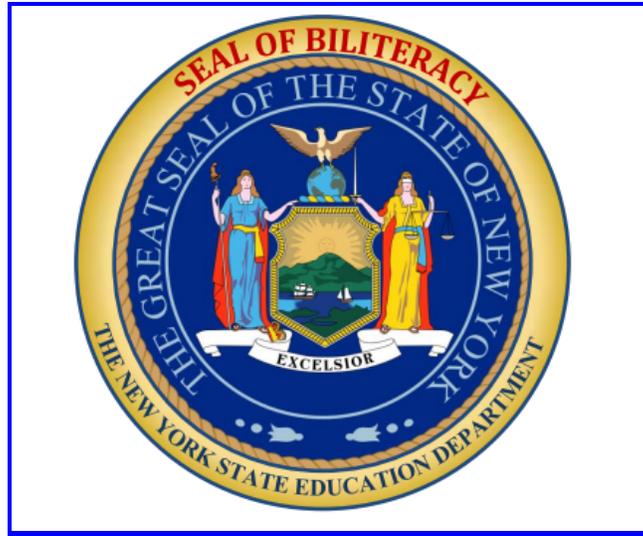


Clarkstown Central School District



Seal of Biliteracy Handbook and Student Application

Introduction

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools, and affirm the value of diversity in a multilingual society (NYSED.gov). The recognition is a statement of accomplishment for future employers and college admission.

Clarkstown Central School District is pleased to announce participation in the New York State Seal of Biliteracy program. High School students who can demonstrate language mastery in English and any other language, including American Sign Language, may apply for the Seal of Biliteracy as early as their junior year.

To earn the Seal of Biliteracy, students must demonstrate an intermediate or advanced proficiency level in two languages by completing the requirements outlined in this document.

Students who earn the Seal of Biliteracy will have a seal affixed to their diploma, which they will receive at graduation. In addition, students who complete the requirements for earning the NYSSB will have the designation listed on their official transcripts.

The Seal of Biliteracy Committee

The Clarkstown Central School District created a Seal of Biliteracy Committee to implement the Seal of Biliteracy program. The composition of the committee fulfills the requirements set forth by the New York State Education Department. The following are committee members and their designation:

Susan Yom, Assistant Superintendent of Curriculum and Instruction
Linda Hatfield Ed.D., Director of Teaching and Learning
Harry Leonardatos Ed.D., Principal of Clarkstown High School North
Debra Tarantino, Principal of Clarkstown High School South
Trinidad Arizmendi, World Language Teacher/Department Chair, Clarkstown High School South
Alina Poulos, World Language Teacher/Department Chair, Clarkstown High School North
Celina Vanichpong-Litner, World Language Teacher/Department Chair, Felix Festa Middle School
Karen Czajkowski, English Teacher/Department Chair, Clarkstown High School North
John Harrigan, English Teacher/Department Chair, Clarkstown High School South
Stacie Bolin, Guidance Counselor/Department Chair, Clarkstown High School North
Dana Rose, Guidance Counselor/Department Chair, Clarkstown High School North
Carolyn McKenna, Guidance Counselor/Department Chair, Clarkstown High School South
Michelle Esteban, ENL Teacher, Clarkstown High School North

Student Recruitment

All 11th and 12th-grade students will learn more about the Seal of Biliteracy in their World Language classes and English classes. Students and parents will receive written communication from the Clarkstown Central School District.

School Counselors will also inform students of this potential seal of distinction at the scheduling meetings in the 10th grade and help students determine that all necessary courses are in the student's course load to achieve the seal.

The SBC will decide on methods for communicating the NYSSB program to its students, parents, faculty, and community, including informational meetings, parent letters, newsletters, school website, workshops, assemblies, and local media coverage. Information presented would contain background information on the NYSSB, the Clarkstown Central School District Seal of Biliteracy contact information, the student application process, the advisement process, and proficiency criteria.

Timeline

- **By January 10th**, the student will submit an application electronically. For any questions, please send inquiries to lhatfield@ccsd.edu.
- **By Jan 28th**, the Guidance Counselor will meet to notify the student of their application status and note the next steps the student will take on the form.
- **By Feb 18th**, Department Chairs will have a meeting with the students to review the Essay and/or project requirements. Students should be encouraged to use their classroom teachers as a resource for project development.
- **By March 1st**, the student notifies the Department Chair if they intend to complete a presentation.
- **By March 14th**, the Department Chair schedules a time and a team to review student work and presentation using District Rubric.
- **Mar 21st - April 14th**, students will be scheduled to present portfolio/work to the Interview team in each targeted language
- **By May 1st**, students will be notified of the presentation score.
- Students who have completed the requirements for the Seal of Biliteracy will be recognized at graduation, and a Seal will be affixed to the diploma.
- Students graduating and still waiting for test scores will be recognized at graduation as a "Candidate for NYS Seal of Biliteracy."

Student Requirements

Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a New York State Regents diploma.

Students who wish to pursue the New York State Seal of Biliteracy may participate by completing a student application. Applications are available online on your school's website. **Applications are due on January 10th**

Students must meet all of the requirements of graduating with a Regents diploma and demonstrate proficiency in [English and World Language as outlined by the New York State Education Department](#). The SBC will document and keep on record all activities relating to a student's work with the NYSSB.

The [Criteria to earn the NYSSB](#) was revised by the NYS Board of Regents in March 2021 and included the following changes:

1. The language of the coursework criteria (1C-ELA; 2A-World Language; 2C-Home Language Arts) was aligned.
2. The list of approved assessments for English (1D) and World Languages (2D) was significantly expanded. An [updated list of approved World Language Assessments organized by language](#) is also provided. These lists are available on the website and are included in the Handbook.
3. Exemptions
 - a. Students who received an exemption from an ELA Regents exam during the COVID-19 pandemic, including June 2020, August 2020, January 2021, June 2021, and August 2021 administrations of the exam, have earned a point toward criterion 1A of the NYSSB. To be eligible to receive these exemptions, students must have been enrolled in and received credit for the course that normally culminates in the ELA Regents exam.
 - b. ELLs who received an exemption from two Regents Exams other than English (June 2020, August 2020, January 2021, June 2021, and/or August 2021) under the COVID guidance issued by NYSED have earned a point for criterion 1A toward the NYSSB. These exemptions follow the student through graduation. (Students may only earn 1 point for criterion 1A.)

Requirements for Essays, Projects, or Portfolio

According to the NYS Common Core Learning Standards, high school students should be able:

- effectively write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- Write informative/explanatory texts to clearly and accurately examine and convey complex ideas, concepts, and information through the effective selection, organization, and analysis of content.

In order to be college and career-ready writers, students must:

- know how to combine elements of different kinds of writing (i.e., embedding narrative elements within an expository structure to produce complex and nuanced writing).
- Write for multiple purposes (to entertain, to explain, to persuade).
- Use various tools (print and digital) to produce, share, and publish writing.
- Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

All essays, projects, and portfolios under consideration for the Seal of Biliteracy should be of high quality and demonstrate mastery of the NYS Learning Standards and ACTFL's World-Readiness Standards for Language Learning.

Culminating Projects:

The student will research a topic of interest and create a culminating project highlighting the target language's skills and abilities. The project must include all four modalities of the target language unless otherwise stated in an IEP (speaking, listening, reading, and writing). Projects may include:

- **Research** - includes a proposal page and reference page citing all work in the target language.
- **Reflective journal** - used to record ongoing thoughts, ideas, interaction with sources, and other useful information.
- **Artifact, Data, and Evidence** - include any physical objects or artistic creations, data collected, and any visual or presentations that are part of the project.
- **Presentation** - the student will present, explain, defend, expose, demonstrate knowledge, and/or demonstrate understanding and command of the topic or idea to a panel of judges determined by the Seal of Biliteracy Committee.
- **Reflection Paper** - the student will write a one-page reflection paper that summarizes the entire process and possible project outcomes in the target language.
- IB (Internal Baccalaureate) internal assessment may also be used to partially fulfill culmination project requirements upon verification of student's IB teacher.
- The student may choose a project that is already a part of the course.

Student Portfolio Components and Standards:

- The student portfolio must include a collection of student work in all four modalities (reading, writing, listening, and speaking) and all three communication modes (interpersonal, interpretive, and presentational).
- The student portfolio must contain evidence of language proficiency at the American Council on the Teaching of Foreign Languages (ACTFL) Intermediate High level needed for earning the NYS Seal of Biliteracy.
- The ACTFL has created a roadmap for performance tasks targeted to the appropriate performance range to be used as guidance. [ACTFL Performance Descriptors](#)

Examples of student work can include, but are not limited to:

- Essays
- Personal Reflections
- Powerpoint Presentations

- Problem-Solving Exercise
- Projects
- Tests
- Videotaped Interviews

Final Presentation

Students must present a final presentation to an interview committee, made up of a minimum of two of the Seal of Biliteracy Committee members. The interview panel's role is to measure the student's knowledge of the topic s/he chose to focus on and evaluate the target language's proficiency. The student needs to demonstrate his/her knowledge of the project and proficiency in the target language. During the interview, students must answer questions in the target language regarding the presented topic, the student's process, personal feelings about the topic, the student's knowledge of the subject, and any other questions the panel feels necessary.

Special Education Students

Special Education students are eligible to receive the Seal of Biliteracy. All accommodations listed on the Special Education student's Individualized Education Plan(IEP), including assessment and classroom accommodations, are applicable as they proceed to meet the NYS Seal of Biliteracy requirements.

If a student's IEP states an exemption from one of the four modalities, the individual district can use its discretion regarding the Seal of Biliteracy. The district can put more emphasis on the other three modalities or look at alternatives. As stated in the criteria, to earn the NYSSB, students will earn credits on a point system. The point system requirements include assessments, coursework, projects, essays, and portfolios, etc. Assessments are only one area of proficiency; therefore, the district can evaluate the student's ability in the target language through other avenues.

Assessment for Low Incidences Languages

In order to assess the proficiency of low-incidence languages, the district will use the ACTFL Oral Proficiency Interview. This test will be given for low-incidence languages that do not have a traditional AP test and is primarily targeted for former and current English Language Learners.

The Clarkstown School District will administer the American Sign Language Proficiency Interview (SLPI) by a trained and qualified person. The exam will be videotaped and rated by someone other than the person who administered it. The Seal of Biliteracy Committee can also work with community partners at the HVRBERN, RISE, and/or various other local agencies that serve our immigrant population to assist with an assessment that will measure languages' proficiency other than those taught for which an AP exam does not exist.

