

## 8. SCHOLARSHIP AND AWARD PROGRAMS



### 8.1 The NHS National Scholarships

National Honor Society members who exhibit outstanding scholarship, leadership, service, and character may be eligible in their senior year to be nominated to compete in the National Honor Society Scholarship Program. Nominations are not based on need, or on any single criterion. Rather, the nominating committee identifies students who are outstanding in the four qualities of scholarship, leadership, service, and character.

Each nominee completes the nomination form, which details the student's participation in service organizations, clubs, and athletics; academic achievements; and other aspects of their lives at school and in the community. Nominees also write an essay on an assigned topic, and get recommendations from a teacher and the principal. In selecting the winners, the National Council also considers the size, location, and type of the student's school. All NHS chapters can nominate their students, winners from every state will be included, and the total pool of winners is representative of the diversity of chapters found among our members. All current awards are merit-based and do not consider need as a factor.

The number of nominees per chapter is based on graduating class size. Small schools (1–100 graduating seniors) may nominate two seniors; medium schools (101–250) may nominate three seniors; large schools (251–400) may nominate four seniors; and very large schools (401+) may nominate five seniors. Annually, more than \$200,000 in scholarships is awarded in the following categories: state winners, a minimum of two per state, receive \$1,000; state finalists receive \$1,500; nine regional winners receive \$3,000; and one national winner receives \$13,000. The National Honor Society/NASSP funds this program. There is no processing fee for submitting nominations, and all nomination forms and recommendations are submitted online. Nomination instructions, eligibility rules, and general nomination information is provided to all chapter advisers in November, and winners are announced in the spring.

This scholarship must be used to pursue a course of study leading to a degree in an accredited university, college, or junior/community college in the United States. Scholarships are paid directly to the college. Millions of dollars in scholarships have been awarded since the National Honor Society Scholarship Program was established in 1945. The program is sponsored by NASSP.



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every 1,000 students (or portion of). Local honorees are then judged at the state level. One high school and one middle level student in each state and the District of Columbia are named “state honorees” and each receives \$1,000, a silver medallion, and an all-expenses-paid trip to Washington, DC, with one of their parents/guardians. The runners-up in each state receive bronze medallions as distinguished finalists, and other top applicants receive certificates of excellence. At the national recognition events in Washington, DC, 10 state honorees (five high school and five middle level students) are named national honorees and each receives an additional \$5,000, a gold medalion, and a crystal trophy for their school or organization.

Information and application packets are mailed each fall to principals and counselors in every middle level and high school in the country and to the following organizations: Girl Scouts; 4-H; American Red Cross; YMCA and Affiliates of HandsOn Network. Applications are also available at [www.nassp.org/spirit](http://www.nassp.org/spirit).

<b>Fall</b>	Awards packet mailed to principals, counselors, and participating organizations
<b>October</b>	Student deadline to schools or participating organizations
<b>November</b>	Deadline for schools and officially designated organizations to certify local honoree application(s) to state judges
<b>February</b>	NASSP notifies state honorees through their schools or participating organizations
<b>May</b>	National recognition events in Washington, DC

## 8.3.3 ACA and PEAP

NASSP administers two additional student recognition awards, the American Citizenship Awards and the President’s Education Awards Program.

### American Citizenship Award

This award honors any student in elementary, middle, or high school who has shown by their words and actions that they possess the qualities and characteristics we hope to instill in all of our students. This award is presented by NASSP and the National Association of Elementary School Principals (NAESP).

### President’s Education Award Program

This award was developed to help principals recognize and honor those students who have achieved high academic goals by their hard work and dedication to learning. The program is sponsored by the U.S. Department of Education in partnership with NASSP and NAESP.

Additional information about both of these programs is available at [www.nhs.us/awards](http://www.nhs.us/awards).

A complete listing of all of the scholarships and awards offered by NASSP can be found at [www.nassp.org/awards](http://www.nassp.org/awards).

## 8.4 How to Win a Scholarship from NASSP

The NHS Scholarship program and the others listed above are generally designed to identify well-rounded nominees or those who fit the specific criteria of the program.

- Information provided by and about nominees on their nomination forms should clearly demonstrate their superlative qualities.
- Avoid using unknown abbreviations wherever possible—national organizations are widely known, but state-based or local groups are not.
- Be sure that the administration fee (if required) is paid and included in the nomination packet along with all other requested materials and that the packet is sent on time and to the correct address.
- Complete the nomination form thoroughly, paying special attention to obtaining all of the required signatures and recommendations (student, adviser, principal).
- Provide effective recommendations that don’t merely restate information found elsewhere on the form, but give insight to the character of the nominee. The scholarship committee is a group of secondary school principals who respect the recommendations provided by their peers.
- If your nominee has more activities than can fit in the space provided, activities listed should be the best activities to support the nomination and reflect the well-rounded nature of the nominee.
- Encourage all potential nominees to perform significant service for the school or the community that speaks to an important local concern and creates visible results.
- Stress to nominees the importance of a well-written essay that responds effectively to the narrative assignment and always check for correct spelling and grammar.
- Overall, ensure that the form submitted is neat and well thought out.

For additional insights, be sure to review the scholarship winner profiles in the fall issues of *Leadership for Student Activities* magazine and archived at [www.nhs.us/l4sa](http://www.nhs.us/l4sa).

All nominees are judged against other nominees from their state and from schools of similar size within the state (small, medium, large, or extra-large schools as defined on the nomination form). This component of the selection process allows students to compete against peers from similar educational

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## 8.6.3 Kyker Award for Outstanding State Service Projects

In 2000, the NHS & NJHS National Council created an award to recognize the outstanding work of state Honor Society associations. Each year we honor one of these associations with the



Kyker Award. Named for Ardis Kyker, a retired executive director from Minnesota whose hard work, dedication, and friendship contributed to not only the development of an outstanding state association, but also to the national conference. She hosted the 1996 conference in

Minneapolis that celebrated the 75th anniversary of NHS.

Every state association is eligible to submit an application for this award. The annual deadline for submission is February 15. For more information visit [www.nhs.us/kyker](http://www.nhs.us/kyker).

## 8.7 NASSP National Advisory List of Student Contests and Activities

For more than 70 years, NASSP, through its National Committee on Student Contests and Activities, has produced the National Advisory List. The purpose of the National Advisory List is to provide information to assist principals in guiding students and parents in making decisions regarding participation in a wide variety of program opportunities.

The National Committee assists principals in protecting students from exploitive programs and to identify programs that have educational benefits. The National Advisory List guidelines also provide information on scholarship search services, student recognition programs, and educational student travel.

Although each school will and should determine the contests and activities in which it chooses to take part, the Student Contests and Activities National Advisory List is a guide that it is the result of careful screening and review of information submitted to the national committee. Inclusion on the National Advisory 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 at [www.nhs.us/scaa](http://www.nhs.us/scaa).

## 8.8 Additional Resources

For the most current information on the programs noted above, please visit [www.nhs.us](http://www.nhs.us) and look at Scholarships and Awards.

The national office keeps advisers informed throughout the year. In the fall and the spring, the *Adviser Update* provides program descriptions, calendars, and contact information for all chapters.

Each month, August through June, advisers and principals are e-mailed copies of *Honor Society News*. In addition to timely reminders about deadlines and suggestions for faring well in NASSP competitions, these newsletters also report regularly about scholarships and awards offered by partner or like-minded organizations. Also each month, we provide profiles of winners and other helpful articles on the "Scholarships and Awards" pages of *Leadership for Student Activities* magazine. Most of these articles can be found at [www.nhs.us/14sa](http://www.nhs.us/14sa).



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## Appendix 3. Legal Memorandum

*NASSP Legal Memorandum: Selection, Dismissal, and Discipline: Legal Guidelines for NHS® and Other Selective Organizations*

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### INTRODUCTION

Grades, competitive school activities, selective course placement, and selective honors encourage and reward students for their work and avail them of opportunities in higher education and employment. However, students, or more often the parents of students, who do not receive the results they desire will often demand explanations and adjustments. When conflict arises, the first inclination of school officials may be to abandon the practice of distinguishing students, or to reduce their standards, but this would be a mistake. Instead, those entrusted with the duty to oversee selective activities must continue to evaluate students and should use well-defined procedures and professional practices to place themselves and the process beyond reproach. The National Honor Society (NHS) may serve as a model of such procedures and practices for not only its own chapters, but for selective student activities in general. This edition of *A Legal Memorandum* uses NHS to explore the legal issues facing selective student activities.

### Membership: Whose Right Is It Anyway?

In the handful of legal challenges to selection decisions by NHS chapters, courts have consistently held that membership in NHS and other selective organizations is a privilege, not an entitlement. As such, there has been no recognition of a property or liberty interest in membership selection that would give rise to constitutional due process rights. In *Miller v. Goldberg* (1991), a New York trial court analogized non-selection for NHS to the non-renewal of a untenured teacher; like the untenured teacher, the nonselected student has only “an abstract need or desire” to be offered membership and not a legitimate claim. In *Karnstein v. Pewaukee School Board* (1983), a U.S. District Court in Wisconsin endorsed this view noting that though membership in NHS was “a valuable medal ... when applying ... to some colleges,” it is an “honor” rather than a legal “entitlement” and therefore does not warrant “the requirements of due process of law.” This rule is so well established that in *Dangler v. Yorktown Central Schools* (1991), a U.S. District Court in New York not only rejected a student’s challenge to his non-selection, it sanctioned the plaintiff with a \$60,000 penalty for bringing a frivolous lawsuit.

Since the NHS selection process does not involve a liberty or property interest, the due process clauses of the Fifth and Fourteenth Amendments do not apply. However, once a student has been inducted, they gain a limited property right to membership; the U.S. Constitution notwithstanding, the NHS handbook entitles NHS members to due process if they are going to be deprived of their membership. Due process is a very broad concept. At a minimum it requires the individual whose liberty or property is in jeopardy to be provided notice and an opportunity to be heard (*Fuentes v. Shevin*, 1994).

Returning to the untenured teacher analogy used by the court in *Miller v. Goldberg*, as tenured teachers are entitled to certain due process before dismissal, so too are NHS members. (Also see *Warren v. National Assoc. of Secondary Sch. Principals*, 1974; and *Ector County Independent School District v. Hopkins*, 1974.)

### Discriminating Without Prejudice

School officials should remember that selective organizations are meant to be selective. Schools must avoid using inappropriate criteria when determining which students should be invited to join a team, enroll in advanced courses, or be offered membership into honorary groups. However, schools also should not abandon their duty to differentiate and distinguish students to provide them with appropriate education and to recognize and encourage student achievements. When standards are reduced to avoid conflict, programs and honors lose their value. Therefore, appropriate selectivity is essential to any useful selection process.

### The Target: Identifying the Criteria

Every decision to select, discipline, or dismiss a student from a selective student activity must be based on the standards for membership. The only way that such decisions can be fair is if they are based on clearly defined standards that are published and presented to the students. Though subjectivity may play an important part in the selection, discipline, and dismissal of members, making the selection process as objective as possible will make the selection process less vulnerable to criticism.

The NHS Constitution identifies four criteria to be used in the selection of its members: scholarship, leadership, character, and service. Each of the four factors naturally involves subjective assessments. Thanks to student cumulative grade point averages, scholarship requires the least subjective review by the Faculty Council; while leadership and service are more subjective, they can still be quantified and considered with relative objectivity. However, character judgments are subjective by nature; therefore, it is not surprising that most controversies result from issues involving character.



## Free Expression

Where the Constitution protects students' expression, schools must not prevent their expression or retaliate against students for engaging in free speech. Courts have given schools enormous leeway with regard to restricting speech in order to facilitate order. However, when expression is not disruptive, it is generally protected; for example, the Supreme Court has decided that the Constitution protects students who choose not to recite the Pledge of Allegiance. This protection extends to protect students' participation in school-sponsored organizations.

The application of First Amendment protections to student activities was illuminated by the U.S. District Court in New Haven, Connecticut, in a case regarding a student's refusal to recite the Pledge of Allegiance. There, the court ordered a student's induction into NHS when evidence led the court to believe that the student's nonselection was in retaliation for her refusal to pledge allegiance to the flag (*Greenberg, 1997*). The case involved a high school senior who refused to recite the Pledge of Allegiance because she believed that there was no justice for black Americans. The Faculty Council responded to claims of retaliation by citing disciplinary issues, but the court concluded that the limited incidents cited by the committee were directly related to the school's policy of sending students who refused to recite the Pledge to the principal's office. The court cited the student's exemplary record and school involvement, and noted that prior to her nonselection, neither she nor her parents were ever informed of any problems with her conduct. The court concluded that the concerns cited by the committee were pretextual and that the student's nonselection was based on her refusal to recite the Pledge.

Plaintiffs, however, do not always find such success. In *Dangler v. Yorktown*, the plaintiff claimed that he was denied membership in NHS in retaliation for his father's outspoken criticism of the school. The court rejected the claim when the plaintiff was unable to provide evidence that the father's comments were part of the Faculty Council's consideration after the Council provided other reasons for his nonselection. Selection, discipline, and dismissal should never be used to suppress students' constitutional rights or to retaliate for the exercise of those rights. The best defense against false claims of retaliation is to have well-defined procedures and criteria for selection and to be willing and able to provide reasonable, constitutional explanations for nonselection.

## Special Education

Students with disabilities may not, and should not, be excluded from consideration because of their disability; neither must

they be given an unfair advantage. When a student meets NHS standards in every way except that prevented by a disability, they should not be disqualified from consideration for honorary membership (Article VIII, Section 3 of the NHS Constitution). As the *NHS Handbook* explains, honorary membership is available to students who represent the ideals of NHS but who are disqualified from consideration through no fault of their own. Examples of individuals who should be considered for honorary membership include students with disabilities that prevent their qualification and foreign exchange students who, because of their exchange program, fail to meet the attendance requirements. Honorary membership should still be selective.

In 1999, the U.S. Department of Education's Office of Civil Rights (OCR) investigated a parent's claim that his son was denied induction into NHS on the basis of his disability (*Hopewell, 1999*). The student received a letter sent to academically eligible students inviting him to submit the appropriate information forms to be considered for membership. At the start of the selection process, the parent submitted a letter to the Faculty Council explaining that his son was being treated for "abnormalities in the thoracic spine" and, as a result, his activities would be limited. After reviewing the student's activities and teacher surveys, the Faculty Council elected not to offer him membership. The student was given a letter from the adviser congratulating him on his scholastic accomplishments, but informing him that he did not meet all of the standards for selection.

In response to inquiries by the father, the principal interviewed members of the Faculty Council and relayed to the father the student's failure to satisfy the leadership and service requirements. After further inquiry, the father was informed that his son "refused to participate in any class discussions, would not sit in the circle for seminar discussion, and would not make any oral presentations." It was also explained that the student was absent from club meetings without providing reasons and had listed membership in the Chess Club though he had attended only one meeting. The OCR interviewed school officials and concluded that the faculty did not consider the student's disability during the selection process and, did not even realize his condition until they received the father's letter. In addition, the Faculty Council considered the student for honorary membership, but found that he did not meet the service, leadership, and character criteria. The father claimed that his son was unable to meet the NHS criteria because of his disability, but he was unable to provide OCR with a list of "relevant activities that the student was unable to perform that would meet the NHS criteria." Therefore, the OCR concluded



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clarity are central to the integrity of the process. Access to the procedures allows parents and students to understand the reasons for non-selection and helps keep the selection process honest.

The NHS Constitution and *Handbook* provide certain procedures for the selection, discipline, and dismissal of members that must be followed by every chapter. The *Handbook* also provides guidance regarding possible additional procedures. The principal, adviser, and Faculty Council should read these materials carefully and conform their practices to the NHS Constitution.

## Information Forms

A simple but extremely important step that chapters should take to prevent complications is a matter of terminology. The term “application” can carry with it many complex legal implications that are inappropriate in the context of NHS membership. To avoid binding themselves to unnecessary restraints, chapters should more accurately identify the information provided by students being considered by using the term “information forms.”

## Teacher Evaluations

Courts have consistently upheld the professional use of teacher evaluations in the selection process. A U.S. district court in Arkansas has held that teacher evaluations, including anonymous evaluations, do not violate the Constitution (*Bull v. Dardanelle*, 1990; *Price v. Young*, 1983). In states where anonymous evaluations pass judicial scrutiny, courts will generally defer to the discretion of school officials. Because anonymous evaluations raise questions about the integrity of the selection process and may make explaining selection decisions more difficult, the *NHS Handbook* prohibits their use. Moreover, in states such as Texas, by law evaluations may not be anonymous. The Texas Commissioner of Education ruled in 2002 that because anonymous evaluations prevent parents from receiving full information regarding their child’s activities—which they are entitled to by the Texas Education Code—such evaluations are in violation of the Code and therefore not allowed (*Byard v. Clear Creek Indep. Sch. Dist.*, 2002).

## Information: Revelation Breeds Resolution

NHS is not a secret society. Its selection process should be publicized. Under the NHS Constitution, the selection process must be published and available to parents, students, and faculty. To the greatest extent possible, the criteria and process for selection should be printed in the student handbook. Including a description of NHS, its standards, and the selection process in school newsletters, newspapers, or other publications that

are available to schools can further reach interested parents and students. The better informed about the expectations parents and students are, the less surprising the results should be.

Though in many states it is not legally required, fairness and professionalism requires, and NHS encourages, chapters to provide students and their parents with reasons for non-selection when requested. By providing students with explanations, NHS may facilitate students’ improvement in areas where they fail to meet criteria and help to improve their chances for selection in the future. Disclosure also protects the integrity of the decision by demonstrating valid reasons for nonselection. By responding to requests for explanation by students and their parents, schools can assuage concerns of discrimination and capriciousness. With few exceptions, federal law does not mandate explanation, but many states do. For example, both New York and New Jersey have policies that require school officials to provide reasons for students’ nonselection when parents request them. Faculty Councils and principals should determine what level of information to disclose in accordance with state and local laws and their chapter bylaws. It can be as simple as telling the student and parent which of the four criteria was not met, or more substantive information may be shared. Here again, it is important that their decision be consistently applied.

## Writing: If You Write it, Do It; And If You Do It, Write It

Often courts look to the governing documents of NHS to determine the responsibilities of the adviser, Faculty Council, and principal. Therefore, when chapters document their procedures they are binding themselves to their own expectations. For example, in *Warren v. NASSP*, a teacher caught a student drinking outside of school and led the Faculty Council to dismiss the student from NHS. However, the Faculty Council did not follow the procedures outlined in the NHS Constitution and in their own chapter bylaws. Because of this, the court found that the student’s dismissal violated his right to due process. Thus, schools should be deliberate when establishing and changing bylaws, because what is written will often bind them.

The binding nature of NHS documents might lead some to consider putting very little of their procedure in writing. Though writing may at times constrain the chapter, it also serves as one of the chapter’s greatest protectors. Given that courts generally avoid questioning the judgment and discretion of school officials, the bulk of courts’ review is concentrated on whether or not the school followed procedures. Just as courts look to NHS documents for guidance as to what should have been done when they are not followed, they also may look to the documents as the rule of law that the chapter must



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To be fair, advisers should make students aware of what is expected of them. This is best achieved by discussing expectations with members and informing members' parents, in writing, of the expectations and obligations placed on members.

For minor offenses, the adviser or Faculty Council may choose to discipline a member rather than pursue dismissal. Discipline measures may include suspension from NHS activities or restriction of member privileges. For example, members may be denied the privilege of wearing the NHS Cord at graduation. Certain NHS benefits may not be denied to members even if they are not in good standing. For example, NHS members must be recognized at graduation as members of NHS and include NHS membership on applications and resumes. These benefits may only be revoked by a member's dismissal or the member's resignation.

## Liability

Public school officials are generally entitled to limited immunity from liability under the doctrine of sovereign immunity. However, because the doctrine of sovereign immunity for state and local government employees is a matter of state law, the extent of this immunity varies. In most states, government employees are immune from liability for acts involving the exercise of their judgment or discretion performed within the scope of their employment; however, malicious and reckless acts are usually not protected. Though sovereign immunity may prevent liability, it will not always prevent the cost of litigation. There is also the danger that a court will misconceive the nature of NHS as a Montana court did when it concluded that teachers participating in the NHS selection process were not acting in their capacity as employees of the school district (*Becky v. Butte*, 1995). Because sovereign immunity only applies when the defendant acted in their capacity as a government employee, this case may jeopardize immunity for school officials. However, sovereign immunity was not at issue in *Becky*, and had it been, the court may have been more cautious in analyzing the role of the teachers involved. It is unlikely that a court considering sovereign immunity would come to the same conclusion. For all schools, both private and public, the best way to avoid litigation is to make your procedures beyond reproach and your practices professional.

## RULES TO REMEMBER

The good news is that contrary to popular perception, frivolous lawsuits usually fail in court. Therefore, if school officials follow the procedures detailed in the NHS Constitution and *Handbook* and create and implement procedures con-

forming to state and local laws, then matters of selection, discipline, and dismissal will generally be left out of the courts and remain in the school. Courts typically understand that school officials know students and issues in education better than judges do; therefore, if school officials avoid constitutional issues and abide by federal, state, and local laws, courts will usually defer to the discretion of those in the school. Schools should simply strive for fundamental fairness—and the best way to ensure fairness is through the establishment and execution of fair procedures.

If principals are interested in creating a National Honor Society in their school, or if principals or NHS advisers have questions regarding the NHS Constitution, *Handbook*, or other NHS issues, they should contact NHS via e-mail at [nhs@nhs.us](mailto:nhs@nhs.us) or visit the NHS website at [www.nhs.us](http://www.nhs.us). Every chapter receives a free NHS Constitution and *Handbook* when first chartered. These materials are essential to operating within the NHS Charter.

## Questions?

Questions or comments regarding the content of this legal memorandum can be directed to the national office staff for NHS at:

Phone: 703-860-0200

Fax: 703-476-5432

E-mail: [nhs@nhs.us](mailto:nhs@nhs.us)

Website: [www.nhs.us](http://www.nhs.us)

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- *Ector County Independent School District v. Hopkins*, 518 S.W. 2d 576 (Tex. Civ. Ap. 1974).
- *Farver v. Board of Education*, 40 F. Sup. 2d 323,323 (D. Md. 1999).
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- *Greenberg, B. Judge Rules on Flag Pledge*, Associated Press, May 28, 1997.



# APPENDICES

## Appendix 4. Logos and Logo Usage Guidelines for NHS

The National Honor Society (NHS) is a program of NASSP. The NHS emblem is registered with the United States Patent and Trademark Office, and this registration, or trademark, prohibits exploitation by persons or companies attempting to use, manufacture, or distribute the emblem without special authorization from NASSP. All rights to the trade-marks and service marks as well as other intellectual property and copyrights relating to NHS are reserved by NASSP. The names and abbreviations of the Honor Societies and the insignia design are also protected.

Please refer to official insignia and logo usage information on the pages that follow, adapted from Chapter 1 and also found at [www.nhs.us/logo](http://www.nhs.us/logo)

### ARTICLE XV: OFFICIAL INSIGNIA (from the NHS National Constitution)

- Section 1. This organization shall have an official emblem. The emblem shall be uniform and its distribution and rules for its use shall be determined by the NASSP Board of Directors.
- Section 2. Each active, graduate, or honorary member in good standing with the chapter shall be entitled to wear this emblem.
- Section 3. Any member who resigns or is dismissed shall return the emblem to the chapter adviser.
- Section 4. All insignia must be procured from the national office of the National Honor Society, 1904 Association Drive, Reston, VA, 20191. All insignia are registered with the United States Patent and Trademark Office and may not be copied by anyone without written permission of the NHS & NJHS national office. (See Logo Usage Guidelines at [www.nhs.us/logo](http://www.nhs.us/logo).)
- Section 5. The motto of the National Honor Society shall be *Noblesse Oblige*.
- Section 6. The official colors of the National Honor Society shall be blue and gold.
- Section 7. A graduate member may purchase a replacement for a lost emblem by verifying membership to the national office.

### Official Insignia

The distribution of National Honor Society emblem is controlled exclusively by NASSP. All orders for insignia items bearing this emblem must carry the approval and signature of the principal or the chapter adviser. Only principals or advisers can order insignia items. All official insignia are listed in the *Student Programs Catalog* sent annually to all member schools and also available at [www.nhs.us/store](http://www.nhs.us/store).

### NHS Trademark Policy and Logo Usage Guidelines

All local chapter and state association advisers are responsible for protecting the use of all NHS trademarked items (official insignia). The NASSP policy concerning the use of trademark materials follows:

- Local NHS chapters and state associations are permitted to use trademarked items without obtaining approval from the national NHS office (NASSP) on printed materials (paper or published materials), promotional pieces, and displays that are not sold.
- Chapters must obtain approval in writing from NASSP (the national office) for any item that will be sold by local or state NHS chapters, or that utilizes a commercial vendor for production.

Chapters seeking permission for having a commercial vendor use the logo are asked adhere to the following steps:

Either: Complete the Logo Usage Request Form (LURF) found at [www.nhs.us/logo](http://www.nhs.us/logo),

Or

1. Send a written request for permission to the national office and include:
    - a. A copy of the design in which the logo will be used
    - b. The name, address, phone, and e-mail of the company the chapter wishes to do business with, including the name of the individual who is handling the chapter's order.
    - c. Deadline when permission is needed (no less than 10 working days from the date of submission of the request).
    - d. The school and adviser names and contact information who will receive the response.
  2. The national office, after reviewing and approving the request, will respond to the adviser with written permission for the chapter use the named vendor. This letter should be included in the order as verification of the chapter's permission to use the logo, and a copy kept for local chapter files.
- Commercial vendors are not permitted to use NHS name, abbreviation, or trademarks on any goods offered for production or sale or otherwise unless they have been officially licensed or approved in writing by NASSP.
  - Electronic versions of the logo: The national office does not currently disseminate electronic files of the official logos. Advisers are permitted to scan the camera-ready versions found below for use per the established guidelines. Any and all uses of the official logos should always include the relevant "TM" or ® symbols as evidence of ownership for the marks.



# APPENDICES

## Appendix 5. Frequently Asked Questions

Each FAQ answer below includes a reference at the end to additional information on the topic at hand. Readers are warned not to take responses, or portions thereof, out of context and to review the additional information referenced prior to rendering an opinion or raising a concern regarding local chapter policies.

### 1. How does a school establish a chapter of the National Honor Society?

Any secondary school, public or private, that is accredited by its state department of education or by an accrediting agency approved by the National Council may apply to the national office for a charter. After submitting an application form and paying the chartering fee, once the charter is granted, the new chapter becomes an official chapter of the Honor Society. The chapter is then expected to follow the national Constitution, formulate its own bylaws, submit an annual report, and maintain annual affiliation with the national office. (Visit [www.nhs.us/startingachapter](http://www.nhs.us/startingachapter) )

### 2. What is the basis of NHS membership?

Membership is open to sophomores, juniors, and seniors who have attended the school for the equivalent of one semester (or as accepted by the local Faculty Council per powers granted in Article IX, Section 1) and who have a cumulative scholastic average of 85 percent, B, 3.0 (on a 4.0 scale), or the equivalent standard of excellence. Individual schools may require a higher cumulative GPA and also designate the eligible grade levels of members. Students who meet the attendance and scholastic requirements are then evaluated by the faculty council on the basis of leadership, service, and character. Once selected and inducted, members must maintain these standards. (See Chapter 4, Selection of Members.)

### 3. Where is the national office of the National Honor Society?

The national office is located at NASSP national headquarters, 1904 Association Dr., Reston, VA 20191-1537. Website: [www.nhs.us](http://www.nhs.us). E-mail address: [nhs@nhs.us](mailto:nhs@nhs.us). Fax: 703-476-5432. Phone: 703-860-0200.

### 4. What can the national office do for chapters and state organizations?

The national office is responsible for providing all National Honor Society materials, including *Leadership for Student Activities* magazine, the *Student Programs Catalog*, the

e-newsletter (*Honor Society News*), the annual survey, and the materials for the National Honor Society Scholarship. It also assists state associations arrange conferences and workshops. The national office also administers leadership conferences throughout the year. The national office collects and studies the annual surveys, answers questions about the Honor Society's operation, and provides assistance to chapters. Periodical publications on issues related to NHS and student activities are provided to chapters by the national office along with regular updates as they appear in *Leadership for Student Activities* magazine and on [www.nhs.us](http://www.nhs.us) .

### 5. Who is the final authority on chapter affairs—selection, projects, disciplinary action, etc.?

As stated in the constitution, Article V, Section 1, the principal has the right to approve all activities and decisions of the chapter and has the final say in such matters, except where a dismissal case has been appealed beyond the principal's office through normal school procedures.

On a day-to-day basis, the adviser is responsible for the operation of the chapter. If there is a question that must be resolved at the local school level, the principal will serve as the arbiter. (See Chapter 3, Personnel.)

### 6. Are all NHS members automatically eligible for the NHS Scholarship?

All senior NHS members in good standing with the chapter are eligible to compete at the school level to become one of the nominees that every chapter can submit. Local school personnel determine their own method of identifying the nominees from the chapter. The nominations for this program are evaluated by a national scholarship board on the basis of the scholarship, leadership, service, and character of the nominees. Awards are given to students in all 50 states, DC and to chapters found in US territories and overseas. Nominees only compete with other students from their same state or locale. Only chapters in schools that are actively affiliated with the national office receive the scholarship nomination forms. (See Chapter 8, Scholarships and Awards.)

### 7. How can chapters learn what other chapters are doing?

Conferences provide excellent opportunities for sharing ideas and networking. Also, regular columns of "NHS News" and "Q&A's" appear in *Leadership for Student Activities* magazine and in the e-newsletter, *Honor Society News*. Chapters also share ideas through submissions to the "Idea Sharing" section of [www.nhs.us](http://www.nhs.us).



## APPENDICES

Society organization can proceed with developing bylaws that identify the purposes, administrative structure, and functions of the new organization. With such in place, meetings, workshops, and conferences can be set up to meet the needs of the state members. A list of state associations can be found at [www.nhs.us/states](http://www.nhs.us/states). (See Chapter 2.)

### **16. How does a chapter dismiss a member?**

Before proceeding with any dismissal, advisers should review Article X of the national constitution and the segments of the handbook that refer to dismissal. Appropriate notice must be provided and a hearing must be scheduled for the member to present his or her case prior to the vote of the Faculty Council. Once the member is given notice and the hearing is held to allow the member to respond to the charges, the Faculty Council may vote to dismiss a member. (See Chapter 7.)

### **17. Do I have to provide a copy of our local selection process to a student or parent who requests this information?**

Yes. All chapters must have their selection process published and available for review. NHS is not a secret organization and the constitution speaks clearly about making this information available in a timely fashion (see Article IX, Section 4). It is recommended that schools include this information in the student handbook and that they also have separate sheets conveying all relevant information about the selection process, and that these be kept on hand in the school office to field such requests in a timely manner.

### **18. Can an NJHS chapter be set up in a high school with grades 9–12?**

No. The constitution does not allow for this circumstance (see Article IV and Chapter 3). Only in mixed level schools (K–12, 6–12, etc.) can two chapters coexist on one campus. Since the constitution indicates that ninth graders cannot be members of NHS, this does mean that students coming from a middle school (6–8) with an NJHS chapter will have one year when they will be active in neither an NHS nor an NJHS chapter. In the opinion of the National Council, ninth graders need to focus on making a smooth transition from middle school to high school, establishing a firm academic foundation and “learning the ropes,” and should not be encumbered with the pressures of selection procedures. This is a time, however, to orient those ninth graders to the criteria for membership in NHS and encourage their involvement in activities that would assist their attaining membership once they reach the appropriate grade. (See Chapter 3.)

### **19. Can faculty evaluations be used in the selection process?**

Yes. The handbook provides some commentary on their use. Under no circumstances should these evaluations be considered a vote of the faculty. In addition, faculty members should sign all evaluations submitted and base their evaluations on sound, professional judgments of the Candidates. These evaluations serve to supplement the candidate forms and to assist the Faculty Council in making the best decisions regarding membership. (See Chapter 4.)

### **20. How can NHS members obtain leadership training?**

Students and advisers can register to attend leadership conferences administered by NASSP and held throughout the year. In some states, state associations also provide conferences and workshops for training student leaders. (See [www.nhs.us/conferences](http://www.nhs.us/conferences).)

### **21. Must all chapters perform service?**

Yes. Article XIV of the national constitution mandates service projects as one of the main chapter activities each year. In addition, members must participate in Individual Service Projects to continue to maintain their service criterion. Since its beginning, NHS has supported the participation in service projects as a way for students to learn the value of service, provide needed resources for the school or community, help the school maintain a positive image in the community, and to reinforce the curriculum through involvement. (See Chapter 6.)

### **22. What are the basic necessities of any NHS chapter?**

See Chapter 3 for specific information.

### **23. What should New Advisers do to begin receiving all publications and services from the national office?**

Every year, nearly 20% of schools identify a new person to serve as chapter adviser at their school. If the new adviser's name is known in the spring prior to their taking over, it can be added to the annual renewal form submitted by the principal. Otherwise, a new adviser can contact the national office and provide their name and contact information to the Membership Department (see contact information at the conclusion of the FAQ). The two most important pieces of information needed are the adviser's name and e-mail address. Changes in advisers that occur during the school year can be reported at any time.

## Appendix 6. NASSP Position Statement on Student Activities

### Issue:

Beyond the standard curriculum of required and elective courses, schools enhance student learning and development by offering a range of cocurricular student activities. Activities can be classified into four distinct categories:

- Direct extensions of required or elective courses (e.g., science club, math club, dance club, etc.), including opportunities for recognition of achievements in those areas through honorary organizations (e.g., National Honor Society, Quill and Scroll, Spanish Honor Society, Tri-M Honor Society [music], etc.).
- Clubs or activities that are expressions of student interest that may be interdisciplinary in nature or not have a direct curricular link (e.g., popular music club, skateboarding club, etc.).
- Student council or student government that serve as opportunities for students to engage in the democratic process and have a voice in the life of the school to the extent allowable by law, policy, or tradition.
- Interscholastic and intramural athletics that provide students opportunities for development through sport (e.g., football, track, tennis, cheerleading, etc.).

### NASSP Guiding Principles:

- Secondary schools properly provide for social and personal needs, as well as for those that are strictly academic. Student activities are integral to an education, providing opportunities for all students that support and extend academic learning.
- The term “student activities” is preferred to “extracurricular” since “extra” connotes activities that are peripheral to a school’s main mission. Student activities are educational in nature and should be thought of as cocurricular.
- Student Activities support the goal of teaching students to be responsible and fulfilled human beings, providing them with opportunities that develop character, critical thinking, sociability, and specific skills.

- Research has shown a strong relationship between participation in student activities and academic achievement.
- Membership in national and state student activities organizations adds value to programs sponsored at the local level by providing training and other services, unique opportunities for networking, and additional recognition for those involved.

### Recommendations:

- Recognize all activities carried out under the aegis of a secondary school in terms of their potential contribution to the school’s overall goals for young people.
- Encourage secondary schools to engage as many students as possible in student activities and offer sufficient variety to appeal to a wide range of student interests.
- Encourage administrators, educators, student activity advisers and the general public to use the term “student activities” instead of “extracurricular activities.” Student handbooks, school documents, and other communication should reflect this more current terminology.
- Ensure that activities are age-appropriate; non-discriminatory; well planned, organized, and implemented; supervised by professional staff; and evaluated on a regular basis.
- Ensure that participation in events sponsored by state and national organizations for youth be subject to identifiable minimum standards for the quality of the program, its content, and its practices regarding participant supervision and safety.
- Ensure that staff directing student activities receive professional development in the area of responsibility, and appropriate compensation for the work provided while fulfilling this supervisory duty.

Approved by the NASSP Board of Directors, November 9, 2002.