the staff and students. By sharing with the school community how NEHS fits into the school's current

goals, the administrator will help establish a relevant place for NEHS in the life of the school.

In addition, the principal is asked to share the purposes of NEHS with students, staff, and parents as the new program is announced. These purposes are identified in Article 1 of the NEHS National Constitution.

Article 4 of the NEHS National Constitution also outlines several important functions for the administrator to fulfill on an annual basis.

The principal's support of the adviser, faculty council, and ultimately of the chapter and its membership is vital in promoting the initial development and later the ongoing work of any NEHS chapter.

Role of the Principal with the Faculty Council

The constitution states that "no principal or assistant principal may be included on the faculty council," indicating that the administrator does not serve as a member of the group that selects or disciplines members. This prohibition extends to the principal sitting in on the meetings of the faculty council during selection or disciplinary proceedings because:

- Nowhere in the description of the duties of the principal or in the explanation of the membership of the faculty council is there reference to having the principal as a member of that body.
- The principal serves as the primary authority for appeals of nonselection or dismissal.
- The principal has entrusted the adviser and members of the faculty council with the authority over selection and discipline.

How can a principal provide direction and instruction to the faculty council if they cannot attend the meetings? It is suggested that the principal provide such guidance at least once a year in a private meeting with the adviser and members of the faculty council. Through such meetings, possibly involving a review of the previous year's events, the professional standards of the local chapter can be reinforced in a manner that supports the integrity of the members of the faculty council.

The Chapter Adviser

In selecting a member of the faculty to serve as the chapter adviser, the principal identifies a staff member who not only has faith in the abilities of young people,

but one who is willing to spend time with students to further develop their potential. In addition, as the primary contact for all activities of the new chapter, the adviser needs to become familiar with the national guidelines and work with the faculty council to develop and later maintain the structure and calendar of the chapter. (See Article 5 of the NEHS National Constitution for specific duties.)

The chapter adviser, particularly in the first years of operation of the new NEHS chapter, should confer regularly with the principal to keep the administration informed and up to date on all chapter activities. With the support and resources of the national office at hand, the hope is that the adviser will value a long-term commitment to providing leadership for the NEHS chapter.

Role of the Chapter Adviser in the Meetings of the NEHS Faculty Council

The adviser serves in two capacities: the supervisor who ensures that proper procedures are being followed and an advocate who protects the interests of the students.

As supervisor, the adviser first makes sure that the national and local policies and procedures are being followed. The adviser should be familiar with the local procedures and the *NEHS National Handbook*. Written versions of both should be available for quick reference. Another vital role of the chapter adviser is to oversee and manage the deliberations of the council to ensure they do not include gossip, hearsay, and rumors when considering the case of a student.

As an advocate for each student whose name or case is brought before the faculty council, the chapter adviser typically collects data or facts to be considered during deliberations. Whether for selection or disciplinary consideration, the chapter adviser also is responsible for guaranteeing that each student receives a fair review. The chapter adviser must guarantee that the faculty council only considers relevant and valid information about the case.

Adviser Notebooks

An adviser notebook helps you keep track of essential information. In the adviser notebook, you might include the following topics:

- Budget
- Bylaws of the chapter

- Calendar of chapter activities
- Catalog and order form (see www.nehs.org/store)
- Committees and their duties
- Community contacts and resources
- Faculty and staff roster
- Faculty council, members and responsibilities
- Forms (candidate information forms, faculty input forms, etc.)
- Induction ceremony
- Local disciplinary procedures and records
- Local school policies regarding student activities
- Local selection procedures
- Meeting agendas and minutes
- Member obligations
- Membership roster
- *NEHS Handbook* and NEHS National Constitution
- *NEHS News*
- Officers and their duties
- Projects
- Suggestions and evaluation: Notes for the end of the year

By maintaining an adviser notebook, you'll have all of your materials at your fingertips, but you'll also be able to hand over a complete list of all of the responsibilities of advising your NEHS chapter to a new adviser in the future.

The Faculty Council

The faculty council is the governing body of the chapter. Any member of the school's faculty can be considered when selecting these individuals for service to the chapter. (See Article 6 of the NEHS National Constitution for duties.)

While the formal membership of the faculty council is made up of at least two faculty members with the chapter adviser as the facilitator of all council meetings, additional input from other concerned staff of the school is allowed during all aspects of the fulfillment of faculty council duties. Guidance counselors and other professional staff may provide important professional input regarding the ongoing work of the council and

the chapter. It is expected that the entire faculty will support the actions and decisions of the faculty council as the chapter develops.

Size of and Decision Making by the Faculty Council

The NEHS National Constitution indicates in Article 8, Section 2, "Following review of all relevant information by the faculty council, the selection of each member to the chapter shall be by a majority vote of the faculty council." This means that a candidate would need at least two votes when the faculty council is made up of a voting adviser and two additional members of the faculty.

The composition of the faculty council is written in terms of its minimum size, signifying that additional members can be appointed. Based on legal and administrative precedents with other honor societies, the national policies stipulate a maximum of five persons voting for members in any chapter. This leaves the door open to several options when creating the faculty council.

Standard Model

Three members—The adviser (voting) plus two additional faculty or professional staff members.

Other Models

Three voting members with the adviser as a nonvoting member, although still serving as the facilitator of all meetings of the faculty council. Total = 4.

Four voting members with the adviser as a voting member. Total = 5.

Five voting members with the adviser as a nonvoting member. Total = 6.

All four models include an odd number of voting members to easily identify the majority vote needed for selection. It is important to stipulate in local procedures how many individuals serve on the council and whether or not they have the power to vote. This structure can change from one year to the next, with review and approval of the principal, but it is not recommended that the size of the faculty council fluctuate within any single year.

Student Membership

Once the adult management structure is in place, we turn our attention to the primary focus for the chapter: the students. Defined below are the types of

memberships available, followed by a description of the general obligations of membership and suggestions for helping student members stay organized.

Types

Active Membership

Students who are selected as members of their chapter have met all of the chapter's criteria for membership, including the cumulative GPA requirement, and have demonstrated responsible behavior and actions at school, at home, and in the community. Once inducted, these new members are the active members of the chapter. (Selection procedures are discussed in detail in Chapter 3.)

To maintain this status, student members are expected to fulfill all of the obligations laid out for them by the chapter leaders (adviser, faculty council, principal, and in some cases the chapter officers). Active members who are not fulfilling their obligations may be declared "not in good standing." The faculty council can provide a plan to students who are declared "not in good standing" that includes a reasonable timeline for completion for restoring them to good standing.

Honorary Membership

Article 7, Section 3 of the NEHS National Constitution introduces the concept of honorary membership.

Honorary membership is a means by which local chapters can recognize those adults who make significant contributions to the chapter or otherwise offer outstanding support for the members.

This separate membership status is also a means by which the faculty council can recognize those students with disabilities who demonstrate support for the principles of NEHS but who, because of their disability, are unable to meet the requirements for selection. No condition of disability should automatically exclude any student from consideration for NEHS membership. Honorary membership is an optional provision that is offered to help local chapters respond to special cases that may arise. For additional assistance in addressing this concern, please contact the national office at nehs@nehs.org.

Obligations of NEHS Membership

Once selected and inducted, student members assume a variety of obligations. The NEHS National Constitution delineates several formal obligations of

membership. The first obligation is as much a duty of the chapter as it is a member obligation. Article 8, Section 3 indicates that all members must be inducted at a special ceremony to become active members of the chapter. One remains a "candidate" (i.e., not a member) until this ceremony takes place. A variety of resources is available in Chapter 3 and also online at www.nehs.org/induction to help chapters plan and carry out their induction ceremonies.

Additional member obligations include:

- **Maintaining standards (Article 7, Section 1).** Once selected and inducted, all members are expected to maintain the standards by which they were selected.
- **Dues (Article 7, Section 4).** Members may be asked to pay annual chapter dues. The constitution limits this amount to \$20 per student per year. For this amount and any other obligatory expenses incurred by members, the school should be able to provide alternative sources of funding for those students who may be incapable of paying. The authentic inability of a member or their family to pay such financial obligations should not be a reason for the discipline of any member. Note: Dues are not a required function for any chapter, but if established by the chapter in accordance with all local school policies, can become an obligation of all members.
- **Meetings (Article 11, Section 1).** A schedule of chapter meetings should be developed and well publicized. Chapter officers should work closely with the adviser to see that the agendas for all meetings are well thought out and developed. Chapters may require members to attend these meetings. Develop fair policies for excused and unexcused absences using local school attendance guidelines as a model. For more details on chapter meetings, see Chapter 4.
- **Chapter Projects (Article 11, Sections 2).** All chapters are required to sponsor chapter projects in which all members participate, assuming that the projects meet the criteria as outlined in the constitution. Chapters often offer multiple projects during the year for members to choose from in order to fulfill this obligation.

- **Additional Obligations (Article 7, Section 5).** If additional obligations exist for members of the chapter, such obligations should be included on a separate list of member obligations shared regularly with members and their parents or should be detailed in the chapter bylaws for all members to see. Chapter bylaws should be presented to each member annually or included in the chapter's member handbook as a reminder of these and all member obligations.

The dissemination of member obligations is the responsibility of the chapter. In addition to publishing the chapter bylaws, chapters may also consider including member obligations in the general chapter description that appears in the school's student handbook, faculty handbook, parent newsletters, or any other official publication of the school or school system.

It is also beneficial for parents to understand the commitment of time and energy required once their student becomes a member of the chapter. Chapters can outline all member obligations and include such a list in the candidate's packet of information or in a new member packet or handbook, and then request (or require) that the student and parent/guardian sign the form affirming their understanding of the nature of all member obligations. Having such a document on file will support the school's position should a student be called up for disciplinary action when it is apparent that they are not meeting some or all of the member obligations.

Member Notebooks

Member notebooks are a convenient method for keeping your chapter members informed and up to date with events of the chapter. To get you started, we provide a list of some suggested items to include:

- Calendar of chapter activities
- Chapter bylaws
- Contacts, school and community
- Forms (submitting reports to the chapter, service project completion forms, field trip permission forms, etc.)
- Meeting agendas and minutes
- Member obligations list

- Membership roster
- Officers and committees and their duties
- Policies regarding selection, discipline, and dismissal
- Student Handbook

Keep a list of new topics/headings during the coming year—perhaps even include a form for students to make suggestions to you as the year develops. Have an NEHS suggestion box available for this purpose and to solicit project suggestions from the faculty. The NEHS Store offers an official binder and composition book that advisers may find useful when working with chapter members and officers. See www.nehs.org/store.

NEHS Chapter Officers

Officers are a standard tool for any student organization, providing an opportunity for students to develop leadership skills and experience. Officers give advisers extra hands for the many tasks involved in managing a chapter.

If you talk with any experienced adviser of a group of students, you'll quickly find that a group of well-trained, motivated student officers can make the adviser's job easier and help the chapter operate under the direction of their peers. The first year of the chapter may need to be run by the chapter adviser, but once the duties of the officers are spelled out and an organized system for selecting/electing them has been determined, chapters are encouraged to use officers to lead the activities and projects of the chapter.

See Articles 10, 11, and 14 of the NEHS National Constitution for areas that pertain to chapter officers.

Officer Elections and Duties

Officers for the NEHS chapter can be identified in a manner determined by the leadership of the chapter or the school. As a lesson in citizenship, chapters are encouraged to conduct elections each year to allow student members to elect their own leader. As an alternative, the chapter adviser and the faculty council can appoint officers to serve as leaders. Whichever method is used, it should be approved by the members, written, and shared with everyone involved.

Once elected, new officers should be publicly installed. Chapters are encouraged to create a respectful ceremony for the installation that serves as a reminder of the duties these individuals have

assumed and the responsibility of the members to support their new leaders. A script of a sample installation ceremony is available in this handbook and in the Adviser Resource Center under “Working with Members and Officers.” See www.nehs.org/arc. In some cases, officer installation is included as a segment of the chapter’s induction ceremony for new members.

The chapter can consider publishing a press release to local media regarding the newly elected officers. Nothing helps keep an officer mindful of their responsibilities more than public awareness of the position.

There is no nationally mandated list of specific duties for your chapter’s officers. These must and should be developed locally. The “Working with Members and Officers” section of the Adviser Resource Center online suggests duties for each officer role. At the end of each year, have your officers look back over the set of published duties to determine whether those descriptions are accurate; if not, make amendments to bring them up to date.

Voting Procedures

With your processes and duties clearly expressed in local documentation, it’s time to carry out the election of your officers. Prior to the nomination of candidates, it is always helpful to present a fresh copy of the election guidelines to all chapter members with an indication of the planned timeline for the entire election process. See that every member, including those who are absent, receives a copy and that some time is given for answering questions that members may have about the procedures or officer duties.

A few key topics can be addressed in this elections orientation:

Who is eligible to run for office and who is eligible to vote? If you limit candidates to a certain grade level—for example, rising sixth graders—be sure this is clearly stated.

Who can vote for officers? Standard practice would indicate that all active chapter members are allowed to vote—even those who may be finishing their final semester/year at the school.

Quorum. Chapter presidents and advisers should be aware of the quorum rule, which indicates that no official business of the chapter, including voting, can take place unless a minimum of one more than 50 percent of the members are present. Local chapters

can set a quorum at a higher or lower percentage, but it is important to take an accurate count of members attending and voting during the election process. Some chapters do not announce results until all members have submitted ballots, allowing those who missed the meeting to vote through the chapter adviser after the planned meeting.

Tie votes. What if you have a tie vote in the election? When confronting tie votes in any election, look to your established (written) procedures for advice. If there is no statement explaining how to handle a tie vote, consider developing one prior to the next election. Recounting and revoting are often the first steps in such circumstances, even allowing the tied candidates to make additional comments to the members.

Campaigning. Whether your chapter allows campaigning in the form of signs, posters, speeches, etc., should be addressed in your chapter bylaws. Approval of or limits to the content of all campaign activities are suggested. In guidelines related to this topic, it is recommended that the adviser again compare the chapter guidelines with those in place in the school’s student council or other student organizations, and—when in doubt—request input from the principal. Similarly, there may be school system guidelines on campaigning and elections for student groups that would need to be adhered to by your NEHS chapter.

Timing. Chapters may find that in the second semester of an officer’s last year at the school, the officer may slack off on their responsibilities. To counter this effect, a chapter can institute officer elections in December or January every year whereby the new officers would serve a term that includes the second semester of one year through the first semester of the next. This allows officers to maintain their efforts over the summer, avoids the problems of reduced effectiveness at the end of the school year, and removes one more activity at the end of a school year that is already packed with events.

Officer Replacement

There may come a time when it is necessary to replace officers or fill a vacant position. Officers who are not performing their duties can be counseled, warned, removed from office, or—in extreme cases—dismissed from the chapter. Although the last consequence is reserved for the faculty council, any

and all disciplinary processes should be spelled out in the chapter bylaws.

In the case of removal or dismissal, or even when an officer moves away, a policy should be developed for filling vacancies. Options include a special election; appointment by the executive committee, the adviser, or faculty council; or simple succession. This replacement policy should be carefully outlined and applied fairly and consistently in all circumstances.

Officer Notebooks

To help keep your officers involved in their positions as leaders of the chapter, consider creating an organized notebook that includes some or all of the following items:

- Chapter bylaws
- Master calendar of chapter activities (include every month of the school year)
- Officers and committees and their duties (as outlined in the bylaws)
- Chapter membership roster (annual)
- Meetings: agendas and minutes
- Forms: service hours forms, project report forms, etc.
- Chapter goals and member obligations
- Key contacts (include contacts in the school and community, especially the adviser)
- Chapter policies: selection, discipline, and dismissal
- Student Handbook

An official NEHS binder is available from the national sales office. Create the notebook and then use it for every meeting with your officers. The “homemade” notebook, customized to your unique chapter needs, will prove effective.

Election of chapter officers is just one aspect of chapter management that helps develop the student leadership necessary to achieve the goals and carry out the work of the chapter. No single model works for every school or chapter, but, given time, advisers and officers can develop meaningful and effective procedures for selecting and maintaining chapter officer positions for the chapter.

Committees for the NEHS Chapter

While not formally required for any chapter, the committee system can help members develop and maintain their chapter throughout the year. Local chapters establish committees to further the purposes of the chapter and to organize chapter activities without placing the entire burden for these events on only a few individuals. The number of committees will be based, in part, on the size of your chapter and the goals set for the group for the year. Typically the chapter president appoints all committee chairpersons with prior approval of the chapter adviser or the executive committee (adviser plus officers).

Types

Traditionally, there are two types of committees:

- **Standing committees** are those that the chapter can expect to use every year. An example of this might be the Induction Ceremony Committee charged with designing and implementing your annual new member function.
- **Special committees**, also known as ad hoc committees, can be appointed to handle events that are unique to a year, such as the School’s 50th Anniversary Committee to handle the celebration of this important milestone. After the event, this committee would dissolve, leaving only the standing committees behind. A second model is to base committees on the officers of the chapter. A president’s committee may actually be made up of the chairpersons of all other committees, sometimes known as a cabinet. A vice president’s committee may organize the chapter’s service projects. The secretary’s committee could assist with record keeping, filing, and all chapter communications (newsletters, notices to members, website content, etc.). Finally, the treasurer’s committee would help collect dues, send dues notices, handle ticket sales, coordinate chapter fundraising activities, etc.

Additional Committees and Structures

Additional committees that are common in student groups and may serve as additional standing committees include:

- **History committee** or scrapbook committee charged with keeping a record of everything the chapter does throughout the year.
- **Publicity committee**, working in conjunction

with all other committees to see that chapter projects and activities are well publicized throughout the school and the community.

- **Motivation/Spirit committee** charged with seeing that motivational activities are included throughout the year to maintain interest in the chapter, reading meaningful quotations at chapter meetings, delivering motivational messages or congratulatory notes to members or other students, etc.

An alternative structure for committees can be derived from the purposes of NEHS. This would incorporate several committees described as follows:

- **Scholarship**, to provide mentoring and tutoring project supervision, honor roll postings, student motivation programs, etc.
- **Responsibility**, to promote among all students the skills needed for showing a responsible attitude at home, at school, and in the community
- **Service**, to fulfill the chapter's obligations to school and community, organize and implement projects, and help keep track of members' service hours.
- **Leadership**, to supervise officer training, create a member's handbook, review chapter bylaws, etc.

Whatever structure you choose, committees are helpful tools to organize your chapter and to ensure involvement of all members in some aspect of chapter activities. You can allow your officers to chair these groups or choose to involve other leaders within the chapter to assume additional positions of responsibility. Records and files of committee project plans and evaluations and reports given at each chapter meeting will assist the ongoing success of your committees from one year to the next.

All committees, like all full chapter meetings, should be supervised by the adviser or other responsible adult (including members of the faculty council and/

or parent volunteers if the latter practice is acceptable under school policies). This factor may influence the number of committees or quantity of meetings in a given year. Consult with your principal about this important concern for every chapter.

Your chapter and its members will be more successful if you use a strong committee structure.

Volunteers, Supporters, Participants in Recognition

As with most functions at your school, NEHS is a great opportunity to involve parents and community members. Every school has its own method of communicating to these groups to solicit volunteers, often determined by tradition and administrative preferences. We offer three key suggestions to help use these supporters effectively throughout the year.

- **Keep records.** Include in every project report a list of the adults who assisted (including other staff members) with notes regarding their roles in the activity. This can prove a helpful resource when doing end-of-year recognition for staff and other supporters. It also helps to know how much outside assistance is needed for any given activity in the event you want to repeat the activity in the future.
- **Say thank you.** Use school stationery or note cards and have a member of the chapter compose a meaningful thank you to all supporters. Be specific and personalize each note.
- **Keep your principal informed.** Sometimes, for security reasons, you'll need to provide a list of supporters ahead of time, indicating who will be coming to school to help.

While so much of this would appear to be common practice (and common sense), write down your plans and policies and maintain your reports, using your student members to assist, as you work with volunteers throughout the year.

Chapter 3

Selection and Induction Procedures

Selection of Members

General Guidelines

Because NEHS is more than an honor roll, chapters are called upon to use a selection process for membership. The two essential criteria for selection are scholarship and responsibility; the service and leadership elements of NEHS are designed to be points of emphasis after the selection of members.

Through provisions of the NEHS National Constitution, all NEHS chapters are called upon to publish the processes they develop at the local level.

As a matter of policy, students are selected to become members of NEHS and remain as members for the duration of their time at the school or through the conclusion of sixth grade, whichever comes first. There is no need or process for students to reapply each year for membership. Only if a student is dismissed from the chapter does this ongoing membership cease. Disciplinary actions are described in Chapter 5.

Prerequisites for Selection

According to the NEHS National Constitution (Article 8, Section 1), there are three preconditions for selection, otherwise referred to as conditions to establish candidacy:

Grade Level

Membership may be open to qualified fourth, fifth, and sixth graders. The faculty council may decide to choose only one or a combination of these grade levels based on local needs, conditions, or traditions.

NEHS is designed to provide both recognition and involvement. Chapters are discouraged from developing an NEHS program that only recognizes students as they are exiting the school. If a school limits membership to sixth grade only (or in a K–5 school to fifth grade only), they are encouraged to select

members early in the school year to fulfill the involvement components designed for all NEHS chapters.

Enrollment

Only those students who have attended the school for the equivalent of one semester may be considered for membership. This time requirement is necessary for students to establish themselves academically and involve themselves in various service and leadership activities and for the faculty to get to know them and the quality of their character. Chapters are prohibited from establishing local eligibility requirements that exceed this one-semester provision of the NEHS National Constitution.

As noted in the NEHS National Constitution, however, local faculty councils may waive this semester enrollment requirement in the case of transfer students if they believe sufficient information and experience are available to make selection possible. In these cases, the chapter adviser may contact the previous school's adviser for additional information about the candidate's qualifications for membership.

Scholarship

To become a candidate, a student's cumulative grade point average (GPA) must meet or exceed the established standard. The NEHS National Constitution notes the national minimum standard as 85%, B, or 3.0 on a 4.0 scale, or the equivalent standard of excellence. (This equivalent standard must still be a fixed, cumulative measurement.) With the agreement of the chapter adviser, faculty council, and administration, the local chapter may raise this standard to a new level that represents the standard of academic excellence they wish to see for their students. The academic requirement must be the same for all candidates in all eligible grade levels in the school (grades 4, 5, and 6).

This change in required GPA may mean that

neighboring schools maintain different standards for NEHS, but such flexibility is allowed under the national guidelines. Questions can be directed to the national staff at nehs@nehs.org.

Candidates who meet these three conditions (grade level, enrollment, and scholarship) shall be evaluated by the faculty council on demonstrated aspects of their personal responsibility as outlined by the chapter. The council may also obtain professional input from the faculty or recommendations from members of the community to help evaluate each candidate.

Criteria for Membership

The NEHS national guidelines emphasize four criteria for membership: scholarship, responsibility, service, and leadership. The first two are essential for selecting new members; the second two guide the development of chapter activities once membership has been established.

The exact definitions of these terms are open to input from each local chapter as long as those definitions do not go beyond the parameters set by the national guidelines. This opportunity for local input into the criteria for membership is one of the strong points of NEHS, allowing local chapters to emphasize matters that reflect the values and goals of the school and community.

All students who meet the criteria for selection should be inducted regardless of the number of individuals. If, for whatever reason, it is necessary to limit chapter size, the academic requirement for all candidates can be raised.

Scholarship: Calculating the Cumulative GPA for NEHS

Realizing that many elementary schools do not currently use a cumulative GPA when reporting on student progress, NEHS offers the following information to help explain how this component of the NEHS selection process can be implemented.

For schools that calculate a cumulative GPA, here's how to determine student eligibility

The first step in the selection process is for the chapter adviser and faculty council to identify those students who meet the scholastic excellence mark of 3.0 on a 4.0 scale (or B or 85% depending on the grading system currently used by the school) or higher. This average is a cumulative grade point average

calculated using grades not earlier than third grade.

To evaluate candidates, faculty councils must use a minimum of two semesters' performance prior to candidacy, but not earlier than first semester of the third grade.

When a chapter admits students in fifth or sixth grade only, the cumulative performance should be taken back through the first semester of eligibility in fourth grade. While third graders are not eligible for membership, chapters may use the grades and records from that grade level for consideration of students while they are in the fourth grade.

If a school doesn't calculate a cumulative GPA for students, how can it identify candidates?

If student eligibility begins	Use grades as far back as
Fourth grade, first semester	Third grade (two semesters)
Fourth grade, second semester	Third grade, second semester (two semesters) or Third grade, first semester (three semesters)
Fifth grade, first semester	Fourth grade (two semesters)
Fifth grade, second semester	Fourth grade, first semester (three semesters)
Sixth grade, first semester	Fourth grade, fifth grade (four semesters)
Sixth grade, second semester	Fourth grade, fifth grade, and first semester of sixth grade (five semesters)

Schools that utilize grading methods other than the 4.0 scale, letter grades, or 100 point scale are required to create an equivalent cumulative standard of excellence and be prepared to explain how their unique standard is equivalent to the standard established in the NEHS national guidelines if asked. This rationale can and should be included in the published version of the chapter's selection procedures.

What grades or courses should be considered when calculating the scholarship criterion?

- Because NEHS focuses on the performance and needs of the whole child, all courses should be considered for this performance rating.
- Standardized or state testing scores are not to be incorporated into this performance rating or considered when evaluating students for membership.
- Honor roll calculations are separate from and not included in the cumulative average. Honor roll status is also not to be considered during the NEHS selection process.
- Poor test scores or low grades in single subjects or for single marking period may be considered “red flags” for the chapter adviser to counsel with the individual member, but not as automatic reasons for disqualification or exclusion from the chapter. The faculty council may not consider such individual academic performances in their evaluation of candidates.

Why are chapters allowed to set their own scholarship standard above the national standard?

Simply put, today’s education system presents no uniform standards for academic achievement in all schools. Despite recent efforts on the national level to promote greater uniformity in this area, in reality, standards, resources, and achievement levels vary widely among schools throughout the country.

Similarly, this flexible standard provides individual school administrators with the ability to establish greater challenges for students and staff to help raise the overall school performance levels, thus building greater public respect for the education that the school and its personnel are providing for all students.

Responsibility

The responsible student is one who demonstrates many positive qualities, including (but not limited to):

- High standards of honesty and reliability
- A cooperative and supportive disposition
- Courtesy, concern, and respect of others
- Good citizenship

Thus, responsibility can be demonstrated in the student’s behavior at school, at home, and in the

community. Local chapters consider the values and traditions of both the local school and community when defining the responsibility criterion for their chapter.

Specific standards for scholarship and responsibility may vary from one school to the next. Such variations are acceptable as long as they do not fall below the standards set by the NEHS National Constitution. All chapters are required to establish, record, and publish the criteria and general procedures used in their local selection processes.

Service

This quality is defined as the voluntary contributions made by a student to the school or community, without direct financial or material compensation to the individual performing the service. Chapters are called upon to engage their membership in meaningful service-learning activities and to promote the value of service among all of the students in the school.

Suggestions for activities and projects that support both service and leadership criteria can be found by visiting the National Student Project Database on the NEHS website. See www.nehs.org/projects.

Leadership

Student leaders are often viewed as those students who are resourceful, good problem solvers, involved in and promoters of school activities, idea contributors, dependable, and who are both organized and organizers. Chapters are charged with providing experiences that not only build and enhance these traits within their members, but also enhance the leadership development of the entire student body.

This quartet of traits—scholarship, responsibility, service, and leadership—builds stronger individual students when recognized and demonstrated in members of the NEHS chapter. This is a core belief of the organization. We further believe that the public acknowledgment of chapter members and their positive interaction with their peers will lead to the greater achievement and motivation of the entire student body.

Tools for Completing the Selection Process Candidate Packets

Candidates and their parents can use all the information and help you can give them when students are being considered for membership in NEHS. While

the NEHS national guidelines provide direction for all chapters, each chapter undertakes its selection procedures in its own way.

The following list suggests specific items to develop and include in your local candidate materials. Chapters are encouraged to create an attractive and informative packet for candidates since this reflects on the quality and reputation of your organization, and also that of the national organization. The official NEHS logo may be used on all such materials, per the logo usage guidelines outlined in Chapter 4. Many of the following items can be downloaded and customized for your purposes in the “Selecting Members” section of the Adviser Resource Center at www.nehs.org/arc. Samples are also available in Chapter Management Tools section (Chapter 6) of this handbook.

A candidate packet might include the following:

- Cover letter to the candidate and/or parents of the candidate from the chapter adviser and/or principal (or even the chapter president once officers are in place) indicating the general schedule for selection and when and how notification will be made for those selected and not selected.
- Candidate information form (per the sample provided online and in this handbook; revised or updated to meet local needs) including when, where, and to whom (usually the chapter adviser) the forms should be submitted.
- Description of the selection process including a list of the criteria for selection. This helps parents and students understand the process and timeline for submission and notification.
- List of member obligations including, but not limited to:
 - The chapter’s proposed meeting schedule.
 - Proposed calendar of chapter events for the year.
 - Service project participation requirements (and a sample of the related parental permission forms as required by your local school or school system).
 - Leadership development opportunities during the year.
 - Planned fundraising activities and

expectations for participation.

- Reference to the importance of maintaining the standards that are used for selection and being role models at school and in the community.
- Dues required (if any) and when they are to be paid (following induction).
- A sensitive reference to the possibility of discipline or even dismissal (removal from membership) if the member consistently fails to uphold the standards used for their selection.
- Opt-out form. A chapter can include an opt-out section in the cover letter or separate sheet in the packet whereby the student *and* parent acknowledge the student’s candidacy, but respectfully decline the invitation to be considered.
- Additional information relevant to the unique programs or offerings of your chapter or your school.

Keep a master copy of your candidate packet in your adviser’s chapter files and share a sample with the principal.

Candidate Management Forms

Keeping track of all students who have been identified as candidates for membership is an important aspect of the adviser’s job—one of the first areas where accountability for thoroughness and accuracy is necessary.

The recommended selection process, which follows, proposes the following format to monitor the names of candidates through the selection process.

Insert the list of students who meet the minimum GPA requirement into a table or spreadsheet that you plan to use during the selection process. A sample candidate management form can be downloaded from the “Selecting Members” section of the Adviser Resource Center at www.nehs.org/arc.

The Recommended Selection Process

These procedures reflect the age-appropriate steps in creating public recognition for outstanding elementary school students. They also reflect the national policies outlined in the NEHS National Constitution. However, chapters have some flexibility when

creating their own local selection process. This program flexibility is described below. Local variations can be accommodated as long as they are not contrary to the guidelines established by the NEHS national office.

Procedure Development

The local selection procedure should be determined by the faculty council; approved by the principal; and published and available for review by students, faculty, and parents. Publication vehicles can include, but are not limited to:

- Student/School handbooks (preferred resource). For reference, please see the Sample Student Handbook Description in the Chapter Management Tools at the end of this handbook.
- School website.
- Separate documents.
- PTA or other parent newsletters or websites.
- School newspapers.
- Yearbooks.

Candidacy

As the first step in the process, students' academic records should be reviewed to determine those individuals who meet or exceed the required cumulative GPA standard and are therefore identified as candidates. The GPA used at the local level cannot be set below the national minimum standard outlined in the national guidelines, and, once set, must be applied fairly and consistently to all candidates. The minimum cumulative GPA standard is a 3.0 on a 4.0 scale; 85 on a 100 point scale; or B when using letter grades only. Schools with alternative grading systems are asked to have an explanation available that demonstrates how their chapter's scholarship standard meets or exceeds this minimum standard. In all cases, grade averaging is cumulative.

Collecting Candidate Information

Students who are eligible scholastically (i.e., candidates) are to be notified and informed that for further consideration for selection to the chapter, they are to complete the candidate information form. This form outlines the candidate's accomplishments in the areas of responsibility, service, and leadership. Chapters are encouraged to offer help sessions for candidates and parents, providing assistance with filling out of their

forms. These help sessions are optional and cannot be mandated in order for a candidate to proceed through the selection process. Absence from a help session or information meeting cannot serve as a reason to deny membership or to withhold necessary forms from candidates. Reasonable timelines for completion and submission of forms should be included in the selection process. It is further recommended that both students and parents sign these forms when submitting them, indicating that the content is both complete and accurate. A sample candidate information form is available online at www.nehs.org/selection and in Chapter 6 (Chapter Management Tools) of this handbook.

Faculty Input

Many chapters will benefit from soliciting input from the professional staff of the school regarding candidates for membership. This step is not required, but if additional faculty input is considered beneficial, all faculty members can be invited to provide feedback about candidates, most often on a faculty input form. It is important to note that the actual selection of new members is made only by a majority vote of the faculty council. Faculty members should consider their evaluative input in the most professional manner and consequently be able to substantiate claims with professional action—particularly in cases when they provided low candidate ratings. All input from faculty should be signed, but may remain confidential where allowed by local and state statutes. Advisers are encouraged to verify whether or not state law or school district policies require the chapter to provide these forms to parents and students upon request. However, if all forms are completed in the most professional and accountable manner, there should be nothing to hide from parents who inquire about the ratings of their child. A sample faculty evaluation form can be found in the Adviser Resource Center on the NEHS website.

Candidate Review

Each candidate information form should be reviewed by the faculty council along with any other verifiable and relevant information about the candidates. The scholarship and responsibility of each individual candidate should be reviewed carefully. Faculty council members are encouraged to deliberate in order to guarantee that their individual decisions are based on

accurate and complete understandings of all information presented.

Voting

With the review completed, the faculty council votes on each candidate. Those candidates receiving a majority vote of the faculty council should be invited for induction into the chapter (a unanimous vote is not required). Next to the names of the candidates identified as “not selected,” the faculty council should detail the criteria not met. This information will help the chapter adviser and principal address inquiries about nonselection should they arise. Based on the sensitivity and developmental needs of the students, it is recommended that nonselected students be carefully and individually counseled regarding the reason(s) for their nonselection, mapping out a plan for improvement if membership remains a goal of the student or their parents.

Principal's Review

Prior to notifying candidates, the chapter adviser must report to the principal and seek approval of the results of the faculty council's deliberations. The chapter adviser may provide lists of selected and nonselected students, as well as reason(s) for nonselection. This will assure the support of the administration prior to any notification.

Notification

Chapters should inform all selected candidates and their parents, in writing, about the selection as well as the date for the induction ceremony. Chapters should carefully plan regarding the method by which students who are not selected are informed about their nonselection. See pieces of communication for notification in this handbook and in the Adviser Resource Center at www.nehs.org/selection.

Verification

To finalize the plans for induction, verify new membership, acceptance of the invitations for membership, and attendance at the induction ceremony.

Faculty Input Forms and Recommendations

Faculty input can be used in the selection process for NEHS. Faculty input may be used to supplement the candidate information form. The faculty input form may be used to support the strength of a student's candidacy. (See the sample form in Chapter 6 or in the Adviser Resource Center at www.nehs.org/selection.)

Evaluations bring to the attention of the faculty council information that may not otherwise be represented on the candidate information form. Upon reviewing the input and verifying accuracy, the faculty council is still required to vote on each candidate, selecting each student who receives a majority vote.

In all selection procedures, it is important to review your local process to ensure that the faculty council has the final vote in selection.

Using Point Systems or Rubrics

The NEHS National Constitution makes no specific reference to point systems or rubrics for selection of members. Furthermore, there does not exist any formal approval or sanction for using such systems among current policies from the national office. This, however, does not preclude a local chapter from developing an effective selection procedure using “points” for various aspects of students' demonstrated responsibilities at home, at school, and in the community, as long as the result complies with all national guidelines.

Any selection process should follow these guidelines (as adapted from the NEHS National Constitution):

- It is fair and applied consistently to all candidates.
- It is described and published in an official school publication that is made available for students, parents, faculty, and others to review.
- It is consistent with the rules and regulations of NEHS as they are currently described in the *NEHS National Handbook*.
- It is determined by and meets the approval of the local faculty council and administration.
- It concludes with a majority vote made by the appointed members of the faculty council to determine individual selection to the chapter.

System A: Using faculty input forms, members of the faculty assign value to each candidate's responsibility, often using a 4-point scale with 4 being high and 1 being low. When using such a system, it is recommended that any rating of 1 or 2 be followed by comments indicating what circumstances led to this low rating. These comments can be verified by the chapter adviser prior to the meeting of the faculty council. At the faculty council meeting for selection, such ratings can be added or averaged.

System B: Some faculty councils choose to assign point values for each activity listed on the candidate information form. This requires a thorough and detailed review of all of the activities at school and in the community so that students are given a fair rating. The points are added to determine whether a student has met the criteria. In such cases, it is recommended that students be informed of the value of each activity prior to the selection process in order to help them decide what activities to list and thus help them attain membership.

If a point system or rubric is used, a few precautions are in order:

- All tabulations should be checked and rechecked for accuracy.
- If points assigned originate from faculty input forms, such forms must be signed by the faculty members in order to verify their accuracy. Anonymous input forms cannot ensure fairness and cannot be considered.
- If points are added or averaged to determine a “cutoff point” for membership, two factors should be considered:
 - The cutoff should be determined prior to reading the candidate information forms.
 - The cutoff should not be used as an absolute determinant of membership, but instead serve merely as a guide. An absolute determinant would, under such circumstances, be viewed as a replacement for the faculty council vote and would not enable the faculty council to deliberate effectively over each candidate.
- In addition, while all of the students above the cutoff can easily be accepted as members, those who fall below the cutoff, since they already have successfully reached the scholastic cutoff, still deserve individual consideration. Thus, the faculty council should review their forms first in order to make a sound professional judgment regarding selection or nonselection.
- Point systems should not revisit the issue of scholarship. Once the student’s GPA is shown to be sufficient for candidacy, the issue of scholarship should be put aside and only the criteria of responsibility should be used for determining membership. A re-evaluation of a student’s

GPA to determine whether the academic performance was “good enough” would merely be questioning the judgment of those fellow faculty members who have already given their professional judgments.

- Points that give specific values to various activities at school should have the support from and approval of the administration prior to implementation.

Using Recommendations

The recommended selection process does not reference recommendations from teachers or other nonschool individuals, but nothing prevents a chapter from using this tool to supplement the data provided by the candidate information forms or other locally developed components.

Based on the principles used to develop the recommended selection process and other information offered within this handbook and the NEHS National Constitution, the following guidance is offered if you are considering including recommendations for your chapter’s member selection:

Obtain approval. If teacher or other recommendations are to be incorporated into the local selection process, be sure to seek review and approval from both the faculty council and the principal, and then amend the published version of that process. Consider carefully the timetable for this process along with the necessary approvals.

Develop reasonable timelines. Give candidates sufficient time to contact teachers or others for recommendations and give the recommenders enough time to complete and turn in the forms.

Create a standard form. Develop a standard form for all recommendations. Include a title bearing the NEHS logo (or your chapter name), space for the candidate to write in their name at the top, clear indication about when the forms are due, and space for the recommender’s signature and date at the bottom. Anonymous recommendations should not be accepted.

Set a number. Determine how many recommendations you require. Don’t ask for more than your faculty council is willing and able to read. Some chapters will ask for three, but will consider this component of candidacy complete if at least two forms are turned in.

Ask for the names of invited recommenders on the candidate information form. Have your candidates identify on the candidate information form the individuals to whom they have given recommendation forms. Including a phone number (or school extension or email) will facilitate sending a reminder or thanking recommenders and notifying them of the selection of their candidate. Thanking those who take time to submit a recommendation, particularly people in the community, will do much to build better relations with the chapter.

Consider policy implications.

- Most schools prohibit recommendations from candidates' family members.
- Candidates whose recommenders didn't respond or didn't respond on time should not be automatically excluded from the selection process. Candidates can be brought in and asked to recontact their recommenders if the preliminary deadline has passed. Consequently, when establishing your chapter deadlines, avoid making the submission deadline the same day your faculty council is going to meet.
- Some students who have just completed one semester at the school (thus meeting the minimum enrollment requirement) may not yet have established community contacts to provide a recommendation. Consider making reasonable exceptions for these students.

Review the process. If you are using recommendations for the first time, take time before your next round of selection to review your policies regarding their use.

Understand document retention guidelines.

As with any documents collected for selecting new members, verify with your principal or school system managers what the law or policies require regarding the retention of these documents. Some states maintain very specific document retention policies that are applicable for all NEHS chapters, so advisers should check before eliminating any documents from their files.

Issues That May Arise During Selection

Conduct and disciplinary records. As with considerations of cumulative GPA where it is inappropriate to remove a student from eligibility simply

because of a single low grade (even in the extreme case a student earns a failing mark on a report card), low conduct grades or existence of a disciplinary record does not automatically exclude a student from being considered for membership.

When considering the reasons for denying selection, circumstances must be fairly reviewed in a professional manner that will reveal extenuating circumstances or substantiate the validity of the ratings and offer a fair presentation of facts, especially with an eye toward explaining to parents should they question the decision. Opinions of guidance counselors and/or administrators should be sought prior to a vote on a particular candidate.

This policy is in keeping with the positions that each candidate is considered individually against the selection criteria and not in comparison with other candidates, and that the public should perceive the chapter's selection process as one of fairness and consistency.

Deadlines. It is important to teach students the importance of meeting deadlines. Demonstrate that the deadlines were:

- Published—clearly identified in writing for all candidates
- Reasonable—in nature and length based on school calendar and student schedules
- Conclusive—the consequence of not meeting the deadline was clearly expressed and consistently applied (avoiding arbitrary enforcement of the rule)

As the adviser implements the established deadline policy, they should also consider what provisions have been developed for:

- Students who are absent when forms are disseminated
- Students who have legitimate extenuating circumstances that arise
- Timely, safe, and assured return of forms to the right individual

Let potential chapter members know whom to see if they anticipate having any problems meeting the established deadlines.

With all this done, a student may still turn in the form late. What do you do? The preferred method for

handling such cases is to have the student's information accepted and submitted to the faculty council with a note that it was turned in late to let the faculty council determine by vote whether the reasons for late submission were excusable. An inclusive approach is to admit the student (assuming that they meet all the criteria for selection) and then talk with the student about the importance of turning things in on time. Note: This process works under the assumption that no adviser can disqualify a previously identified candidate without the vote of the faculty council. Advisers should not put themselves in a position of automatically removing any candidate's name from the list prior to consideration by the council, leaving all such decisions to the faculty council.

Reapplication for Membership

Membership in the National Elementary Honor Society is permanent unless a student's performance falls below the standards by which they were selected. To this end, chapters may not ask students who are already members to reapply on a yearly basis. This circumstance does not preclude a chapter's faculty council from requesting that students verify that they are still meeting the criteria for selection by updating their candidate information forms or by submitting report cards to verify their academic performance. However, this process must not be interpreted as a formal return to the selection process with the student's continuing membership in doubt.

Member Monitoring

An important aspect of advising any Honor Society chapter is regularly monitoring student performance to ensure that all members are maintaining the standards by which they were selected and that they are fulfilling all of their obligations to the chapter. Advisers can create a spreadsheet of chapter members each year with check boxes for all of the major activities being sponsored by the chapter. This will resemble a grade book page in many ways—in fact, including this as a new page in your official grade book (print or online) is one means of keeping track of the details and maintaining the confidentiality of the records.

One way to teach student members the importance of self-monitoring is to provide a simpler version of your spreadsheet for their use. You can request that students bring in their monitoring forms for semester or year-end evaluations—or to check on progress

for those members who might require more frequent checkups. Similarly, asking parents to help check off monthly reviews will keep the lines of communication between school and the home open as the chapter year unfolds.

The adviser's role in maintaining this monitoring system is to help guide the members through their chapter experiences and to mentor them when they might have some rough times. The monitoring also helps create opportunities to provide personal and additional recognition for significant accomplishments, for example when a student may have earned 50 or 100 hours of service activity throughout the year. Helping to keep members focused on excellence can be worth the effort and will build a stronger adviser-member relationship.

Recordkeeping and Principal Review

Records. Some school systems create similar local policies for student information. Ask the principal about any such policies under which your NEHS materials would fall.

While there are no formal requirements to maintain records within the NEHS national guidelines, such an absence of a policy does not and cannot override state or local policy guidelines for schools.

While some parents may request a copy of all of their student's forms during an appeal of nonselection, summaries and specific guidance for how to improve before the next round of selection should be shared first in hopes that such would offset the need for pulling out actual student forms.

Principal review. Principals are the key individuals in the administration of the school and in most cases the final legal authority for local school matters. Such power is acknowledged in the NEHS National Constitution. To help the principal perform their duties, and before the results of the selection process are announced, the results should be shared with and reviewed with the principal. Approval of the results, sometimes after an explanation regarding individual selection or nonselection cases, provides the principal with advance notice of possible reactions and also, more importantly, informs them of the outstanding accomplishments of the new members of the chapter. What principal doesn't like to get good news about students?

Nonselection

Not selecting a student who has already been identified as being academically eligible can present a difficult situation for the principal, chapter adviser, and faculty council. In cases of nonselection, special efforts should be made to explain the selection process to those students who are unhappy about the results.

Appeals in Cases of Nonselection

Chapters are not generally obligated by the law or the NEHS National Constitution to share with parents and students information concerning specific students not selected for membership in NEHS. It is, however, a common or traditional expectation of school personnel to be able to explain how decisions regarding the growth and development of a student on campus were made and, furthermore, to provide effective direction to such students to help them reach their goals despite a specific setback.

Local chapters can create their own appeals process for handling cases of nonselection if they wish. Such a process should incorporate a reasonable statute of limitations regarding when they will accept such appeals, for example, “Appeals must be registered with the chapter adviser within 10 school days of notification of nonselection.” Such appeals procedures can indicate that upon request, the faculty council will reconsider an individual student’s case and that consideration will not include personal appearances by the student or parents.

Some complainants may request a review by a new or different faculty council. Such requests do not have to be accommodated. Admittedly, a committee composed of a different group of people might well have produced a different result, though it is equally likely that they might have come to the same conclusion.

Parents and students must understand that no student has a legal right to be selected for membership in a chapter of the National Elementary Honor Society. Reconsideration of a faculty council’s decision must be a rare occurrence if the council is expected to take its assignment seriously. It is important to uphold the integrity of NEHS standards and to recognize the potential danger of yielding to pressure tactics.

If a nonselected student or their parents wish to challenge or appeal the decision, they should follow the

local school system complaint procedures.

NASSP and NAESP have no authority to review or overturn the judgment of the faculty council regarding selection of individual members to local chapters but they do have authority to investigate complaints based on noncompliance with NEHS policies. Additional information regarding legal aspects of administering a school-based honor society is available from the national office.

Setting up an Appeals Process for Nonselection

Chapters are encouraged (but not required) to develop language that speaks to an appeals process for students or parents in the event they disagree with the decision of the faculty council regarding a nonselection to the chapter.

Chapters can identify limited opportunity for appeals. The procedure guidelines can indicate that appeals must be registered with the chapter adviser or principal within a stated and reasonable amount of time. It is recommended that the minimum be one week; a reasonable maximum would be 30 days.

Chapters can remove records. Indicate in the procedure that if no appeal has been registered within this defined period of time, all records pertaining to this round of selection will be destroyed (as long as this action conforms to the school, school district, or state policies regarding records retention).

The nature of the appeals process can be defined locally. Options can include (but are not limited to):

- A review by the adviser of the summary notes from the faculty council session
- Resubmission of the student’s information to the faculty council for reconsideration
- Submission of the relevant information to the principal who consults with the faculty council and/or advisers regarding their decision-making processes

Outcomes of an appeal can include (but are not limited to):

- Rejection of the appeal; sustaining of the original faculty council judgment
- Request from the principal for the faculty council to reconsider the case
- A change in the decision, resulting in the selection of the student in question

- An overturning of the faculty council's decision by the administration
- Referring the appeal, following rejection, to the next step in the local school hierarchy, e.g., to the superintendent.

The national office encourages advisers, faculty councils, and principals to review this information carefully as they address the issue of appeals at the local level.

A sample letter for notifying nonselected candidates is included in the Chapter Management Tools section (Chapter 6) of this handbook and in the Adviser Resource Center at www.nehs.org/selection.

Induction of Members

The induction of new members into the National Elementary Honor Society is an important event for the student, the chapter, and the school. In addition to publicly recognizing the accomplishments of newly selected students, the ceremony provides an excellent opportunity to dramatize the purposes of the chapter. Because membership in NEHS represents high levels of achievement, the induction ceremony should reflect high standards.

Perhaps most important, induction ceremonies give parents a chance to develop a deeper appreciation for the work of their children and greater respect for the school they attend. Seeing their child walk proudly across the stage is a great reward for many parents who have worked hard and long to support their children's education.

Consequently, the program should be dignified and impressive. It has been said that the entire school will judge the chapter by these public events. The text that follows is designed to help NEHS chapters take advantage of this opportunity to create an enthusiasm for scholarship, responsibility, service, and leadership among all students.

Although the format of each chapter's induction program will vary with local traditions and procedures, each chapter should stress scholarship, responsibility, service, and leadership on this special occasion.

A complete script, studied and rehearsed in advance, is helpful. A checklist of props, supplies, and other essential arrangements can support the script.

Note on terminology: Blackballing, hazing, or other similar tactics are expressly prohibited as part of any

National Elementary Honor Society activity. It is for this reason that the phrase *induction ceremony* is preferred rather than *initiation* when referring to the formal presentation of new members to the school and community. All chapters are asked to adopt this terminology for the local NEHS ceremony.

Sample Ceremony Schedule

The following outline of a typical induction ceremony, along with some organizational notes, will help advisers develop a ceremony for their local chapter.

Pre-Ceremony Considerations

Set up and decorations: Is the room ready for your ceremony?

Rehearsal: Have your key program participants rehearsed their roles in the ceremony?

Invitations and programs: Have all parties been notified/invited and printed programs developed for use at the ceremony?

The Ceremony Agenda

Pre-ceremony entertainment. Music, whether live or recorded, for five to 10 minutes prior to the program. Please see the NEHS Store (www.nehs.org/store) for information about a CD of music for use at your ceremony.

Processional/Entrance. Often cued from the stage or with special music. As the procession begins, the audience can be asked to stand while chapter participants and new inductees parade into the room.

Call to order by the presiding officer, chapter adviser, or principal.

Invocation and/or welcome message, often by the chapter president, adviser, principal, or other officer. Your "master of ceremonies" should be well rehearsed and fully aware of the timing and order of proceedings, and confident in tone and presentation while on stage.

Introduction of guest speaker. It is always helpful to provide the speaker with a finite amount of time for the presentation so as not to detract from the primary purpose of the event: the induction of new members.

Thank you to guest speaker and introduction to the next part of the ceremony, including a brief review of how these students were selected.

Induction of new members. Often accompanied by the lighting of candles. See a sample script in

this handbook and in the Adviser Resource Center at www.nehs.org/induction for details.

New member introduction, candle lighting, certificate or pin presentation, signatures in an official chapter registry (a roll call of new members; methods of recognition will vary).

Honor Society pledge (taken by all new inductees; see sample pledges in the Chapter Management Tools section of this handbook or visit www.nehs.org/induction).

Special awards or recognition. Chapters often thank the faculty council, award honorary memberships, and recognize outgoing officers or install new officers.

Closing remarks often made by the principal or the chapter adviser.

Adjourn to post-induction reception.

Post-ceremony/Recessional music or entertainment/reception.

Here are some additional ideas for the induction ceremony program for your chapter:

- Compose and perform a chapter song.
- Allow the chapter president, or other student chosen from the current membership of the chapter, to deliver an address on the meaning of the NEHS or the individual criteria.
- Prepare and present biographies of each of the new inductees, highlighting their significant accomplishments (as noted on their candidate information forms).
- Have each new inductee select a “marshal” to escort them to the stage, encouraging them to select parents, grandparents, guardians, or even members of the faculty for this honored role. Plan to confirm all marshals prior to the ceremony and have backup marshals for any who don’t show.
- Be certain that your ceremony’s printed program includes the date as well as the name and address of the school so it may serve as a memento for years to come. Print extra copies for new members to send to out of town relatives and for your chapter scrapbook and archives.
- At some point in the program, be sure to thank the parents and teachers for their contributions

to the successes of the members of the chapter. Give parents or guardians a flower (corsage or boutonniere) at the ceremony as a small token.

- Have the words to the NEHS pledge printed in the program for all to see.
- Include in the printed program a note of thanks to any community partners (businesses, service organizations, etc.) who have contributed to this ceremony or to the chapter.
- If you have a dress code for participants (whether on stage or in the audience), see that it is clearly communicated in writing in time for them to purchase new attire if needed.

Planning the Induction Ceremony

For many schools, the induction ceremony is held at a school assembly that includes the entire student body, the faculty, and the parents of inductees. This practice is encouraged to maximize the exposure of the school to the important values presented by NEHS.

However, in schools where space or time is a problem or attendance must be limited, an afternoon or evening ceremony for parents, students, and friends is appropriate. In some cases, chapters will simply invite the inductees and their parents to a regular chapter meeting where the induction ceremony is included on the agenda. Chapters can induct new members during a regular PTA program or host a banquet for the occasion.

Regardless of where the ceremony is held or who attends, each chapter is obligated to hold an induction ceremony.

Candidates who have been selected are not full members until they have been properly inducted, preferably soon after selection. (For reference, see Article 8, Section 3 of the NEHS National Constitution.)

Planning Steps to Consider

- **Plan carefully all of the details of the ceremony**, from the notification of inductees to the clean up of the ceremony space. In the future, plan to use current chapter members in this entire process.
- **Present new inductees with a token of membership.** This can be the NEHS membership card, the official NEHS pin, an emblem or patch, or any other suitable item. A formal

printed program also will be a favored keepsake for students and parents.

- **Register your new inductees.** Many chapters use a formal signing in of the new members in a registry book that uses a new page for each induction ceremony. This serves as a formal record of your chapter. (See the NEHS Store at www.nehs.org/store for the official registry offered to all chapters.)
- **Candle lighting.** Many chapters use a candle-lighting ceremony as an opportunity to focus on the four purposes of NEHS.
- **History.** An appropriate segment of any induction ceremony is relating the chapter history. Numbering your ceremonies from year one will be one method of keeping track of when the chapter was established. Include the name of the principal and first chapter adviser who founded the chapter in future scripts of the ceremony.
- **Speakers.** Bring in a notable speaker to present remarks and challenges to the new inductees. Local dignitaries such as mayors or school board members can often be counted on for remarks. The chapter may wish to identify and honor a member of the faculty or administration each year to provide the induction ceremony remarks—a fine tradition to establish.
- **Rehearsal.** It is important to rehearse prior to any successful ceremony. Although there is always a temptation to “wing it,” rehearsal guarantees confidence in the presenters and the avoidance of any unnecessary glitches or time-consuming mistakes.
- **Music/Performance.** Every school has some talented performers or musicians capable of adding to the quality of the induction ceremony. They can add a wonderful, creative tone to the event. Dramatic readings by drama students, interpretive dances (space permitting), and solo or group musical performances are all appropriate. If recorded music is to be used, be sure that the quality and volume are tested during rehearsals to verify the appropriateness of the music.
- **Refreshments.** Food is a great unifier, bringing together groups that would otherwise be strangers. Most cultures use the sharing of food as a celebratory gesture. Parents and students

can contribute. Local food establishments are frequently willing to donate reception foods in return for acknowledgment in your printed program. A reception after your ceremony provides everyone the chance to congratulate all the new members.

- **Records.** Keep records of your induction ceremonies each year. Write out the script and maintain files. A scrapbook of the ceremony, completed each year, can provide your chapter with a textual and photographic record of the event. Be sure to include the date and location of the ceremony on the printed program for future reference. This is particularly helpful when new members are sending copies of the program to relatives.

When preparing for your induction ceremony, the following list of items to be used for the ceremony may be helpful:

- **Printed program.**
- **Memos to inductees** detailing their responsibilities for the event (to be handed out at a preinduction information session or rehearsals); provide a copy to share with parents.
- **Details of the induction ceremony** for all participants, including the custodians.
- **Order of the ceremony** or a chronology of the event.
- **Map or diagram of the room** in which the induction will take place, detailing decorations, lecterns, sound system, flags, etc.
- **Remarks for the principal** in case the administrator does not have time to develop them.
- **Adviser's comments** (for the same reason)
- **Supplies list.**
- **Sign-up sheets for ceremony commitments** (e.g., refreshments, marshals, parent volunteers).
- **Master list of all of the documents** needed for the occasion (a checklist for the ceremony organizers).

Selecting the Location

Hold your ceremony and reception based on the five S's of site selection:

Size—How many can be seated? Can every student in the school (or the number of expected participants) fit into the site?

Sound—Can everyone hear? Is a PA system needed?

Sight—Can everyone see the speakers and facilitators? When materials are displayed for view, can everyone see them?

Supplies—Do you have the necessary supplies ordered and other presentation materials ready? Are audio and visual aids available (PA system, video screen, etc.)?

Schedules—What is your timeline for the day? Will the school require schedule modifications to accommodate student movement to and from the event if you're holding the event during the school day? Will you be able to accomplish everything in the time allotted?

One additional S should also be considered in your planning: security. The safety of all attendees is important. Consult with your principal to see if any special planning needs to be done to ensure a safe and secure environment for this special occasion.

Rehearsal Tips and Induction Ceremony Skills

Running an induction ceremony requires a set of skills that not every NEHS member or adviser has. Here are some questions to ponder as you start planning your induction ceremony:

- Do the induction ceremony participants know how to speak into and properly use a microphone? A few moments of instruction will be worthwhile. Practice with a microphone at your rehearsal.
- If your members or new inductees are required to line up, has a sensible system been devised to quickly allow members to find their proper places? Even when using a tried-and-true method of lineup such as alphabetically by last name, have a master list on hand for quick reference.
- If you're using a candle-lighting ceremony, can the officers strike a match and light a candle effectively? It never hurts to practice,

particularly to make certain that the matches being used aren't damp. Always confirm with the fire marshals that the candles are allowed by local fire codes! (Flameless candles are available in the NEHS Store. See www.nehs.org/store.)

- Does your emcee (the chapter president in most cases) know how to handle delays or mistakes during the ceremony? Knowing to consult with the adviser quickly when major delays or other problems emerge is also helpful.
- Can those with speaking roles in the ceremony enunciate clearly and project their voices to be heard? Even the best of microphones won't overcome a mumblor or the softest of voices. Select readers by audition to help choose the best voices. Alternatively, enlist the support of a faculty member with public speaking experience to provide training in maintaining a stage voice.
- Are your event organizers able to think ahead as they move through the ceremony and check to see that elements of the program are aligned properly?
- Is your emcee able to both introduce and provide follow-up remarks for your speakers? These can be scripted. Does she know how to turn over a lectern effectively and respectfully? Is she equipped with proper titles and biographies of those she is called upon to introduce?
- Does your event emcee understand how to call a ceremony to order? And, perhaps more importantly, do they understand how to respond to disorderly members of the audience, such as politely asking members of the audience to refrain from clapping or whistling or yelling until all the names on a list are read? Similarly, have an appropriate conclusion strategy and remarks been developed for bringing the ceremony to a timely and respectful close?
- Have your speakers/participants been prepared for engaging an audience with their presentation? Do they know the importance of good posture, eye contact, clear expression, and good appearance?
- Can your presenters effectively shake hands while also handing over a certificate or membership pin to a new member? Rehearsal is key, to

avoid the public embarrassment that can arise at this point in the program.

- If you use a photographer, have the participants been briefed on when and how to pose for their photos? If doing a group photo on the day of the ceremony, do members know where to go, how to organize themselves, and what type of expression to maintain? Pick a suitable location for your local newspaper's photo to give the best impression when the chapter photo shows up in the local media.
- Does the person who is reading new member names know how to pronounce them? Name pronunciation is essential to the success of any induction ceremony.
- Whoever is given the responsibility for reading new member names should practice the pronunciations and verify with all new members that the pronunciation is correct. Rehearsals are an excellent tool to accomplish this.
- Does your emcee know how to properly thank musicians, artists, or other key individuals in a respectful and meaningful manner? To guarantee continued support for your program, a sincere word of public thanks goes a long way.
- Can the emcee monitor the passage of time to ensure that you will end the ceremony on time? Is there a backup plan in case you need to stretch segments of the ceremony to fill more time? This is particularly essential when conducting your ceremony as a portion of the school day. No administrator likes it when the ceremony ends very early or very late from the scheduled timing. Talk with your principal about possible options for either scenario, but assure them that based on the rehearsal, it is anticipated that the ceremony will conclude on time!

These are just a few pointers and reminders to share. One message implied in many of these thoughts is the importance of rehearsals. May the noted advice help make your ceremony the best ever for your membership!

Logo Usage for Induction Ceremonies

The official emblem of NEHS is a trademark, registered for full protection under federal regulations.

Use of the mark (as it is known) at the local level is approved for all official and active chapters. The official guidelines for all logo usage can be found in Chapter 4 and also in the Adviser Resource Center at www.nehs.org/logo.

Chapters are encouraged to use the official emblem of NEHS in all official chapter functions, perhaps most importantly on their printed programs for induction ceremonies. Separate written permission is NOT required for this use. All such use should retain the honor that NEHS stands for and preserve the reputation of the organization by always displaying the logo with respect.

Chapters wishing to reproduce the official logo as decoration on a cake for their ceremony or reception should note that many grocery stores, particularly the large national chains, require formal written permission from the owners of a trademark before they will provide such decorations. Cake approvals are granted for three years. Advisers can refer to www.nehs.org/logo for a Logo Usage Request Form to respond to this request from the store.

Specific questions about the use of the logo can be addressed to the national office by email at nehs@nehs.org. Electronic logos are available at www.nehs.org/logo for use by local chapters.

Receptions

Chapters can follow their induction ceremony with a reception for the new members and their parents along with special guests. A separate Reception Committee can be established within the chapter to work alongside the Induction Ceremony Committee in making the whole event a spectacular success. Here is an outline of suggestions for planning the "ultimate reception" for your chapter:

- **Schedule and timing:** Be sure all participants are informed of the timing of the reception, along with the facility manager who may dictate when the reception needs to conclude.
- **Budget:** Consider the total number of expected participants and formulate a reasonable budget. This number may vary significantly from one year to the next based on the number of new inductees.
- **Room setup:** Consider air conditioning/heating, sound (PA system), tables/chairs, etc.

- **Decorations:** Come up with a design and color scheme. Decide when to decorate.
- **Refreshments:** What kind of food do you want to serve? Keep in mind that some people may have allergies. You might also consider:
 - Cake decorated with the NEHS logo (permission needed for some stores).
 - Consult with the cafeteria manager—they may want to contribute.
 - Parent/member contributions.
- **Utensils, plates, cups, serving utensils, table cloths, punch bowls, platters, etc.** Look for local kitchen/restaurant or wholesale suppliers for bulk purchases of supplies or consult with your cafeteria manager.
- **Consideration for the elderly** or those with other disabilities.
- **Name tags** to help identify parents, teachers, and new members.
- **Special guests**
 - Administration reps, superintendent, school board members.
 - Introductions? Assign a current member as a personal guide.
- **Gifts/mementos** for new inductees and/or their parents.
- **Duty stations:** Map out a plan for covering all reception functions; include greeters at the door(s).

- **Program:** What about entertainment? Paper program of the agenda for the reception?
- **Staff:** Be sure to arrange chaperones and supervision.
- **Photographer:** Will your chapter historian take care of getting photos or will you invite a local newspaper photographer for this purpose?
- **Emergency plans:** This includes illness, natural disasters, accidents, etc. Consult with your school administrators about your responsibilities in this area.
- **Cleanup** by members, custodians, etc. See that enough trash cans are available for the reception and for cleanup afterwards.
- **Follow-up:** Expenses/bills, thank-you cards, evaluation, planning for next year.
- **Other considerations.** Keep all of your plans and notes for future consultation.

Note on Supplies: Please review the products available in the NEHS Store (printed catalog or online at www.nehs.org/store) for items to help you with your induction ceremony and reception.

The national office is always happy to receive photographs of induction ceremonies to use in our various publications during the year. Please consider sending copies, along with permission forms for use of student images, to the national office. Digital images can also be emailed to nehs@nehs.org. When possible, your chapter and school will be identified for your contribution.

Chapter 4

Chapter Activities

One primary purpose of NEHS is to recognize student success. The second function is to involve and engage students through leadership development and service. This chapter will explore these activities, looking at the following five areas:

- Chapter meetings
- Projects and activities
- Public relations
- Official insignia and logo usage
- Chapter obligations to the national office

Chapter Meetings

“Well-planned meetings are a key to an organization’s effectiveness. It is through meetings that the organization establishes its identity, formulates policies, makes decisions, and discusses ideas.” —*Meetings That Matter, Revised* (NASSP)

Holding regular chapter meetings is not a specific requirement for NEHS, but meetings can serve an important purpose by providing the means for planning, teaching leadership skills, communicating to the membership, and generally making the adviser’s job a little easier. It is important that all meetings be well planned with an agenda and be operated according to some recognized procedure such as *Robert’s Rules of Order*. It is the responsibility of the chapter officers, with support of the chapter adviser, to plan and conduct all meetings in such a manner that members believe their time is well spent.

To ensure ongoing and consistent attendance at your chapter meetings, make them meaningful. Use the time wisely, providing motivation, taking time to provide leadership instruction or valuable information for members, and generally addressing the needs and concerns of members at each meeting. Just as teachers plan every instructional day to meet learning

goals, chapter advisers and members should plan every meeting to meet the goals of the chapter.

Setting the Meeting Agenda

As you plan meetings for your chapter throughout the year, consider using the model in the Chapter Management Tools section of this handbook for your meeting agenda. (The sample is also available for download in the Adviser Resource Center at www.nehs.org/meetings.) Whether this is the agenda you use or not, always develop and distribute a written agenda (if possible, prior to the meeting) so that your chapter members know what their responsibilities are if they appear on the agenda, and what topics will be discussed at the meeting so they can prepare their thoughts ahead of time.

Chapter officers, particularly the chapter president, are encouraged to work with the chapter adviser to prepare each meeting’s agenda. Consult the agendas and minutes from previous meetings to determine those issues that merit continued consideration. Prior to the meeting:

- The executive committee plans and reviews the meeting agenda. A copy of the agenda is distributed to all members or made available for viewing (for example on your NEHS bulletin board).
- A presiding officer is identified for the meeting and time taken with this individual to review the agenda items.
- Individuals with specific responsibilities at the upcoming meeting (e.g., secretary, treasurer, committee chairs, project chairs) are notified about the nature of their duties for the meeting and when they appear on the agenda.
- Members are notified and reminded of the meeting time and place.

- A member should secure the room/location for the meeting and see that all supplies for attendees are available including the gavel for the presiding officer.

Meeting Management Resources

Looking for some resources to help use you understand and use parliamentary procedure? To start, consider purchasing a copy of *Parliamentary Procedure Without Stress*, available from the NEHS Store (www.nehs.org/store).

But if you're really in a hurry, here are several important web links for you to peruse. (*Note:* listing here does not constitute an official endorsement by NEHS, NAESP, or NASSP.)

www.jimslaughter.com Site sponsored by Jim Slaughter, parliamentarian, attorney, and parliamentary procedure consultant (and former student leader).

www.parli.com Robert McConnell Productions offering resources for training in parliamentary procedure.

www.parliamentarians.org Run by the National Association of Parliamentarians (NAP), this link has some basic "how to" information that is very helpful.

www.parlipro.org Some general information includes quizzes and mind benders to keep your meetings in order.

www.robertsrules.com The official site of *Robert's Rules of Order*. Order the latest editions online. A variation for this site is the book, *Idiot's Guide to Robert's Rules* by Nancy Sylvester.

We hope you find this information helpful as you manage your meetings.

Projects and Activities

NEHS aims to engage students in leadership, service activities, and projects that enhance the life of each member and then reach out to the rest of the school and community. Involvement, a term that denotes action, is essential to reinforce the value of learning and key to creating a meaningful experience for every NEHS member.

The essential characteristics of all chapter activities are outlined in Article 11, Section 2 of the NEHS National Constitution. For specifics, see the constitution at the front of this handbook or visit www.nehs.org/constitution.

Planning for the Year

Because your NEHS members are probably some of the brightest, but also the busiest students at school, they and their parents should be well informed and be given as much advance notice as possible about the projects and activities for the year. Perhaps this will be in the form of a yearlong calendar with quarterly updates provided through newsletters or emails. Some chapters may prefer to work on a month-by-month calendar basis. Teachers understand the value and importance of such planning and how much parents appreciate knowing about activities in advance.

One place to start is by asking your new inductees to suggest activities they would like to pursue for the coming year. No doubt some will suggest lots of food activities and field trips, but the key when developing the master calendar for the year is to connect all activities to the purposes of NEHS (as outlined in the NEHS National Constitution) and the goals that have been set for the chapter for the coming year. This focus will teach students the importance of setting meaningful goals, setting priorities, and making choices.

To get a head start on yearly planning, we offer some thoughts:

- **September:** Your NEHS back-to-school mailing arrives from the national office.
- **October:** Character Counts! Week is celebrated in mid-October. Use this week to emphasize responsibility as an aspect of character throughout your school.
- **November:** Thanksgiving food collection drives might be considered as a chapter service project.
- **December:** Holiday projects abound. This is a great time for service projects for special groups in your community.
- **January:** As first semester comes to an end, it is time for performance review for your chapter members. Be sure your plans for spring inductions have been outlined and approved.
- **February:** With thoughts turned to love, this is a great time to sponsor a faculty appreciation effort. In addition, if you haven't done so already, get your plans for your spring selection and induction underway.

- **March:** This is a good time to finalize your orders of NEHS supplies for your spring inductions. The renewal invoice for your annual affiliation fee is sent to the principal's office in the spring.
- **April:** National Student Leadership Week (NSLW) will take place toward the end of this month. Plan to recognize your chapter leaders and other student leaders in your school.
- **May:** As the school year comes to a close, get those new chapter officers elected and plan for next fall. Submit your annual adviser survey to the national office before you leave for the summer.

Of course, one of the best ways to keep abreast of upcoming special events is to read *NEHS News* each quarter and pass on copies to your chapter members so they can help you remember the important activities coming up during the school year.

Goal Setting

Regardless of the plans made, the events, projects, and activities should all be tied to the goals of the chapter and the goals of the school. One of the most important skills leading to success for any individual or group is the ability to define and achieve goals. This section takes a look at some fundamental principles of goal setting.

Goals are specific, realistic reminders of the accomplishments you visualize. Students can learn to set long-range goals (middle level, high school, college, career, lifetime), intermediate goals (this semester), or short-range goals (this week, today). Chapter officers, in addition to working on personal goals, can focus on goals for the chapter as well.

Goal setting has many benefits to both individuals and groups by:

- Providing a sense of direction
- Motivating us
- Making us feel good about ourselves and what we do
- Pointing out strengths, which can be used to overcome obstacles, and making us aware of weaknesses so we can begin to improve them
- Helping us make decisions
- Making us responsible for our own lives and

make our group responsible for its own success or failure

- Forcing us to set priorities
- Making us feel committed
- Giving a sense of past victories and providing a stimulus for present success
- Measuring both individual and group progress
- Sharpening our leadership skills

Setting Goals in Groups

For a group to be truly effective, members must have a common focus or reason for belonging. Setting goals as a group helps everyone understand what the group is all about and helps develop a team spirit. The following four-step plan may be helpful in determining goals for your group.

1. Brainstorm possible goals.

- Keep in mind the purpose of the group.
- Discuss what the group should accomplish (based on the purposes) and what members would like to accomplish (based on personal, school, or community needs).
- Encourage everyone to participate (either all officers or all chapter members).
- Record all ideas, no matter how unrealistic.
- Set a finite time limit for this first stage in the process.

2. Set priorities among the goals.

- Discuss the goals in relation to the group's needs—consider your strengths and weaknesses.
- Rank the goals in order of importance.
- Achieve consensus on a few important and specific goals that the group can commit to, rather than a "laundry list" of goals that may or may not get done.
- Take a break at this point and let the decisions settle in before moving ahead with the third and fourth steps.

3. Select activities/projects to help you achieve your goals.

- Recognize that some goals may be accomplished in one project, while others require ongoing efforts.

- Determine when activities should take place and plan your yearlong calendar.

4. Develop action plans.

- Identify specific steps to achieve the goals or complete the projects or activities.
- Place the steps in chronological order.
- Delegate responsibilities.
- Set timelines.

There's nothing wrong with having a single goal for the chapter to focus on, particularly in the earlier years of your chapter's existence. As the membership and involvement of the chapter grow, additional goals can be created to expand the outreach of the chapter.

Source: The National Student Council (NatStuCo) Distinguished Student Leadership program's curriculum resources. www.NatStuCo.org.

Setting S.M.A.R.T. Goals

SMART goals are those that are:

Specific: What you want to achieve and the standard you will use to measure your success are clearly stated.

Measurable: The goal includes specific points of achievement or benchmarks that identify the progress of the goal and when it is completed.

Attainable: The goal is challenging, but is realistic and within your reach.

Rewarding: Reaching the goal will make you feel good. You should recognize that you have accomplished something by raising your level of skills or knowledge and applying them successfully.

Timely: The goal should have a time limit that is reasonable. You can include deadlines within the goal to help you manage and plan the work necessary to reach the goal.

Project Planning

When chapter goals are set, projects are selected to help achieve those goals. As with any homework assignment or project for school, understanding the essential steps in the planning process is a useful skill. One way of teaching this process is to use the 12 W's of Project Planning as your guide. A step-by-step process for completing any project, it also serves as an outline for a project report once the activity takes place and as a checklist to assure that all aspects of the activity have been completed.

Resource Note: Advisers who are looking for topics around which to devise their projects can consider those elements found in the Search Institute's Developmental Assets for Middle Childhood (grades 4–6). Visit www.search-institute.org for details.

The 12 W's of Project Planning

Planning any project requires careful thought and preparation. Before stepping into action, be sure that you can answer the following questions:

1. WHAT are you planning to do?
2. WHY do you want to do this project?
3. WHEN and WHERE will the activity take place?
4. WHO will benefit from the project?
5. WHAT staff member(s) will need to approve and supervise the project?
6. WHAT funds are needed?
7. WHEN will the basic planning be done?
8. WHAT committees are necessary?
9. WHAT kind of publicity is needed?
10. WHO deserves a special thank-you?
11. WAS the project worthwhile?
12. WHAT'S next? WHERE do we go from here?

Adapted from the curriculum of the National Student Leadership Camps © 2008 NASSP.

Chapter Service Projects

Service activities are considered to be those actions undertaken by the student or chapter with or on behalf of others without receiving any direct financial or material compensation. After considering the needs of your school and the community, take time to identify at least one major service project for each year.

Project Ideas

Following are a just few of the ways in which chapters can be involved in the school and community. If your chapter undertakes a successful and unique project, we hope you share it with other chapters by submitting it to the National Student Project Database, www.nehs.org/projects.

School Service

- Run a school clean-up campaign.
- Organize a health and wellness fair.
- Usher at school or public events.

- Hold a teacher and staff recognition day.
- Plan or participate in the new student orientation (check with your principal).
- Sponsor a library drive to bring new books and educational equipment into the school.
- Organize a good sportsmanship guidebook.
- Provide babysitting service on PTA nights (for a small, optional donation to the chapter).
- Set up a peer tutoring program for the early grades.
- Welcome and orient new staff members each fall.
- Collaborate with other activity groups on their service projects.

Community Service

- Raise money to sponsor a foster child.
- Undertake a food drive for a local food bank or shelter.
- Make recordings of books for the blind.
- Collect toys and supplies for hospitalized or underprivileged children.
- Develop a program of energy conservation for the school and community.
- Support a homeless shelter by providing clothing or serving meals.

In addition to the chapter service projects, individual members can be encouraged to choose an individual service project in line with their particular talents and interests.

Here are a few suggestions for making this individual service component a prominent part of your chapter.

- Projects should reflect the particular talents and interests of the member. The individual member is given the responsibility of choosing and participating in the project.
- Generally, when choosing the project, it is best to steer away from activities that directly benefit a member's family.
- Service projects done for financial or other compensation are often viewed as contrary to the common definition of *service*, though unique programs may be appropriate exceptions to this rule when the compensation, such

as a small gift, is insignificant relative to the amount or quality of service provided.

- Nothing prohibits chapter members from performing their individual service while working with or for another organization (Cub Scouts, Safety Patrol, etc.).
- If verification of service is requested for the chapter, this can be provided by a supervisor or chaperone.
- Chapter advisers are encouraged to set up a system where chapter members seek approval for an individual service project *prior* to completing the project. A master list of previously approved projects can be developed to save the adviser time.
- To help your chapter members find appropriate service project ideas, the chapter might consider setting up a bulletin board (standard or electronic) of project opportunities for members to review. Notifying social service offices and community organizations about this bulletin board may elicit a large number of ideas for your chapter and other students in the school.

When done well, service projects will incorporate all of the principles of service learning to make them most effective and have the greatest impact on your members.

Project Development Resources

Your chapter will, no doubt, come up with a large number of activities and projects to undertake during the coming years. But in case the ideas are a little slow in coming, we provide the following resources to help you get started. In addition, the quarterly newsletters provide additional ideas.

The National Student Project Database

Accessible at www.nehs.org/projects, this database contains thousands of projects and activities submitted by chapters of the National Honor Societies. While most have been submitted by middle level and high school chapters of the National Junior Honor Society and National Honor Society, many can be adapted to the elementary level. The database can be searched and filtered to produce results focused on a specific category, such as ceremonies, appreciation activities, citizenship development, and holiday projects.

Resource Directories

Visit the Adviser Resource Center at www.nehs.org/arc to review the Resource Directories page. There, you'll find lists of cause-related organizations, fundraising resources, and service and leadership organizations. Please note that the organizations listed are not officially endorsed by NEHS or NASSP.

NASSP List of Approved Contests, Programs, and Activities for Students

For more than 70 years, NASSP, through the NASSP National Committee on Student Contests, Programs, and Activities, has made available the *NASSP List of Approved Contests, Programs, and Activities for Students*. It provides information to guide principals, parents, and students in making decisions regarding participation in a wide variety of program opportunities.

This list assists principals in protecting students from exploitive programs and to identify programs that have educational benefits.

Although each school will and should determine the contests and activities in which it chooses to take part, the *NASSP List of Approved Contests, Programs, and Activities for Students* is a guide that is the result of careful screening and review of information submitted to the National Committee. Inclusion on the NASSP list indicates the program was found to meet the standards set by the committee and does not imply endorsement by NASSP.

See the current list, available online as a sortable database, at www.nassp.org/contests.

Additional Project Development Ideas

Schools generally, and NEHS specifically, promote achievement in four major areas: academics, activities, arts, and athletics. Let's consider how your NEHS chapter can increase the impact of these aspects of education for all students in your school.

Academics

To support academics, the school or chapter can promote the following:

- The President's Education Awards Program, sponsored by the U. S. Department of Education, in partnership with NAESP and NASSP, was developed to help principals recognize and honor those students who have achieved high academic goals by their hard

work and dedication to learning. (www.naesp.org/peap).

- Special chapter projects recognizing the achievements of students appearing on the local honor roll, those who do well in state testing programs, along with those who demonstrate improvement or expertise in core subjects.

Activities

- Chapters can support activities that promote involvement in student council as well as citizenship education. The American Student Council Association (ASCA) is a program through which elementary school student councils can find resources and earn recognition for their student leaders. It is a collaborating organization for citizenship projects with NEHS. (www.naesp.org/asca-home)
- In addition to involvement with ASCA, the chapter can promote the American Citizenship Awards, a program that honors any student in elementary, middle level, or high school who has shown by their words and actions that they possess the qualities and characteristics we hope to instill in all our students. (www.nassp.org/recognition/student-awards/american-citizenship-awards)
- Other clubs and organizations at school and in the community can be presented as opportunities for NEHS members to become involved, explore interests, become leaders, and provide service. NEHS can help build awareness of all school activities and the positive impact of getting involved.

Arts

Emphasis can be placed on finding a creative outlet in visual/fine arts or music and performing arts:

- For schools that are members of the National PTA, NEHS can promote the Reflections competition, an arts recognition program designed to enhance rather than replace a quality arts education by providing opportunities for students to express themselves and to receive positive recognition for their artistic efforts. (www.pta.org).
- The chapter can include attendance at and support for performances by arts classes and students in the planning calendar for the chapter.

- Chapters can explore the creation or support for other honor societies in music or art.

Athletics

Chapters can promote physical activity among members and the entire school. The chapter can:

- Encourage participation in sports and physical fitness activities.
- Promote healthy lifestyles.

Other Opportunities

In cooperation with the NEHS chapter, schools can also focus on the following four elements:

Networks

Building and maintaining strong networks for and with students is a goal of NEHS—one that is promoted for all local chapters and facilitated by the resources of the national office. Use the Chapter Finder on the NEHS website, www.nehs.org, to discover neighboring chapters and collaborate with the chapter on activities.

Service

Help students become a positive influence in school and the community and expand opportunities for recognizing student-initiated service activities:

- The Prudential Spirit of Community Awards, sponsored by Prudential Financial and NASSP, recognize students in grades 5–12 who have demonstrated exemplary community service (www.nassp.org/spirit).
- The President's Volunteer Service Award recognizes individuals, families, and groups that have achieved a certain standard—measured by the number of hours served over a 12-month period or cumulative hours earned over the course of a lifetime (www.presidentialserviceawards.gov).
- America's Promise provides guidance to assist with service activities (www.americaspromise.org).

Wellness

Looking at the whole child takes into consideration all aspects of wellness: eating, exercise, and esteem. Healthy appetites, healthy programs of physical exercise, and a strong sense of self-esteem can all be promoted through your NEHS chapter.

- Action for Healthy Kids is dedicated to addressing the epidemic of overweight, undernourished,

and sedentary youth by focusing on changes in schools. The organization works in all 50 states and the District of Columbia to improve children's nutrition and increase physical activity, which will in turn improve their readiness to learn (www.actionforhealthykids.org).

Chapter Leadership Development Activities

Leadership lessons can be provided at many times during the chapter year. The most common vehicle is the regular chapter meeting where the adviser can commit to a short lesson as part of each meeting's program.

One additional means for teaching leadership skills is through the completion of projects at school or in the community, especially when care is given to include students in all aspects of project planning, implementation, and evaluation. Here are some ideas to consider:

Student Leadership

- Sponsor a leadership training conference for student leaders (perhaps in conjunction with other schools in your district).
- Organize special programs in observance of National Student Leadership Week (observed annually during the third week in April).
- Honor leaders of other school activities with recognition awards. Sponsor a day in which school leaders shadow local officials, such as the mayor, police, chief, finance director, etc.
- Publish a column in the school newspaper or create a section of the school yearbook recognizing outstanding school leaders.
- Organize a student-of-the-week or student-of-the-month program in cooperation with your principal or the PTA.
- Present public demonstrations of leadership techniques.
- Keep a scrapbook of school leader activities.
- Maintain a leadership library of books, articles, and websites that offer training and resources to help future chapter members.

Fundraising Activities

Evaluate your chapter's financial needs. Don't do fundraising unless there is a supportable goal for the

activity, especially since your members are probably already booked with fundraising activities through other organizations to which they belong.

- Find out how other groups at school have raised money in the past. Learn from their experiences, both good and bad, about what works in your school and community.
- Establish a financial goal for your service projects that support the organization (for example, the local food bank, soup kitchen, homeless shelter, etc.) in addition to the work your members undertake on their behalf each year.
- If you decide to sell items, make sure they are of good quality, that there is a need or demand in the school or community, and that you are not competing with other groups at school.
- Create an advisory committee of businesspersons and parents to develop creative and enterprising alternatives for raising money. Seek administrative support prior to pulling the group together.
- Avoid conflicts with other fundraising activities—whether the school, PTA, or other groups already scheduled for the coming year. Consider collaborating with other groups and sharing the profits.

Appreciation Activities

Consider the various groups and personnel at your school and then consider implementing an appreciation day, week, or other activity for them. Your principal may already have such plans in place, in which case the chapter can look at how to support the administration's efforts. Among the many groups to consider are:

- Cooks
- Custodians
- Teachers (in general or per specific groups such as teachers in the arts and music)
- Support staff
- Parent volunteers
- Community volunteers
- Administrators and counselors
- Librarians/Media Center staff

End-of-Year Celebration Activities

The end of the school year can be a sad time for some, but for the majority of students (and teachers) it is cause for celebration—particularly to celebrate the many successes of the current year. Before planning any recognition or involvement of NEHS members, consult with the principal regarding the current plan for end-of-year activities.

It is worth taking time at the beginning of the new calendar year or the beginning of second semester to speak with outgoing/departing members of the chapter about your expectations and the importance of their living up to their obligations of membership through the end of the year.

Here are some points to consider as the end of the school year nears:

- Validate that all membership obligations have been met (dues, service hours, etc.).
- Order/organize insignia for members in good standing if you plan to present them with some token of membership at the conclusion of the year, perhaps at your school's "Awards Day" assembly.
- Confirm with the assembly supervisor (principal or teacher or parent volunteer) the names of the outgoing members of the chapter. Sometimes a program is printed for the awards day listing the sixth graders (or the last grade in your school) who are leaving the elementary grades. Find out when the program is being produced and consider asking that an asterisk (*) be placed next to the names of your chapter members with a footnote that highlights their membership.

Help give NEHS an honored and dignified role at your school's awards activities each year.

Public Relations for the Chapter

It is no longer enough to merely operate any school program; it is essential to demonstrate its value, inform all interested audiences, and evaluate the program's effectiveness. This is all part of a quality public relations effort.

To support you in sharing good news about your NEHS chapter, log in to the Adviser Resource Center and visit the "Promoting Your Chapter" section at www.nehs.org/pr. Also see the sample press releases provided in Chapter 6, Chapter Management Tools.

Trademark Policy and Logo Usage Guidelines

With the establishment of the National Elementary Honor Society in 2008, an official emblem was developed for use by members and chapters. This emblem, as stated in Article 12 of the NHS National Constitution, can be issued by a National Elementary Honor Society chapter only to duly selected active or honorary members.

The NEHS emblem carries a meaning worth sharing:

The emblem of this society is the flame perched atop a solid foundation and bearing the name of the organization. As with the beginning step in the construction of any building where a solid foundation is the key to success, so the foundation of the educational process—the elementary grades—provides the basis for all formal learning to come. This foundation is strengthened for each student by acquiring the four essential qualities emphasized through NEHS: scholarship, responsibility, leadership, and service.

In many cultures the flame of knowledge guides citizens to an awareness of truth in all things. To step forward from the foundation strengthened by the values of the Honor Society, to carry on one's life guided by the searching light of truth, to lead with light that others may follow, to keep burning for all students in schools the high ambitions for learning and the enduring values of life, and to illuminate the worthy path of service—these purposes are symbolized in the flame.

The distribution of the National Elementary Honor Society emblem is controlled exclusively by NASSP.

The NEHS emblem has been filed for registration with the United States Patent and Trademark Office and cannot be duplicated without the express permission of the National Association of Secondary School Principals (NASSP). The name and abbreviation of the National Elementary Honor Society are also protected.

Use of the Emblem

All local chapter advisers are responsible for protecting the use of all NEHS trademarked items. NASSP, parent organization for NEHS, has created the following policy concerning the use of trademarked items:

- Local NEHS chapters are given limited permission to use trademarked items without

obtaining approval from the national NEHS office (NASSP) for:

- Printed materials (paper or published materials meant to exclude screen-printing on apparel).
- Promotional pieces and displays that are not sold.
- Other items not produced by a commercial vendor (private business).
- School or chapter website usage (see additional explanation that follows).
- Chapters must obtain approval in writing from the national office for any item bearing the NEHS emblem that will be sold by local NEHS chapters or that utilizes a commercial vendor for production. (See information on the usage request form at www.nehs.org/logo.)
- Chapters seeking permission to utilize a vendor are asked to complete and submit a Logo Usage Request Form. See www.nehs.org/logo.

Websites

Chapters may use the NEHS logo on the school's website for a period of three years under the following conditions:

The TM (trademark) or [®] sign for the logo should appear next to the name National Elementary Honor Society or initials NEHS or logo where it first appears on the site.

A footnote is added to the page where the [®] first appears stating: *"The name 'National Elementary Honor Society' and abbreviation 'NEHS' and the NEHS logo are filed for registration as trademarks of the National Association of Secondary School Principals (NASSP). Unauthorized copying or use of said trademarks is strictly prohibited."*

A printout of the usage described above is emailed to the national office at nehs@nehs.org.

Local chapters are encouraged to establish links to the national NEHS website, www.nehs.org.

Chapter Obligations to the National Office

As outlined in Chapter 2, once a school has established its chapter, the chapter has several major obligations to the national office every year.

National policies. All chapters, as a condition of their application, agree to adhere to the national guidelines as delineated in the NEHS National Constitution and explained elsewhere in this handbook.

Annual affiliation. The chapter is called upon to renew its affiliation each year by submitting a renewal payment by June 30.

Annual adviser survey. Chapter advisers will be asked by the national office to provide information on chapter activities from the current school year.

Each chapter should stay up to date with NEHS developments by reading and reviewing all official communications from the national office (newsletters, emails, mailings, etc.).

What to Expect from the National Office

The national office is active throughout the year to help ensure your chapter runs smoothly.

March/April: Invoices are sent to school principals for the upcoming year and notices are emailed to the chapter adviser.

June: Annual affiliation payment is due to the national office. In addition, advisers are asked to submit the annual survey to the national office by the end of the month.

September:

- The back-to-school mailing—including the first *NEHS News* of the school year and the *NEHS Adviser Resource Guide*, a catalog of merchandise and insignia items—is sent to all active advisers.
- If the NEHS adviser listed on the affiliation invoice does not receive the back-to-school mailing, check to see that the school membership has been paid—do not wait until you are ready to order chapter supplies in the spring! Email membership@nehs.org for more assistance.

Chapter 5

Discipline and Dismissal

Disciplinary Procedures

Chapter advisers may find that members occasionally fall below the standards by which they were selected. To preserve the integrity of the chapter, it may become necessary to discipline members.

In all matters of discipline for members, local advisers should first review the information found in the NEHS National Constitution, especially Article 9, and this handbook.

Next, review the existing guidelines for your local chapter (the section of your chapter bylaws). *Note:* To avoid confusion, when considering the dismissal of any member, it is always appropriate to refer to such cases as *dismissal* from the chapter and not *expulsion*. *Expulsion* is a term that bears legal connotations in many states when used to refer to the removal of a student from the school.

- All procedures for discipline are to be determined by the faculty council (with review by the principal, and in some cases by the superintendent, school board, or school system attorney if deemed necessary). All procedures must be in full compliance with the NEHS National Constitution as well as other policies found in this handbook.
- A written description of the disciplinary procedures must be available upon request and should be included in student handbooks or chapter handbooks. An annual review of these procedures by the faculty council, chapter members, and officers is helpful.
- An NEHS member can be disciplined when their performance falls below the standards by which the student was selected, fails to fulfill the obligations of membership, or is found to have violated provisions of school rules or the law. Disciplinary action can conclude with, but

is not limited to, dismissal from the chapter.

The NEHS National Constitution includes the following annotation:

Note: Individual chapters are encouraged to promote an inclusive approach to membership and to consider age-appropriate, positive disciplinary measures for members rather than quickly resorting to the removal of students from membership. Should it become necessary to consider a member's dismissal, the provisions of this entire article (Article 9) constitute the due process required for all cases.

- A member should be *warned in writing* whenever the member falls below any standard. Copies of this correspondence should be sent to the *parents*, and a copy of the letter, including the date it was sent, should be maintained by the adviser. Most schools prefer the presentation of such written warnings in person. This process is a matter of local precedent. Check with your principal.
- The faculty council determines when an individual has exceeded a reasonable number of warnings, thus warranting a hearing with the member being considered for dismissal.
- In all cases of pending dismissal, a chapter member has a right to a hearing before the faculty council and to be informed in writing of the offense(s) being considered. This is the "due process" guaranteed to all chapter members. This hearing is held prior to any vote for dismissal. Based on this provision found in Article 9, Section 4, under no circumstances is there ever automatic dismissal from NEHS.
- Appeals of disciplinary rulings or dismissal should be directed to the principal. Then, if necessary, appeals can continue in the same

fashion as disciplinary appeals procedures found in the student's school district. The principal is given full authority over all actions and decisions of the local chapter, which includes decisions on discipline or dismissal of members (see Article 4, Section 1). The NASSP national office does maintain the right to investigate complaints based on violations of NEHS national policies. Chapter advisers, principals and faculty councils should ensure that all disciplinary procedures are carried out in compliance with NEHS policies.

Note: The complete faculty council must be present for the hearing of or decision making for any case of disciplinary action of chapter members. Each faculty council member's independent review and judgment has value and should be heard. The adviser, who organizes and facilitates all meetings of the council, is charged with selecting meeting dates when all members can attend. Should a member of the council fail to show up, it is further recommended that the meeting be rescheduled.

Sample disciplinary letters can be found in the Chapter Management Tools section of this handbook and in the "Discipline and Dismissal" section of the Adviser Resource Center, www.nehs.org/arc.

The NEHS Disciplinary Hearing

A Suggested Agenda

Any meeting where a student is brought in to speak with one or more teachers regarding discipline can be frightening for the student. NEHS chapters are encouraged to create developmentally appropriate responses for students facing disciplinary action by the chapter. On occasion, a simple conference with the adviser may be sufficient. However, should multiple warnings already have been given or if the offense is of a serious nature, it will be necessary to conduct a formal hearing. The following agenda is suggested for your consideration.

Introductions. Members present should include the adviser (who facilitates the hearing), the members of the faculty council, and the student being considered for dismissal. Nothing precludes parents from also

attending; however the only individual given a right to be heard is the member. The faculty council can invite other individuals (e.g., principals, counselors, teachers involved) to provide input prior to the final decision making.

The adviser should have a copy of the *NEHS National Handbook* and the local chapter bylaws available for reference; furthermore, it is recommended that a copy of Article 9 from the NEHS National Constitution be handed out to everyone involved in the hearing (see www.nehs.org/constitution).

Explanation of the Proceedings. This is a good place to note that the primary focus of the hearing is to allow the member to present their case. Following this statement of the purpose, the adviser reviews the "charges" being brought against the member. Excerpts from the hearing notification letter that outline the charges can be read at this time.

Stating of the Case. The member can respond to the charges.

Question and Answer Period. The faculty council members may seek clarification from the member regarding their position.

Statement by Parent (optional). Parents who wish to discuss procedural matters should be redirected to a private meeting with the principal and the adviser at a time other than the hearing in session.

Final Statement by the Member, concluding this portion of the meeting.

Excusing of the Member (and parents), indicating that a decision regarding the case in question will be forthcoming and, if possible, an indication of the timing and method of notification that will be used.

Following this step, the faculty council engages in discussion and, if sufficient information has been provided, makes a decision by voting. A majority vote of the faculty council is needed to dismiss any member. If additional clarification is needed, the faculty council can set a meeting date for concluding the case. It is strongly recommended that the faculty council's decision be reviewed with the principal before notifying the member and/or the parents.

Chapter 6

Chapter Management Tools

Sample Bylaws Outline

Article 1	Name. Statement of the name of the organization. <i>(the name of your local chapter of NEHS)</i>	
Article 2	Purpose(s). The general purpose of the group. <i>(See Article 1 of the NEHS National Constitution for reference.)</i>	
Article 3	Powers. Powers vested in the organization; the final authority which rests with the principal (per the NEHS National Constitution).	
Article 4	Membership. Eligibility and Selection: Definition of membership categories for the group. Establishment of the time, methods, and procedures for the identification of candidates and selection of members. <i>(Information in this section must be consistent with the national guidelines, developed by the faculty council, and is not subject to chapter member approval.)</i>	
Article 5	Obligations of Members. The duties and responsibilities of the organization, the officers, adviser, committees and committee chairs, and members. Reference to meeting attendance, project participation, and dues can be included in this section.	
Article 6	Officers. Procedures for election of officers, removal from office, and filling vacancies. Note: Officers are not a required feature for NEHS chapters. Because they provide additional	leadership experiences for members, their use is encouraged.
		Article 7 Meetings. Frequency of meetings and provisions for special sessions.
		Article 8 Activities. Overview of the regular activities of the chapter including chapter service projects.
		Article 9 Chapter disciplinary guidelines. <i>(Information in this section must be consistent with the national guidelines, developed by the faculty council, and is not subject to chapter member approval.)</i>
		Article 10 Ratification/Review/Amendments. Method and procedure for ratification (formal approval and adoption) of the bylaws and provisions/methods for amending the bylaws. Additional local provisions as developed by the faculty council, chapter membership, or school administration can be inserted. It is recommended that the article pertaining to ratification and amendments appear at the end of the bylaws and be followed by two key provisions: 1) the date of approval and 2) signatures of the chapter/school leadership in the year of approval.

Sample Bylaws

The following Sample Bylaws provide text for chapters to consider. While this sample offers provisions that could be essential for each chapter, local chapters should review their own needs, policies, and procedures to amend this model to suit their local needs. Though bylaws are called for in the NEHS National Constitution (Article 14), the verbiage found in this sample is not. Bracketed sections indicate notes to consider, parts of the document where customization can be inserted, or options for local variations.

Chapter Bylaws Of the

Chapter of the National Elementary Honor Society (NEHS)

Adopted: [Enter date of most recent approval to verify this as the most recent version.]

ARTICLE 1: NAME

The name of this chapter shall be the *(insert chapter name)* Chapter of the National Elementary Honor Society (NEHS) of *(insert name of school)*. *[Formatting note: When there is only a single section within an article, it is not necessary to enumerate. Only when multiple sections exist (see Article 3 below) is it necessary to number the individual sections.]*

ARTICLE 2: PURPOSE

The purpose of this chapter shall be to recognize students for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills within the students of *(insert name of school)*

ARTICLE 3: POWERS

Section 1: This chapter operates under the direction of and in full compliance with the NEHS National Constitution.

Section 2: The chapter adviser is given the authority to supervise the administration of chapter activities, as delegated by the school principal.

Section 3: Final authority on all activities and decisions of the chapter resides with the school principal.

Section 4: Nondiscrimination. Our chapter of NEHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate or member on the basis of race, color, religion, ancestry, national origin, gender, and disability. This policy of nondiscrimination applies to all activities and practices, including the chapter administration and the selection, discipline, and dismissal of members.

[Note: Local advisers should confer with the principal and/or school system representatives regarding the inclusion of the language from this section to be certain it conforms to existing local and state policies or, in the case of nonpublic schools, the governing documents of your institution.]

ARTICLE 4: MEMBERSHIP ELIGIBILITY AND SELECTION

Section 1: Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship and responsibility.

Section 2: Membership in this chapter shall be known as active, honorary, and graduate. Active members become graduate members upon completion of their elementary school studies at this school. Graduate and honorary members have no voice or vote in chapter affairs.

Section 3: Eligibility:

- Candidates eligible for selection to this chapter must be enrolled in grades 4, 5, or 6.
- To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at *(insert name of school)*.
- Candidates eligible for election to the chapter shall have a minimum cumulative grade point average of 3.0 on a 4.0 scale.

[Note: While the level of GPA performance can be raised by individual chapters, the standard must still remain as a cumulative GPA. Chapters are discouraged from allowing their GPA standard to change on an annual basis, but are encouraged to maintain and publicize this standard to assist students in setting goals for achieving this level of academic performance.]

- d. Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their demonstrated personal responsibility.

Section 4: The selection of members to this chapter shall be by a majority vote of the faculty council which consists of faculty members appointed by the principal. The chapter adviser is a nonvoting member of the faculty council who facilitates all meetings of the council.

Section 5: Prior to the final selection, the following shall occur:

- a. Students' academic records shall be reviewed to determine scholastic eligibility.
- b. Students who are eligible scholastically (i.e., candidates) shall be notified and asked to complete and submit the candidate information form for further consideration. [Sample forms can be found in the NEHS National Handbook and in the Adviser Resource Center, www.nehs.org/arc.]
- c. The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official input form provided by the chapter adviser. [Sample forms can be found in the NEHS National Handbook and in the Adviser Resource Center, www.nehs.org/arc.]
- d. The faculty council shall review the candidate information forms, faculty input, and other relevant information to determine those who fully meet the selection criteria for membership.

Section 6: The selection of active members shall be held once a year during the second semester of the school year. *[Note: Alternative or additional selection periods may be added.]*

Section 7: Candidates become members when inducted at a special ceremony.

Section 8: Transfer membership. Membership can be transferred from one chapter of NEHS to another.

- a. An active member of the National Elementary Honor Society who transfers from this school with an active chapter of NEHS will be given an official letter indicating the status of their membership.
- b. An active member of the National Elementary Honor Society who transfers to this school will be automatically accepted for membership in this

chapter. Then faculty council shall grant to the transferring member at least one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain their membership.

ARTICLE 5: OBLIGATIONS OF MEMBERS

Section 1: Each member of this chapter who is in good standing with regard to the membership standards and member obligations shall be entitled to wear the emblem adopted by the National Elementary Honor Society.

Section 2: Annual dues for this chapter shall be *(insert amount)*.

[Note: Dues cannot exceed \$20 per member per year as noted in the NEHS National Constitution.] Dues will be payable to the chapter treasurer within 30 days of induction. [Note: Dues are not required as a function of the chapter.]

Section 3: Any member who withdraws, resigns, or is dismissed from the chapter shall return the emblem to the chapter.

[If additional member obligations exist for the local chapter, they should be delineated as additional sections of this article. A full accounting of all member obligations should be in place and can be replicated in student handbooks, candidate packets, or member handbooks as needed.]

ARTICLE 6: OFFICERS

Section 1: The officers of the chapter shall be president, vice president, secretary, and treasurer.

Section 2: Student officers shall be elected at the last meeting of each school year. *[Alternate times for officer elections can be inserted here.]* All returning members are eligible to run for a position as an officer.

Section 3: A majority vote shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken of the two candidates receiving the highest number of votes.

Section 4: It shall be the duty of the president to preside at the meetings for this chapter.

Section 5: The vice president shall preside in the absence of the president and shall also keep a record of members' contributions in the areas of leadership and service.

Section 6: The secretary shall keep the minutes of meetings and be responsible for all official correspondence of the chapter.

Section 7: The treasurer shall keep the record of expenses, dues *[optional]*, and all other financial transactions of the chapter.

NOTE: If additional or alternative officers or duties exist, their positions and duties of office should be detailed in this article of the bylaws. Also consider adding components that would describe when officers can be relieved of their duties (suspensions, etc.) in cases not involving dismissal from the chapter.

Section 8: Officers shall serve a term of one year *[Alternative: Chapters may define terms as a semester or even a quarter in length to maximize the leadership opportunities for chapter members.]*

Section 9: Officers and the faculty adviser(s) shall collectively be known as the chapter's executive committee. The executive committee shall have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

ARTICLE 7: MEETINGS

Section 1: Meetings of this chapter shall be held *(insert monthly, weekly, etc.)*.

Section 2: This chapter shall strive to conduct its meetings according to Robert's Rules of Order.

ARTICLE 8: ACTIVITIES

Section 1: The chapter shall determine one or more service projects for each year. A minimum total of four (4) official activities will be conducted each year.

Section 2: All members of the chapter shall regularly participate in these projects.

Section 3: These projects shall have the following characteristics: fulfill a need within the school or community, have the support of the administration and the faculty, be appropriate and educationally defensible, and be undertaken in a well-planned and organized manner.

Section 4: The chapter shall publicize and promote its projects in a positive manner.

ARTICLE 9: DISCIPLINE of MEMBERS

Section 1: Any member who falls below the standards of scholarship and responsibility may be

considered for disciplinary actions by the *(insert chapter name)* chapter of the National Elementary Honor Society. A member of the National Elementary Honor Society is expected to maintain their academic standing, be responsible in all aspects, and take an active role in service and leadership to their school and community.

Section 2: If a member's cumulative grade point average falls below the standard in effect when they were selected *(fill in the minimum cumulative grade point average for your chapter selection)*, they will be given a written warning and a reasonable time period for improvement. If the cumulative grade point average remains below standard at the end of the warning period, the student will be subject to further disciplinary action by the faculty council that can include consideration of dismissal from the chapter.

Section 3: Violations of the law or school regulations can result in immediate consideration of the dismissal of a member *(see Section 5 below)*. These violations include but are not limited to: stealing, destruction of property, cheating, truancy, or other serious offenses defined in the school's student code of conduct.

Section 4: Offenders of the school conduct code (such as use of profanity, unexcused absences, excessive tardiness, etc.) will receive a written warning. A conference may be requested by either party (faculty council or student/parent). If the member is involved in additional violations of the school conduct code, the member may be considered for dismissal.

Section 5: In all cases of pending dismissal:

- a. The member will receive written notification from the adviser/faculty council indicating the reason for consideration of dismissal.
- b. The member will be given the opportunity to respond to the charge(s) against them at a hearing before the faculty council. This will take place prior to any vote on dismissal (in accordance with due process identified in the NEHS National Constitution). The member has the opportunity to present their case either in person or through a written statement presented instead of the face-to-face hearing. Following the hearing, the faculty council will vote to determine the appropriate disciplinary action. A majority vote of the faculty council is needed to dismiss any member.
- c. The results of the faculty council vote will be

presented to the principal for review, and then stated in a letter sent to the student and parents. Dismissed members must surrender any membership emblems to the adviser.

- d. The faculty council's decision may be appealed to the building principal and afterwards according to provisions of the school district discipline policies.
- e. Members who resign or are dismissed can be reconsidered for membership upon written request to the chapter adviser.

Section 6: In lieu of dismissal, the faculty council may impose other appropriate disciplinary measures upon a member.

ARTICLE 10: RATIFICATION, REVIEW, and AMENDMENTS

Section 1: Ratification. These bylaws will be approved upon receiving a two-thirds *[or other reasonable percentage]* affirmative vote of all active members of the chapter, a majority affirmative vote of the faculty council, and approval by the administration.

Section 2: Review. These bylaws shall be reviewed and if necessary, revised within five years from the date of approval noted on this document.

Section 3: Amendments. These bylaws may be amended by a two-thirds vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are any provisions regarding selection of members and chapter disciplinary guidelines, which are developed by the faculty council with the approval of the principal.

[Note: It is recommended that the Ratification and Amendment article always be the last article.]

[Should the chapter wish to insert additional articles above the last article, that is permissible.]

Date: *[Indicate approval date for this version]*

Signatures/names of the chapter president, secretary, adviser, and principal

A Checklist for New NEHS Advisers

- ❑ **Adviser Resource Center.** Make this your first stop online and visit www.nehs.org/arc. Log in with credentials you receive when your affiliation is approved and click in to “New Chapters & New Advisers.” The online center features a variety of customizable letters, documents, templates, and more supported by guidance on member selection and induction and chapter activities. You’ll also find some how-to videos available behind various panes in the Adviser Resource Center. (If you have questions about logging in, email membership@nehs.org.)
- ❑ **NEHS National Handbook.** A copy is available online at www.nehs.org/arc. We recommend that the adviser and principal have a printed copy for reference. Replacement or additional copies can be purchased from the NEHS Store at www.nehs.org/store.
- ❑ **Bylaws for your chapter.** Each chapter must create and use a set of local bylaws that elaborate on the policies and procedures for the chapter. Guidelines and sample bylaws are provided in the handbook and at www.nehs.org/bylaws.
- ❑ **Selection process.** To ensure the methods for selecting students are widely known among students, staff, and the community (especially parents), each chapter is required to publish its selection procedures.
- ❑ **Disciplinary procedures.** Although it is hoped that such guidelines won’t be needed regularly, it is important to have these procedures written and available as one means of reinforcing the ongoing responsibility that all student members have to maintain the standards by which they were selected. While chapters are encouraged to maintain an inclusive and age-appropriate approach to all chapter discipline, members should be informed that their status as members is indeed a privilege, earned and bestowed upon them, and not a right.
- ❑ **Faculty Council.** As the chapter gets underway, the principal is charged with appointing faculty members to serve as the selection committee for the chapter. Principals are encouraged to consult with their previously identified chapter adviser(s) when making these decisions.
- ❑ **Chapter officers.** If you appoint or elect chapter officers, be sure to get their class schedules and request their home contact information in the unlikely event you need to contact them outside regular school hours. Also have on file the names of your officers’ parents or guardians.
- ❑ **Induction ceremony.** Is there a written ceremony available for you to follow? If not, work with some creative students and teachers to develop just the right script and order of events to provide unique recognition for your new members.

A Checklist for NEHS Chapters

Is your chapter operating in full compliance with the national guidelines for NEHS? Use the following checklist as a review.

- ☐ **Affiliation.** Have you submitted payment of your annual affiliation fee to cover the July 1 to June 30 membership year? Renewal invoices are sent to principals of active chapters in the spring. Advisers can also renew online at www.nehs.org/renew.
- ☐ **Chapter Adviser.** Has the chapter adviser been appointed by the principal? The name of this individual should be included in the space provided on the renewal invoice. Multiple advisers are acceptable at the local level; however, no principal or assistant principal can serve as chapter adviser and only a single adviser will be considered the primary adviser by the national office.
- ☐ **Faculty council.** Has the principal approved and appointed the faculty council for the year? See Chapter 2 under Leadership for more information about the composition of this group.
- ☐ **Publish.** Is your local selection process (including criteria and schedule) published for all students, parents, and faculty to see?
- ☐ **National Handbook.** Does the chapter have available sufficient copies of the *NEHS Handbook* for quick reference? Copies are available through the NEHS Store at www.nehs.org/store or from the national sales office at 866-647-7253 or sales@nehs.org. You can also download and print a copy from the Adviser Resource Center at www.nehs.org/arc.
- ☐ **Meetings.** Have you scheduled regular meetings for the chapter, including your induction ceremony for the year and informed the members of this schedule and their responsibility to attend?
- ☐ **Bylaws.** Does your chapter have its chapter bylaws developed, printed, and published for all chapter members?
- ☐ **Service.** Has the chapter planned its chapter service project and other activities for the current school year?
- ☐ **Obligations.** Have members been fully informed in writing (via the chapter bylaws or other handouts) of all membership obligations for which they are responsible this year, including, but not limited to, payment of dues (if charged), service hours, and meeting attendance?

Sample Published Selection Procedure Description

The national guidelines for NEHS indicate that “A description of the selection procedure shall be published in an official school publication that is widely available in a timely fashion to all students and parents of the school. The selection procedure shall be determined by the faculty council and shall be consistent with the rules and regulations of NEHS. This requirement applies to all chapters and is essential to presenting NEHS as an authentic, fair, and appropriate program for students in your school.”

To help you prepare a descriptive piece for your school handbook or website, first check to see that your selection process guidelines, as developed by your faculty council with approval by the principal, conform to the national standards. Once confirmed, use the guidelines to prepare an informative piece for your handbook. The following model is offered for your convenience.

Sample text

The National Elementary Honor Society chapter of *(insert school name)* is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in two areas of initial evaluation: scholarship (academic achievement) and responsibility. General standards for selection are established by the national office of NEHS and have been revised to meet the needs of our school and fall within our strategic goals.

Students are selected to be members of NEHS by a faculty council, appointed by the principal, and supervised by an additional member of the faculty serving as the chapter adviser. This group awards the honor of membership to qualified students on behalf of the faculty of the school during each school year. Our NEHS chapter will conduct its selection procedures during *(insert time[s] of your selection/induction cycle[s])*.

Students in the fourth, fifth, or sixth grades are eligible for membership. *(Local chapters may adjust the grade level and GPA eligibility according to local guidelines, thus limiting the year or year[s] of eligibility or raising the minimum required cumulative GPA. See this handbook for clarification.)*

For the scholarship criterion, a student must have a cumulative grade point average of 3.0 or better on a 4.0 scale *(see Previous Note)*. Those students who meet this criterion are invited to complete a candidate information form that provides the faculty council with evidence of the candidate's responsibility at home, at school, and in the community. *(Reference to specific resources to be used for evaluation of a student's responsibility can be included here, such as student conduct grades, etc.)*

In addition, to evaluate a candidate's level of responsibility, the faculty council uses two types of information: school administrative records and faculty input regarding their professional reflections on a candidate's personal responsibility qualities. *(Note: These evaluations from faculty are not required and are options for chapters at the local level.)* These forms and the candidate information forms are carefully reviewed by the faculty council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or nonselection according to a predetermined schedule established by the chapter.

Following notification, a formal induction ceremony is held at the school to recognize all newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all of the criteria that led to their selection. This obligation includes regular attendance at chapter meetings held *(insert duration, e.g., monthly)* during the school year, and participation in other chapter service projects and activities. *(Insert additional member obligations here if they exist for your chapter.)*

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser, *(insert adviser name here)*, in room *(insert room number)* or by phone at *(insert school phone number)*.

Sample New Chapter Press Release

Place text directly into body of email to media outlet. Check with your principal or district office for protocols about outreach to the media.

For Immediate Release

Contact: *(insert NEHS adviser's name)*

Date:

Phone:

Local Elementary School Establishes New Honor Society Chapter

(Your City), (State)— (Your School) has established a chapter of the National Elementary Honor Society (NEHS) to recognize its most outstanding students. Staff at the school were notified recently that their application to begin this prestigious new national student recognition program was approved by the national office and that they may now undertake the process of selecting new members for the *(year)* school year. More than just an honor roll, NEHS engages its members in service activities and leadership development that help strengthen the programs for all students at the school and improve life in the community.

(Your School) joins elementary schools around the nation in establishing a program to promote excellence in academic achievement and involvement in leadership and service for the nation's youngest students.

(Insert a quote from your principal about the importance of bringing NEHS to your school.)

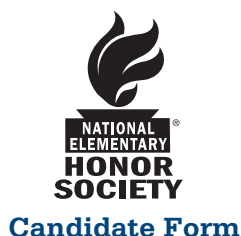
NEHS is a program of the National Association of Secondary School Principals (NASSP) in partnership with the National Association of Elementary School Principals (NAESP) Foundation. "We are proud to recognize *(Your School)* as a new affiliate of the National Elementary Honor Society," said JoAnn Bartoletti, executive director of NASSP. "As an NEHS affiliate, this school has indicated its commitment to acknowledging the hard work of high-achieving and well-rounded students. It also signals support for the core values of the Honor Society—values that we believe enhance the life of every member and the entire school community."

The National Elementary Honor Society joins the National Honor Society (NHS) and the National Junior Honor Society (NJHS) as the nation's premier organizations recognizing outstanding students who demonstrate excellence in the areas of scholarship, responsibility, leadership, service, citizenship, and character.

Established in 1921, the National Association of Elementary School Principals (NAESP) serves 30,000 elementary and middle level principals in the United States, Canada, and overseas. Visit www.naesp.org for more information. For more information about the National Elementary Honor Society, visit www.nehs.org.

Sample Candidate Cover Letter

The following sample cover letter and form are provided as models for distribution to those students that the chapter has identified as candidates, i.e., those who meet the scholastic eligibility standard. For more information, please refer to the “Candidate Packets” section of the NEHS National Handbook. Note: This form is not to be referred to as an application. All NEHS correspondence should be on chapter or school stationery.



Student's Name: _____

Current Grade Level: _____ Teacher: _____

Congratulations on becoming a **Candidate for Membership** in our school's chapter of the **National Elementary Honor Society (NEHS)**. You were identified based on the good grades you have earned on your report cards. While not yet a member, you can be proud of these accomplishments.

To continue the selection process for becoming a member of NEHS, you and your parents need to complete this form and return it to the chapter adviser (identified below) by the deadline listed below. A committee of teachers will review the information you provide and determine whether or not you will be invited to become a member of the chapter.

If, at any time, you or your parents have questions about this form or the chapter and its activities, please contact the chapter adviser for help. Please fill out all sections of this form as completely and accurately as you can to give yourself the best opportunity to be selected as a new member of our chapter.

We hope you are interested in becoming a member. We look forward to reading more about you and hope that you will return your completed form by the deadline.

(Adviser name)
NEHS Chapter Adviser

(Principal name)
Principal

Note: If you are not interested in becoming a member, there is a section at the end of the form that says that you are not interested. Check it and have your parents sign it. Please then return the form to the chapter adviser as soon as possible.

(Insert school name, address, and contact information for the chapter adviser at the bottom, or alternatively print on school letterhead.)

Candidate Information Form

Directions: Please complete all sections of this form. Type or print all information and submit it by the published deadline. Do not be modest or shy when completing this form. Every bit of information will be used by the faculty council as they consider your candidacy during the selection process. Completion of this form does not guarantee selection. If you have questions about this form, please contact *(fill in the appropriate adviser contact information)*.



Candidate Information Form

I. Student Information

Student Name: _____

Parent/Guardian Name(s): _____

Contact Information*: Please indicate your preferred method for receiving future notices about the results of the selection process.

Phone: _____

Email: _____

Street Address: _____

City: _____ State: _____ Zip: _____

*If you prefer to provide this contact information in person to the chapter adviser instead of providing it on this form, please do so at the time the form is turned in.

(Additional information as required by the local chapter, e.g., teacher name and room number, current grade level, student identification number can be requested or inserted in this section.)

Responsibility

We are interested in learning where and how you have demonstrated being a responsible student, child, or citizen. Please fill in the following three sections with information relating to your life at school, home, and in the community. You may attach additional sheets if needed.

II. Responsibility demonstrated through leadership positions

Please list all of the elected or appointed leadership positions you have held in school or in the community. Only those positions in which you were responsible for directing or motivating others should be included, for example, elected officer for the student body, class, or club; committee chairperson; team captain; newspaper editor; or other community leader. Please include the name of the adult/teacher responsible for supervising your leadership in each position.

Grade Level* 3/4/5/6	Leadership Position	Activity or Organization	Supervising Adult
Example: 3	Class representative	Student Council	Mr. Marano

(*While only students in grades 4, 5, and 6 are eligible for membership, the activities in which you participated during third grade can be provided on this form.)

III. Responsibility demonstrated through service activities

List service activities in which you have participated. These can be individual or group service projects done in or out of school. Service activities are those that are done for or on behalf of others (not including immediate family members) for which no compensation (monetary or other) has been given. Please list the name of an adult supervisor who can verify your participation in each activity.

Grade Level* 3/4/5/6	Service activity	Group or Organization	Supervising Adult
Example: 4	Food drive contributor	4th grade class	Ms. Felder

(*While only students in grades 4, 5, and 6 are eligible for membership, the activities in which you participated during third grade can be provided on this form.)

IV. Responsibility demonstrated through membership in and recognition from other groups at school or in the community

Please list all other school or community groups (not noted above) to which you currently belong or have given you an award or recognition for an accomplishment. Include clubs, teams, musical groups, etc., and the name of the adult in charge of the group.

Grade Level*: 3/4/5/6	Group or Organization	Supervising Adult
Example: 4	Chess Club member	Mrs. Carroll
Example: 5	Outstanding Safety Patrol Member	Mr. Sherrill

(*While only students in grades 4, 5, and 6 are eligible for membership, the activities in which you participated during third grade can be provided on this form.)

V. Responsibility demonstrated at home or with family

Please list activities and chores that you have done to demonstrate your responsibilities at home. You can include such items as regular household chores, supervision of younger brothers or sisters, care or support for relatives, etc.

Grade Level*: 3/4/5/6	Home or Family responsibilities
Example: 3-5	Taking meals to my elderly grandmother every Saturday.

(*While only students in grades 4, 5, and 6 are eligible for membership, the activities in which you participated during third grade can be provided on this form.)

V. Signatures

As the last section of the candidate's form, please sign and date the form where requested below.

Student – Please read. By signing below, I understand that completing this form does not guarantee selection to the National Elementary Honor Society chapter at my school. The information presented here is complete and accurate. If selected, I agree to abide by the standards and guidelines of the chapter and to fulfill all of my membership obligations to the best of my ability.

Student Signature: _____ **Date:** _____

Parent – Please read. I/we have read the information provided by my child on this form and can verify that it is true, accurate, and complete.

Parent Signature: _____ **Date:** _____

Return your completed form to *(insert specific individual and the location to which forms are to be returned)*.

Thank you for completing this form, and again, on behalf of the faculty of our school, congratulations on becoming a candidate for NEHS membership. Good luck! You will be notified of the results of our selections no later than _____ *(Insert date, and if known, the method of notification, e.g., letter, phone call.)*

(Important note for chapters: Include the school address and phone number along with instructions on how questions about this form or membership in general can be answered by the Honor Society staff/advisers.)

☐ Please check this box and sign below if you are NOT interested in being considered as a candidate for NEHS membership at this time. Students will be eligible for consideration in the future as long as they continue to meet the eligibility requirements for candidacy.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Sample Faculty Input Form

All NEHS correspondence should be on chapter or school stationery.

NEHS Selection for (insert year or semester/year)

The following students have been identified as candidates for selection to our Honor Society chapter. Candidacy begins by meeting the scholarship criterion of *(insert cumulative GPA criterion)*, which has been met by these students. Each candidate will submit a candidate information form to the faculty council, but additional information is being requested from the entire faculty to assist in this important selection process. Every faculty member is asked to review, sign, and return this form.

Please carefully review the list of candidates. For each of the criteria, please use the 1-4 rating scale (1 = low/poor; 2 = below average; 3 = good; 4 = high/outstanding) to evaluate any student with whom you have had professional interaction, e.g., as a teacher, adviser, coach. Should your rating be poor or below average for any candidate (either a score of 1 or 2), it is necessary for you to provide an additional comment that speaks to the professional rationale for this low rating or examples of the poor performance which led to the rating. If you have had no professional interaction with a candidate, please note that in the comments section.

Please consider these ratings as seriously as you would any grade entered into your grade book. Note: These ratings are not based on academic performance. That is already reflected in the grade the candidate may have received in your class.

Please sign the bottom of the form. In the event you have had no professional interaction with any of these students, please attest to that fact by checking the box at the bottom, signing the form, and returning it.

All forms should be returned to the chapter adviser, *(insert adviser name)*, by *(insert deadline)*. Your cooperation in this important selection process is greatly appreciated.

Candidate's Name	Responsibility	Service	Leadership	Comments OR indicate you have had no professional interaction with student (use the back for additional notes)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

☐ I certify that my ratings and comments are sound and based on professional interaction with the candidates.

☐ I certify that I have had no professional interaction with any of the candidates above or choose not to participate in the input process for this year.

Print Name: _____

Signature: _____ **Date:** _____

Sample Letter to Selected Members

All NEHS correspondence should be on chapter or school stationery.

Dear *(student's name)*,

Congratulations! You have been selected for membership in the *(school name or chapter name)* Chapter of the National Elementary Honor Society. Your selection was based upon careful consideration of your scholarship, responsibility, service, and leadership by our faculty council.

We would like to have you as our guest at a formal induction ceremony at *(place)* on *(date)* at *(time)*. Additional information will be provided to all confirmed participants at a later date.

Please return the attached form to the chapter adviser *(name)* no later than *(date)*. If you have any questions, please call *(name)* at the school, *(phone number)*.

Sincerely,

(Name)

Adviser, National Elementary Honor Society

Sample New Member Response Form

To be enclosed with the letter to selected members.

Please complete this form and return it to the Honor Society chapter adviser *(name)* by *(submission deadline)*.

- ☐ Yes, I plan to attend the National Elementary Honor Society induction ceremony *(date)* at *(time)*.
- ☐ Yes, I would like to become a member, but I cannot attend the induction due to a previously arranged engagement. (If you check this box, please contact the chapter adviser immediately for additional information.)
- ☐ No, I will not attend; **I do not** wish to accept membership.

Student Name _____

Student Signature _____ **Date** _____

Parent Name _____

Student Signature _____ **Date** _____

Sample Invitation to Parents

Place text on school or chapter stationery. It is recommended that you choose a typeface that indicates the formal and celebratory nature of this occasion. You may download and use the NEHS logo from the Adviser Resource Center on the invitation. (See www.nehs.org/logo.)

The principal and faculty of *(school name)* are pleased to announce that your student has been selected for membership in the *(name of chapter)* chapter of the National Elementary Honor Society.

You are cordially invited to attend the induction ceremony to be held at *(location)* on *(date)* at *(time)*.

(RSVP information)

Sample Letter to Nonselected Students

All NEHS correspondence should be on chapter or school stationery that includes the school phone number.

Dear *(student's name)*,

On behalf of the faculty council of our NEHS chapter, I am writing to inform you that after careful consideration, the council has voted to not select you for membership at this time. This decision was made carefully and came only after a thorough review of your candidacy by the council. A candidate must receive a majority vote from the council for selection. A careful review of your records did not result in that necessary vote.

While your excellent cumulative grade point average made you eligible as a candidate, the council found your efforts in the area(s) of *(identify one or more of the remaining criteria that each nonselected student did not meet, or use the alternate phrasing "one or more of the remaining selection criteria" if the chapter does not want to identify a specific criteria that was lacking)* to be below our chapter selection standards.

We understand that this is disappointing news for you. However, we commend you on your successful efforts so far, in particular your academic accomplishments, and encourage you to continue your hard work in hope that rewards and recognition will continue to come your way in the future.

Should you or your parents have any questions about this nonselection decision, please feel free to contact *(me/us)* within the next *(two weeks/another time period)* at *(fill in school phone, room number, or other relevant information to facilitate contact being made)*.

Sincerely,

(Name)

Adviser, National Elementary Honor Society

cc: Chapter files

Parents of *(student name)*

Sample Induction Ceremony Script

Traditional Candlelighting Induction Ceremony

New members are inducted by the chapter president, the principal, adviser, and four other members who represent scholarship, responsibility, service, and leadership. For the first induction ceremony, members of the faculty can be asked to assume the roles set aside for chapter members.

A table on the stage is set with one lighted and four unlit candles. While music is played, “Scholarship” enters with an unlit candle, lights the candle from a central one positioned on the table, and takes a place on the stage. “Responsibility,” “Service,” and “Leadership” enter, light their respective candles from the central candle, and take their stations. The chapter president and principal enter and take their positions on the stage. Once these six individuals are in place, a signal is given to have the new inductees enter the room and stand at their designated seats for the ceremony.

President: “Please be seated.”

The president then extends greetings to the guests and explains the purpose of the ceremony. Mention should be made at the first ceremony of the new status of the chapter and the history that is now being made at the school. The president’s final comments are: “The membership of the (*insert school name*) Chapter of the National Elementary Honor Society has been earned by the effective demonstration of the qualities held in high esteem by the society. Four of our members will review these qualities for the candidates.” (pause) “Scholarship.”

Scholarship: (*steps forward*) “Scholarship means a commitment to learning. An NEHS member is willing to spend time in reading and study, knowing the lasting benefits of a cultivated mind. We all must continue to learn even when formal education has ended, whether at the end of the school day, the school year, or our educational career, for education ends only with the end of life. Knowledge is one great element in life which leads to the highest success, and it can be acquired in only one way—through diligence and effort. Learning furnishes the lamp by which we read

the past, and the light that illuminates the future. Members of NEHS are challenged to continually expand their world through the opportunities inherent in scholarship.”

President: “Responsibility.”

Responsibility: (*steps forward*) “Responsibility is our commitment to do what we say we are going to do. It is our obligation for doing what is right when faced with the temptation of doing wrong. Responsibility is an expression of our concern for our family. We work in a responsible manner at school to achieve our academic goals. When playing sports we are responsible to the team by always competing with our best effort and displaying good sportsmanship. Our responsibility to our community is displayed through acts of good citizenship, respecting the laws, culture, and traditions of our part of the world. NEHS members demonstrate responsibility at home, at school, and in the community and serve as role models for our peers. We accept these new responsibilities with pride.”

President: “Service.”

Service: (*steps forward*) “My office is service. In our day-to-day lives, many opportunities arise to perform service, helping others to do what they cannot do alone. This willingness to work for the benefit of those in need, without monetary compensation or the expectation of reward, is the quality we seek in our members. We are committed to the idea of volunteering our time and abilities to the creation of a better tomorrow for us all.”

President: “Leadership.”

Leadership: (*steps forward*) “Our leadership as members of the National Elementary Honor Society should exert a positive influence on the school. A student leader takes the initiative in class and in school activities, striving to train and aid others to reach their goals. The price of our leadership is sacrifice—a willingness to yield our personal interests for the interest of others. A leader has self confidence and will go forward when others hesitate. Leadership is

Sample Induction Ceremony Script (Continued)

needed in many aspects of our lives; thus, to lead is another important challenge to each of our members.”

President: *“The candidates will rise and repeat the pledge.”*

Candidates repeat the pledge and are then instructed to walk across the stage where each receives the emblem and membership card (or other tokens of membership). The chapter adviser and principal may be called upon to assist in the presentations.

President: *“Please join me in congratulating all of the new members of our chapter of the National Elementary Honor Society.”* (Leads applause)

The president then introduces the principal for their congratulatory remarks.

The president thanks the principal, once again adds congratulations, thanks all for attending and participating in the ceremony, and then dismisses the new members and guests either to leave or to join the new inductees at a reception at a location announced or printed in the program.

Pledges for Inductees

There is no specific NEHS pledge for use by the chapters. Several sample pledges are provided below.

Use of a pledge is a decision left to the local chapter. Local chapters should always take into consideration the religious convictions and cultural traditions of the school population when considering the use of a pledge. Chapters are encouraged to be sensitive to those groups that prohibit their members from taking pledges and to craft their ceremonies accordingly.

Sample Pledges

I pledge to uphold
The high purposes of the
National Elementary Honor Society
To which I have been selected.
Striving in every way
By word and deed
To make its ideals
The ideals of my school
And of my life.

I pledge to uphold
The high purposes of the
National Elementary Honor Society
to which I have been selected;
I will be true to the principles for which it stands;
And will maintain and encourage
High standards of scholarship, responsibility,
service, and leadership.

As a member
Of the National Elementary Honor Society,
I pledge to:
Be a strong student, achieving the most from my
education; Demonstrate Responsibility, showing
enthusiasm and working hard in all that I do;
Learn the skills of Leadership, practicing them in all
aspects of my life;
Be of Service to my school and community,
showing that I care;
And be a role model for my peers, helping us all
achieve our best.

Induction Musical Suggestions

Chapters have a wide range of music to choose from when creating the music for use at their induction ceremony. The following list was compiled by Robert Gurley, former Honor Society adviser at A. Leal, Jr. Middle School in San Antonio, TX.

- “Fanfare for the Common Man,” Aaron Copland
- “Pomp and Circumstance,” Edward Elgar
- “Olympic Fanfare and Theme,” John Williams
- March from “Midway,” John Williams
- March from “Superman,” John Williams
- “Liberty Fanfare,” John Williams
- March from “Raiders of the Lost Ark,” John Williams
- March from “1941,” John Williams
- Main theme from “Star Wars,” John Williams
- Hornpipe from “Water Music,” G.F. Handel
- Overture from “Music of the Royal Fireworks,” G.F. Handel
- Great Gate of Kiev from “Pictures at an Exhibition,” M.I. Mussorgsky
- “Jesu, Joy of Man’s Desiring,” J.S. Bach
- Largo from “Xerxes,” G.F. Handel
- Rondeau from “Fanfare for the King’s Supper,” J.J. Mouret
- “Trumpet Tune and Air,” Henry Purcell
- “The Prince of Denmark’s March,” Jeremiah Clarke

- Grand March from “Aida,” Giuseppe Verdi
- Overture to “Die Meistersinger,” Richard Wagner
- March from “Tannhauser,” Richard Wagner
- “Ride of the Valkyries,” Richard Wagner

Other selections include music from movies such as:

- *The Ten Commandments*
- *The Last Starfighter*
- *Superman*
- *Star Wars*
- *Ben Hur*
- *2001: A Space Odyssey*
- *The Lion in Winter*

A good exercise to undertake with chapter officers or the entire membership is to ask what songs or music they would like to include. Chapter advisers should exercise caution when accepting contemporary music suggestions to be certain the lyrics are appropriate for the ceremony.

Many of the pieces recommended above are included in the official ceremonial music CD available from the NEHS Store.

Sample Preinduction Ceremony Press Release

Place text directly into body of email to media outlet. Check with your principal or district office for protocols about outreach to the media.

(To be released before new members are selected)

For Immediate Release

Contact: *(insert NEHS adviser's name)*

Date:

Phone:

(Name of school) Elementary School's annual induction ceremony for the *(Name of chapter)* Chapter of the National Elementary Honor Society will be *(day, date)* at *(time)* in the *(location)*.

To be eligible for membership, students must have a cumulative grade point average of *(Insert GPA)*. Additionally, candidates must demonstrate responsibility at home, at school, and in the community. Students from the *(insert relevant grade levels)* were evaluated and selected by the faculty council of the chapter.

This year *(insert total new inductees number)* students are being inducted as new members.

The National Elementary Honor Society was established in 2008 to recognize outstanding elementary level students. The organization is a program of the National Association of Secondary School Principals in partnership with the National Association of Elementary School Principals Foundation. For more information, visit www.nehs.org.

Post-Induction Ceremony Press Release

(To be released after new members are inducted)

For Immediate Release

Contact: *(insert NEHS adviser's name)*

Date:

Phone:

(School name) Elementary School inducted *(number of new members)* students as new members of the National Elementary Honor Society in a ceremony held at the school yesterday.

Members were selected by the chapter's faculty council for meeting high standards of academic excellence and responsibility.

Students inducted were: *(insert list of new members)*

"We are very proud to recognize these outstanding members of our student body. National Elementary Honor Society members are chosen for and then expected to continue their exemplary contributions to the school and community," said *(insert name)*, principal of the school.

The *(insert school name)* Elementary School chapter has been active since *(insert year)*. Each year the chapter participates in several projects for the school and community, which include *(insert chapter service or other activities)*.

The National Elementary Honor Society was established in 2008 to recognize outstanding elementary level students. The organization is a program of the National Association of Secondary School Principals in partnership with the National Association of Elementary School Principals Foundation. For more information, visit www.nehs.org.

Sample Officer Installation Ceremony

Supplies:

One master candle in a candle holder
One candle for each officer being installed
A table with tablecloth
Matches/lighter for the ceremony
Any certificates or tokens of the office that the chapter decides to present to chapter officers
Lectern for the installing officer to use with the script
Chairs for old and new officers

Sample Script for Officer Installation Ceremony

Installing Officer:

"The installation of any group of officers is an important occasion. First, this event is important to the total chapter membership. You, the members of our chapter of the National Elementary Honor Society, have indicated by your vote your trust and faith in these, your elected officers, to serve for the coming year. Their service and accomplishments depend largely on cooperation from you, the members of the chapter. Being a follower is as important as being a leader. In any organization, there comes a time when some must lead and others must follow.

And to the new officers, a reminder that the National Elementary Honor Society is founded upon the principles of scholarship, responsibility, leadership, and service. In all your undertakings as new officers, may you always keep in mind these guiding principles.

(Picks up an unlit candle)

A candle's but a simple thing;
It starts with just a bit of string.
Yet dipped and dipped with patient hand,
It gathers wax upon the strand
Until, complete and snowy white,
It gives at last a lovely light.

(Lights candle from the lit candle already on the table)

Life seems so like that bit of string;
Each deed we do a simple thing,
Yet day by day if on life's strand,
We work with patient heart and hand.
It gathers joy, makes dark days bright,
And gives at last a lovely light."

(Note: The following two paragraphs are for use after the first year of the chapter, as the first officers are completing their term.)

"Will each retiring officer step forward as your name is called and receive a lighted candle, symbol of the flaming torch of knowledge and freedom, and reminding us to lead others to follow this light."

(Lights a candle for each retiring officer and gives it to them as the officer's name is called; president, vice president, etc.)

"Outgoing officers, through your work this past year, you have created the candles which you will pass on to your successors. You have worked with patient care, made dark pathways bright. We thank you for all your efforts. They have added to the history of our chapter, our school, and our community. We now ask you to pass your lighted candle to your successor."
(Old officers hand their lighted candle to their new counterpart and are seated.)

(For the first officer installation, it is suggested that the adviser or principal hand each new officer the candle at this point. After all old officers have taken their seats, the Installing Officer continues.)

"New officers, please stand." *(New officers stand in unison.)*

"In accepting these offices you have indicated your willingness to give the best in time and effort to carry out the principles of the National Elementary Honor Society. Yours is an important responsibility as well as a privilege. The world today, as never before, needs faithful and efficient leaders, and your chapter is looking to you to lead its members. With this in view, do you pledge your best efforts to these offices you now accept? If so, new officers please respond, 'We do.'"
(Pause to allow responses to be given.)

Hold high the torch, You did not light its glow.
'Twas given you from other hands you know.
'Tis only yours to keep it burning bright,
For there are other feet that you must guide,
And others go marching by your side...
Some day in turn they'll lift it high and say,

Sample Officer Installation Ceremony (Continued)

"I watched another carry it this way."

May your light blaze forth for a successful year and, at the expiration of your term of office, when all of your goals have been achieved, may this light of leadership

be passed on with the satisfaction that much was accomplished for the good of our school and our chapter of the National Elementary Honor Society. Congratulations! *(Leads applause)*

Sample NEHS Meeting Agenda and Script

Sample Agenda

Labeling your agenda to indicate “I” for information items or “D” for discussion items can help members differentiate and know when discussion is invited.

- I.** Call to order
- II.** Roll call/Attendance procedures (I)
- III.** Minutes of the previous meeting (review and approval) (I)
- IV.** Treasurer’s report* (review and approval) (I)
- V.** Committee reports*
 - a. Standing committee reports
 - b. Special committee reports
- VI.** Old/Unfinished business**: Carried over from the last or previous meetings (D)
- VII.** New business** (D)
- VIII.** Other reports, announcements and reminders of events or responsibilities, including the announcement of the date and time of the next regularly scheduled meeting of the group.
- IX.** Guest presentation or program topic for this meeting (location of this segment of the meeting agenda may depend on the nature of the content and the scheduling needs of the guest presenter, e.g., the principal who may need to speak at the beginning of the meeting instead of the end).
- X.** Adjournment

** It is recommended that all reports be submitted in writing to the secretary by the end of the meeting, and that a time limit and/or format be given to each presenter to assure consistent and informative reporting.*

*** In sections VI. and VII. above, Old and New Business, when motions are presented for consideration by the membership, it is strongly recommended that the chapter utilize the fundamental principles of meeting management from Robert’s Rules of Order or*

other established systems of meeting management to consider each topic.

Sample Script

This sample meeting script will give inexperienced officers an idea of the flow of a meeting and help build their confidence before that all-important first meeting. Consider reading through this script at the meeting where your meeting agenda is planned. (The outline used to create this script was derived from the “Sample Meeting Agenda.”)

I. Call to Order:

President (*or other presiding officer*): “The September 21 meeting of the Reston Elementary School chapter of the National Elementary Honor Society is now called to order.” (*Rap gavel twice.*)

Pledge of Allegiance: “Please stand and recite with me the Pledge of Allegiance. (*Face the flag, “I pledge allegiance to the flag...”*)”

President: “Thank you. You may be seated.”

II. Roll Call:

President: “I now call upon the chapter secretary, (identify the secretary by name), to take the roll.”

Secretary: Following the completion of the roll call, the secretary announces whether quorum* has been reached for the meeting. (*If “quorum” has not yet been taught to the members, avoid this announcement until after this leadership lesson has been provided.*)

Secretary: “Mr./Ms. President, there are ___ members present (and a quorum has/has not been established).”

President: “Thank you.”

III. Minutes:

President: “Will the secretary now please read the minutes of the last meeting?”

Secretary: (Reads the minutes. Note: Minutes should be written, reviewed, and approved by the president and adviser before being presented at this meeting so they can be as complete and accurate as possible to minimize the need for corrections, additions, deletions, etc.)

President: “Are there any additions or corrections to the minutes?” (*Members provide corrections if there are any.*) “If there are no (further) corrections or additions to the minutes, I will ask for a motion to approve

Sample NEHS Meeting Agenda and Script (Continued)

the minutes as read (corrected)."

Chapter member: "I move to approve the minutes as read (corrected)."

Another member: "I second the motion."

President: "All those in favor, say 'aye'." (*Group votes*)

"All those opposed, say 'nay'." (*Group votes*)

President: "The motion passes" or "The motion does not pass."

IV. Treasurer's Report:

President: "Will the treasurer, (*identify by name*) now please give the treasurer's report?"

Treasurer presents the report and says at the conclusion: "Mr./Ms. President, I present this report for your approval."

President: "Thank you. Are there any questions?"

Allows treasurer to provide explanations and answers.

At the conclusion of the discussion:

President: "Without any (further) questions or objections, the report is approved as presented." (*Rap gavel once.*)

V. Committee Reports:

President: "We will now ask for committee reports."

Using a master list of current committees, the president can ask each chairperson if they have a report to make. The president thanks each presenter at the end of each report and asks the group if there are any questions for that committee. Note: Before the meeting, committee chairpersons should be given a time limit for their reports (*such as two minutes*). Committee chairpersons may want to provide written summaries or handouts.

VI. Old/Unfinished Business:

President: "We will now move on to unfinished (or old) business. The first item of unfinished business is..."

Review each item of unfinished business in the order provided on the meeting agenda.

President: "Are there any other items of old business for today? If not, we will now move on to new business."

VII. New Business:

President: "We will begin the new business with the consideration of..." Review new business items from the agenda.

President: "Are there any additional items of new business? (*pause*) If not, we will now have additional reports and announcements."

VIII. Reports and Announcements:

President: "Are there any reports or announcements for the group?"

Many chapters will begin reports/announcements with input from the chapter adviser. The president recognizes each report/announcement presenter by name (*and title if the person serves as an officer*) and asks presenters to stand. Upon completion, thanks each presenter and asks if there are any additional reports or announcements.

IX. Program:

President: "We will now move to the program for today's meeting." Introduces the program speaker or other activity or event for the meeting.

Presentation (with a preset time limit).

At the conclusion of the presentation, thanks the presenter by name and mentions how important the presentation was to the members.

X. Adjournment:

President: "Thanks to everyone for attending today's meeting. A final reminder that our next regularly scheduled meeting is set for Tuesday, October 16. If there is no further business (*pause*), I will ask for a motion to adjourn the meeting."

Member: "I move to adjourn the meeting."

Another member: "I second the motion." Proceeds to the vote.

President: (*If approved*) "The September meeting of the Reston Elementary School NEHS chapter is now adjourned." (*Rap gavel once*)

Note: If the chapter wishes to adjourn the meeting before all the business has been completed, the meeting must be adjourned by a motion.

***Quorum:** Standard quorum rules call for at least 50 percent of chapter members to be present to conduct official business. A different quorum level can be developed and included in the chapter bylaws. Failure to have a quorum simply means that no official business can be conducted, although reports and program components can be presented.

Sample Warning Letter

All NEHS correspondence should be on chapter or school stationery that includes the school phone number. In disciplinary matters, advisers are encouraged to prepare a draft based on this example and have it reviewed and approved by the principal prior to use.

Title: Notification of Warning

Date:

Dear *(student's first name)*,

This is to notify you and your parents that you have fallen below the standard(s) for *(identify the criterion or criteria in which the student has fallen below standard, e.g., "Service," "Responsibility," "Scholarship")* as set forth in Article *(insert Article numbers)* of the bylaws of the *(school name)* chapter of NEHS.

Specifically, *(Outline the nature of the deficiency referenced in the first paragraph.)*

The nature of this deficiency requires that we place you on warning. You will remain on warning until *(insert date)*, at which time your progress will be evaluated again. *(Or include alternative language as situation requires.)* During this time you must *(insert terms of warning here)* and are not considered a member in good standing.

Due to this status, you may not *(insert restrictions here, e.g., serve as a chapter officer.)* If you have not *(insert terms of warning here)* at the conclusion of the warning period on *(date)*, you may be considered for dismissal.

You will be informed in writing of your membership status and the next steps by *(date)*.

If you have any questions about this warning or your membership status, please see *(insert adviser name here)*.

Sincerely,

(Name)

Adviser, National Elementary Honor Society

Please make a copy for your records, sign below and return to the chapter adviser.

We have reviewed this notification and understand its content.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Sample Letter of Notification of Disciplinary Hearing

All NEHS correspondence should be on chapter or school stationery that includes the school phone number. In disciplinary matters, advisers are encouraged to prepare a draft based on this example and have it reviewed and approved by the principal prior to use.

Dear *(student's name)*,

This is to notify you and your parents that, based on the recent record of your performance, the leadership of our chapter of the National Elementary Honor Society (NEHS) is requesting a disciplinary hearing. Specifically: *(Outline the nature of the charges being brought against the student. This should be sufficient to indicate to the readers that there is professional substantiation for the charges being brought against the student, e.g., reference to disciplinary actions by the school, reports provided by teachers, substandard grade point averages, failure to fulfill member obligations.)*

The nature of your conduct as outlined above leads us to consider the possibility of your dismissal from the National Elementary Honor Society. As called for in Article 9, Section 4 of the NEHS National Constitution, a written notification and hearing are required for and must be conducted by the faculty council.

Your hearing will be conducted *(day and date)* at *(time)* in *(location of the meeting)*. A parent/guardian may be present with you, but the primary focus of the hearing is to allow you to present your case before the council.

If you wish to explain your case in writing, you should present the written statement by *(deadline date)* to *(identify chapter adviser and place where statement should be submitted)*.

Finally, you and your parents are asked to sign below to signify you have reviewed the contents of this letter, and return it to the NEHS adviser by *(date)*. If you have questions regarding the contents of this notification letter, or if the date for your hearing is not acceptable at the present time, please consult with the chapter adviser immediately.

Sincerely,
(Insert adviser or principal's name)

Student and Parents: Please sign below and return to the chapter adviser. Make a copy for your records.

We have reviewed the content of this notification and understand its content.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Sample Notification of Dismissal

All NEHS correspondence should be on chapter or school stationery that includes the school phone number. In disciplinary matters, advisers are encouraged to prepare a draft based on this example and have it reviewed and approved by the principal prior to use.

Dear *(student's name)*,

On behalf of the faculty council of the *(school name or chapter name)* of the National Elementary Honor Society, I write to inform you that you are hereby dismissed from the chapter, effective *(date)*. After careful consideration of all the details in your case, including information presented by you at your hearing held on *(insert date of hearing)*, the faculty council voted and a majority have decided upon dismissal in this case.

We request that you return your membership card and pin *(or other insignia)* to me *(the chapter adviser)* no later than *(insert appropriate date)*. Furthermore, we must inform you that as a dismissed member, you will never again be eligible for membership in NEHS and that our chapter membership roster will be amended and your name will be removed from the list of active members *(and/or NEHS will be removed from school transcripts)*.

Should you or your parents have questions regarding this decision, please feel free to contact me at school during business hours. Should you wish to appeal this decision, which is your right, please make an appointment to do so with the principal within the next 30 days *(or other reasonable statute of limitation)*.

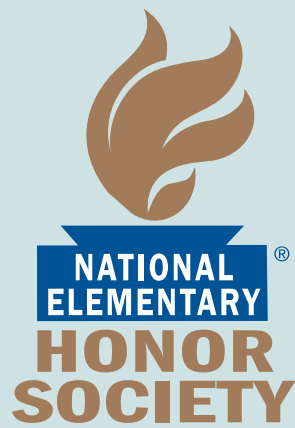
While this notification of your dismissal is no doubt disappointing, you are encouraged to continue to do and be your best and to successfully complete your education on our campus. In those efforts, we will continue to support you and wish you all the best.

Sincerely,

(Name)

Adviser, National Elementary Honor Society

cc: Parents, chapter files



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