**Selection Process**

1. **Academic Eligibility.** As the first step in the process, students’ academic records are reviewed to determine those individuals are scholastically eligible for membership, i.e., those persons who meet the required cumulative GPA standard of **3.5** on a 4.0 scale. As GPA is not usually calculated in middle school, we have used the same qualifications for the Presidential Leadership Awards given by our guidance department. Students’ GPAs are calculated based on four core classes from the first semester of sixth grade until the last completed semester. Transfer students’ cumulative folders have been examined and GPAs calculated accordingly.
2. **Candidate Notification and Forms.** Students who are eligible scholastically (i.e., candidates) should be notified and informed that for further consideration for selection to the chapter, they are to complete the Candidate Form. This form outlines the candidate’s accomplishments in the areas of Service and Leadership. Only forms that are complete, legible, and have parent and student signatures will be accepted.
3. **Review, Deliberation, and Vote.** The Candidate Form should be reviewed by the Faculty Council, along with any other verifiable information viable about the candidates relevant to their candidacy, including whether or not candidates are officially noted as having a disability that could affect their consideration. Faculty Council members will deliberate in order to guarantee that their decisions are based on accurate and complete understandings of all information presented for review. With the vote on each candidate, those candidates receiving a majority vote of the Faculty Council (note: advisers are *nonvoting* members of the Faculty Council) should be invited to be inducted into the chapter. All candidates identified and listed as “not selected” (i.e. those who do not receive the majority vote of the Faculty Council) should also be notified.
4. **Notification.** The chapter will initiate formal notification of all selected candidates and their parents to inform them in writing about selection and the timing of the induction ceremony. Candidates that are “not selected” will receive notice via private communication.
5. **Verification and Induction.** Candidates accepted into National Junior Honor Society should notify the advisers in writing of their decision to accept invitation to membership before the induction, and by the due date provided by the advisers.

**Prerequisite Conditions for Selection**

1. **Enrollment.** According to the constitution, only those students who have attended the school for the equivalent of one semester may be considered for membership. This period 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. It may be necessary to contact a transfer student’s former school for additional information. Many students, including students of military parents, are required to move with their family when parents or guardians have been transferred to new locations. The present school principal and advisers will seek a recommendation from the previous school’s staff (principal, adviser, counselor, etc.) pursuant to the candidate’s selection. Based on the recommendation of the previous school’s staff, the Faculty Council may waive the semester regulation.
2. **Grade Level.** Membership is open to qualified students in seventh and eighth grade only.
3. **Common GPA Standard.** The GPA Standard for the Henley Chapter of the National Junior Honor Society is **3.5 on a 4.0 scale.** (See information above about GPA calculation.)

**Criteria for Selection**

1. **Scholarship.** The GPA Standard will be assessed by calculating the GPA for all core academic subjects (Social Studies, Language Arts, Math, and Science). This cumulative GPA Standard will be assessed by calculating grade point averages from the first and second semester of the sixth grade year (seventh grade candidates), and the first and second semester of the sixth and seventh grade years (eighth grade candidates).
2. **Leadership.** To meet the leadership criterion for NJHS, a student must name three (3) leadership roles at school or in the community achieved since the fifth grade and indicate the roles and the name of the adult who supervised each of these activities on the Candidate Form. More than three roles may be listed, but there must be three verifiable listings to be selected to our chapter.

The following descriptors will be considered when evaluating student leadership, however the list below should not be thought of as a checklist for this criterion.

A student exercises leadership when he or she:

* Is resourceful in proposing new solutions, applying principles, and making suggestions.
* Demonstrates initiative in promoting school activities.
* Exercises positive influence on peers in upholding school ideals and spirit.
* Contributes ideas that improve the civic life of the school or community.
* Is able to delegate responsibilities.
* Inspires positive behavior in others.
* Demonstrates academic initiative.
* Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrations reliability and dependability.
* Is a leader in the classroom, at work, or in other school or community activities.
* Is dependence in any responsibility accepted.

**3. Service.** Service is generally considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation. To meet the Service criterion for our chapter, a candidate must demonstrate on his or her Candidate Form, the completion of ten (10) hours of service undertaken at school or in the community since the start of Fifth Grade. The following descriptors will be considered when evaluating student leadership, however the list below should not be thought of as a checklist for this criterion.

The student who serves:

* Volunteers and provides dependable and well-organized assistance, and is willing to make sacrifices to offer assistance.
* Works well with others and is willing to take on difficult or inconspicuous responsibilities.
* Enthusiastically renders any requested service to the school.
* Is willing to represent the class or school in interclass and interscholastic competition.
* Does committee and staff work without complaint.
* Participates in some activity outside of school, for example, Girl Scouts, Boy Scouts, religious groups, volunteer services and groups for the elderly, poor, or disadvantaged.
* Mentors in the community or students at other schools.
* Shows courtesy by assisting visitors, teachers, and students.
1. **Citizenship.** The following descriptors will be considered when evaluating student citizenship, however the list below should not be thought of as a checklist for this criterion.

The student who demonstrates citizenship:

* Understands the importance of civic engagement.
* Has a high regard for freedom and justice; respects the U.S. form of government (representative democracy); and respects the law for all citizens at the local, state, and federal levels.
* Demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, or school clubs.
1. **Character.** National Junior Honor Society is a member of the Character Counts! **™** Coalition and supports and recommends the use of a multi-faceted definition of character known as the Six Pillars of Character. A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring, and citizenship. In considering the standards for our chapter Character criterion, a candidate will be able to demonstrate an outstanding record of conduct and behavior with regard to school and community rules, guidelines, and policies, or be able to demonstrate sufficient growth and improvement to compensate for previous inadequacies. The Faculty Council will document any substandard performance in the area of the character criterion, and such documentation may include:
* Administrative records of the school
* Counseling records from the guidance office
* Conduct/behavior grades or ratings (including comments) on report cards or progress reports
* Professional records of individual faculty members (grade books etc.)
* Comments, based on professional evaluation (i.e. judgment) and action, of individual faculty members as they appear on candidate evaluation forms

The following descriptors will be considered when evaluating student character, however the list below should not be thought of as a checklist for this criterion.

The student of character:

* Consistently exemplifies positive and desirable qualities of behavior (cheerfulness, friendliness, poise, stability, etc.)
* Cooperates by complying with school policies and regulations and condes of student conduct.
* Takes criticism willingly and accepts recommendations graciously.
* Demonstrates the highest standards of honesty, academic integrity, and reliability.
* Regularly exhibits courtesy, concern, and respect for others.
* Complies with instructions and rules, and displays personal responsibility.