

Seal of Civic Readiness Handbook and Student Guide



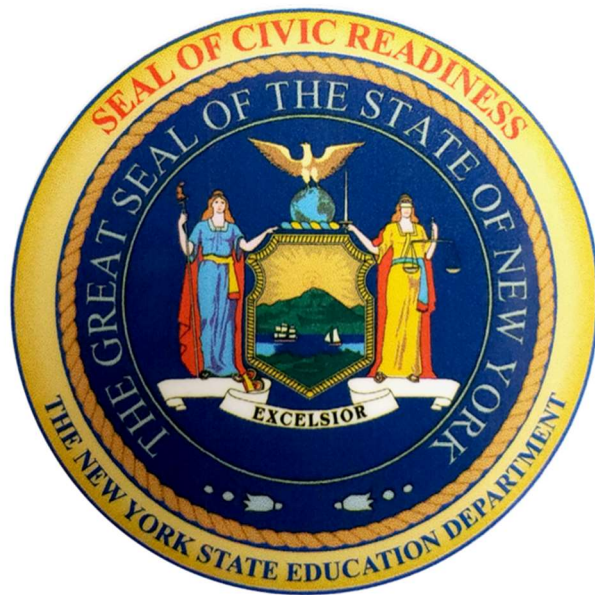
ROMULUS CSD

Introduction

The New York State Seal of Civic Readiness (NYSSCR) is a formal recognition that a student has demonstrated the civic knowledge, skills, mindsets, and experiences necessary to become an actively engaged citizen.

The Seal of Civic Readiness distinction on a high school transcript and diploma

- Shows the student's understanding of and commitment to participatory government, civic responsibility, and civic values;
- Provides universities and colleges with a method to recognize and provide credit for attainment of higher level of understanding and skills in Social Studies;
- Demonstrates to universities, colleges, and future employers that students have earned recognition for their civic knowledge, skills, mindset, and experiences; and
- Recognizes the value of civic engagement and scholarship to school communities and society at large.



Civic Readiness Definition

Civic readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

Civic ready students use civic knowledge, skills, and mindsets to make decisions and take actions for themselves, their communities, and public good as members of a culturally diverse, democratic society. Schools, therefore, must provide students meaningful opportunities to develop specific civic knowledge, skills, and mindsets—and to participate in authentic actions and experiences—that are necessary for them to function as productive civic participants within their schools, communities, states, our country, and the world.

Civic education strengthens the relationships between schools and students, as well as students' relationships with parents, caregivers and families, civic leaders, community partners, and among each other. The responsibility of ensuring that all students are civic ready is a chief aim of social studies education.

The New York State Board of Regents has adopted this definition of civic readiness. Eligibility for the Seal of Civic Readiness will be based on the demonstration of competencies aligned with this definition.

Civic Readiness Domains

Civic readiness is continuously developed throughout students' Pre-kindergarten - 12th grade education and should include focus on the following Domains:



Civic Knowledge: Demonstrate a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. These may include inequities within our democratic system at the federal, state, and local level. Students should know how to apply this knowledge to different circumstances and settings.

Fundamental civic knowledge in grade level appropriate forms includes:

- The structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate therein;
- Civil and educational rights and responsibilities guaranteed by the U.S. Constitution, the Constitution of the State of New York, and federal, state and local statutes and regulations;
- History, geography, economics, and current events within our country and in our global society;
- The impact of individual and collective histories in shaping contemporary issues;
- View and analyze history and current issues from multiple perspectives;
- The importance of civic rights and responsibilities, such as voting, volunteering, serving on a jury, and the importance of ensuring a free press.



Civic Mindsets: Demonstrate the mindset of a participant in a democratic society. A civic mindset is a commitment to democratic interpersonal and intrapersonal values, virtues, attitudes, and beliefs and informed actions that promote and facilitate meaningful participation in civic life. It is an understanding of self as part of and responsible to larger social groups.

Key civic mindsets students should develop in grade-level appropriate ways include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Committing to balancing the common good with individual liberties;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems;
- Respecting fundamental democratic principles, such as freedom of speech, freedom of the press and the rule of law.



Civic Skills & Actions: Demonstrates a broad array of skills including but not limited to critical thinking, analytic, verbal, communication, media literacy skills. Students participate in a wide variety of civic activities leading to a range of civic actions. Students practice such actions outside the classroom and inside school on a regular basis.

Critical intellectual and participatory civic skills students should develop and actions they should take in grade-level appropriate forms include the ability to:

- Demonstrate respect for the rights of others in discussions and classroom debates, and how to respectfully disagree with other viewpoints and provide evidence for a counterargument;
- Participate in activities that focus on a classroom, school, community, state or national issue, or problem;
- Identify, describe and contrast the roles of the individual in opportunities for social and political participation in different societies;
- Work to influence those in positions of power to achieve extensions of freedom, social justice, and human rights;
- Fulfill social and political responsibilities associated with participation in a democratic society and the interdependent global community by developing awareness of and/or engaging in the political process;
- Analyze and evaluate news (news literacy), media, social media, and other sources of information for accuracy, bias, reliability, and credibility;
- Engagement in working toward the public good.



Civic Experiences: Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings and ways—inside and outside of the classroom, across content areas, and for multiple purposes. Civic Readiness should be promoted by engaging students in relevant experiences that include students as active participants.

Examples of civic experiences in which students should be able to participate in grade-level appropriate ways include:

- Completing a civic readiness capstone or civic engagement project;
- Engaging in service-learning;
- Engaging in civil discourse around controversial issues;
- Engaging with news and digital tools, such as social media, responsibly;
- Participating in civic-centered co-curricular and extracurricular activities such as Model UN, Student Government, Debate Club, Moot Court, Student Journalism, or Mock Trial;
- Participating in school governance;
- Voting, volunteering, and participating in community organizations and governmental systems, such as community boards, youth advisory councils, etc., to promote continuous improvement;
- Engaging with local officials and government institutions through activities such as providing public comment before a government agency, or meeting with public and elected officials.

Criteria for the NYSED Seal of Civic Readiness

To earn the Seal of Civic Readiness, a student must earn a total of six points on the chart below. A student must earn at least two points from column #1 (Criteria for Demonstrating Proficiency in Civic Knowledge) and at least two points from column #2 (Criteria for Demonstrating Civic Participation) and an additional two points from either column. This chart is a menu of options designed to allow for flexibility. This is not a checklist. It is not necessary for a student to earn points in all these categories to earn the Seal of Civic Readiness.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

*Students may receive these points more than once.

Romulus CSD Course Work and Experience to Address the Seal of Civic Readiness

Criteria for Demonstrating Proficiency in Civic Knowledge

Students must earn at least TWO points **from column #1 - Criteria for Demonstrating Proficiency in Civic Knowledge**.

The options for this category include:



1a. Social Studies courses required for graduation: 1 pt.

- Obtain course credit in Global History & Geography I
- Obtain course credit in Global History & Geography II
- Obtain course credit in United States History & Government
- Obtain course credit in Participation in Government & Economics
- Or the equivalent of these courses, as approved by the local public-school superintendent or his or her designee or by the chief administrative officer of a registered nonpublic high school

1b. Social Studies Regents Exam – Mastery Level 1.5 pts.*

- Demonstrate mastery level (85% or better) on the Global History & Geography II Regents and/or United States History Regents

1c. Social Studies Regents Exams - Proficiency Level1 pt.*

- Receive a passing score on the Global History & Geography II Regents and/or United States History Regents (apply safety net if eligible)

1d. Advanced Social Studies Courses 0.5 pt.*

- Receive course credit in an advanced social studies course (Courses at Romulus include USH110, USH111, Economics, College Psychology).

1e. Civic Knowledge Research Project 1 pt.

- Demonstrate civic knowledge through a social studies research project. This project must be approved by the District's Seal of Civic Readiness Committee (more information below).

* Students may receive these points more than once. Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided. Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

Civic Knowledge Research Project

1e. The Civic Knowledge Research Project - 1 point

This project gives you a chance to **research a civic topic** by asking big questions about history, government, economics, or society—and then digging into sources to answer them. Your work will help show that you're ready to be an informed and active citizen.

You'll earn **1 point** toward the **Seal of Civic Readiness** for completing this research project, which must be approved by your school's Civic Readiness Committee.

What You'll Do in the Project:

- **Pick a civic question**—it could be about the Constitution, a historical event, a social issue, or a government policy.
- **Use a variety of sources** to research your topic—this includes charts, interviews, historical documents, and more.
- **Present your findings** in a format that works for you: writing, video, presentation, podcast, etc.

What Makes a Strong Project?

- Ask a **meaningful, civic-focused question** (like “Is the amendment process fair?” or “What role should the government play in reducing inequality?”).
- **Investigate deeply** using both historical and current sources.
- **Make connections** between the past and the present.
- Share your findings in a way that shows your understanding and creativity.

Planning Tips:

- Choose a **unit or topic** in your class where doing a research project makes sense.
- Ask your teacher to help **shape your question** so it ties to civic themes.
- Use **research tools** like interviews, surveys, and primary/secondary sources.
- Remember: This research project must be **separate** from any Civic Participation project (though they can be on related topics).

How You'll Be Evaluated:

Your project will be scored using Social Studies practices—especially how well you gather, interpret, and use evidence. The Seal of Civic Readiness Committee will evaluate your final product to award the point.

Criteria for Demonstrating Civic Participation

Students must earn at least TWO from **column #2 - Criteria for Demonstrating Civic Participation**. The options for this category include:



- 2a. Civic Skills, Actions, and Mindsets1.5 pts.****
 - Complete a high school civic project that demonstrates civic knowledge, skills, actions, and mindsets, as established by the local Seal of Civic Readiness Committee (SCRC).
- 2b. Civic Experiences Area I1 pt.***
 - Complete a service-learning project that includes a minimum of 25 hours of demonstrated service to the community and submit a Service learning Reflection.
- 2c. Civic Experiences Area II 0.5 pt.***
 - Demonstrate proficiency in an elective course that promotes civic engagement (as defined by SCR committee) and submit a written Application of Knowledge reflection. (Current course offerings that fit this requirement: Beyond Our Borders, College Psychology, Some Mosaic Course Work)
- 2d. Civic Experiences Area III 0.5 pt.***
 - Participate in an extra-curricular program, or work-based learning experience that promotes civic engagement or civic action for a minimum of 40 hours. Write an Application of Knowledge Reflection. This may be accomplished over four years of high school.

2e. Middle School Capstone Project 1 pt.

- Complete the middle school capstone project that includes the essential elements listed below:
 - Identify an issue (local, state, national, or global)
 - Apply civic knowledge, skills, actions, and mindsets to the issue
 - Present the overall project to the Middle School Capstone Committee.

2f. High School Capstone Project 4 pts.

- Identify an issue (local, state, national, or global)
- Apply civic knowledge, skills, actions, and mindsets to the issue
- Engage in a civic experience based on the issue to influence positive change to the community (local, state, national, or global)
- Present overall project to the school's Civic Readiness Committee

*Students may receive these points more than once. Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided.

** Students may complete the high school civics project twice during their 9-12 school years, maxing out at three points.

High School Civic Project (2a) – Overview

The Civic Project is a **short-term project** that lets you explore a **real-world civic issue** and show how you're developing the skills and knowledge of an informed, active citizen. You'll earn **1.5 points** toward the **Seal of Civic Readiness** for completing it.

You can do this project:

- In a **class** or as part of a **club/extracurricular activity**
- **On your own or with a group**
- **Up to two times** during high school (for a max of 3 points total)

Your school's Civic Readiness Committee will need to **approve and evaluate** your project.

What You'll Do in the Project:

- **Pick a civic issue or problem**—this might be chosen by your teacher, advisor, or you.
- The issue should be one that people have **different opinions** about and that matters to communities.
- **Analyze the issue** using **data and reliable sources**, including news articles, research, or official reports. Think about how the issue impacts people.
- **Study at least two public policies** that try to address the problem.
- **Come up with and/or evaluate possible solutions** or strategies to deal with the issue.
- **Present your findings** in a clear way—through writing, video, a slideshow, or a presentation.
- Reflect on **how this project helped you grow** as a citizen—what you learned, how your thinking changed, or how your skills improved.

What Makes a Strong Civic Project?

- It focuses on a **real civic issue**—something happening in your community, state, or country.
- You **use evidence** and think critically about different viewpoints and possible solutions.
- You connect the issue to **public policies** that affect it.

- You show **how you're building civic knowledge, skills, actions, and mindsets**—the four big areas of civic readiness.

2b. Service-Learning Project – 1 Point

- Complete a minimum of **25 hours** of meaningful service to your community
- Submit a **Service Learning Reflection** about your experience
- Students may receive these points more than once

What is Service Learning?

- Service learning connects school learning with real-life community issues
- It's more in-depth than volunteering—students apply academic skills to help address a real problem
- The experience includes research, planning, taking action, and reflecting on the impact
- Projects are personally meaningful and often tied to what students care about

Service-Learning Project Steps:

1. **Investigation** – Research and explore a community issue or need
2. **Preparation** – Plan how to take meaningful action
3. **Action** – Carry out the project through one or more of these methods:
 - *Direct service* (face-to-face, hands-on help)
 - *Indirect service* (behind-the-scenes work that still benefits others)
 - *Advocacy* (raising awareness and encouraging others to take action)
4. **Reflection** – Think about what you learned and how the experience impacted you
5. **Demonstration/Celebration** – Share your work and learning with others

Reflection Requirements:

- Must include a written or visual reflection (essay, presentation, etc.)
- Reflection must take place *before*, *during*, and *after* the project
- Should explain:
 - What you expected going in
 - What you actually experienced
 - How it affected your civic knowledge, skills, and mindset
 - How it connected to school learning and real-world civic life

See the additional resources for a reflection outline.

2c. Civic Experiences II – Earn Points Through a Civic-Related Elective (0.5 points)

You can earn points toward the Seal of Civic Readiness by successfully completing an elective course that helps build your civic knowledge and skills. These classes don't have to be in social studies—they could be in other subjects too, depending on what is offered.

Currently, we offer **Beyond Our Borders** and **College Psychology** which would serve to fulfill this requirement. Other courses can be approved by the Seal of Civic Readiness Committee, including courses offered through Tech Center, Accelerate U or FLCC.

To get credit, you'll need to complete a **Application of Knowledge Reflection**, which shows what you learned and how you applied it. Your school's Civic Readiness Committee will review your reflection and decide if it meets the requirements.

You can earn these 0.5 points more than once if you take multiple approved courses and complete a reflection for each.

2d. Civic Experiences III – Clubs, Jobs, and Real-World Learning That Promote Civic Engagement (0.5 points)

You can earn 0.5 points toward the Seal of Civic Readiness by participating in a **club, job, or real-world learning experience** that helps you build civic skills or take action in your community.

Here's what you need to know:

- You must complete at least **40 hours** of the activity.
- You'll also write an **Application of Knowledge Reflection** to explain what you learned and how it connects to civic engagement.
- You can spread out the 40 hours over all four years of high school.
- You can earn these points more than once if you do multiple approved activities and complete a reflection for each.

Examples of activities that count:

- Working a part-time job
- Being in a club like Student Council or FFA
- Holding a leadership role in any extracurricular group (not just social studies-related)
- Taking part in BOCES CTE Work-Based Learning programs
- Participation in internship programs
- FLCC Mosaic Collective Program

What is Work-Based Learning?

It's any real-world job or experience where you explore careers, learn new skills, and apply what you've learned in school. These experiences are supervised by teachers and real-world partners (like businesses or community groups) and are meant to help you grow into a skilled, confident, and community-minded citizen.

2e. Middle School Capstone Project – 1 pt.

The Middle School Capstone Project is designed to give students a meaningful and foundational civic experience before they enter high school. The project should be completed under the direction of a teacher with requirements that reflect the elements listed below.

- Identify an issue (local, state, national or global)
- Apply civic knowledge, skills, actions, and mindsets to the issue
- Reflect on their learning
- Present the project to a wider audience

A Middle School Capstone committee of at least three educators, including at least one social studies teacher, should be formed at the middle school level. This committee will collaborate with teachers to develop Middle School Capstone project(s) ideas and evaluation criteria. The committee will review projects to determine if students meet the criteria set by the school to receive the one point of credit toward the Seal of Civic Readiness. At the middle school level, students are not required to present to the entire Middle School Civic Readiness Committee. However, students should present their completed projects to their advisor/teacher and a group

of classmates.

The Middle School Capstone can also include a service option which will allow students to volunteer within their school or community. Civic action or service can be very beneficial but requires significant parental and/or school support. At the middle school level, service is not required as part of the Middle School Capstone Project.

In developing guidelines for a Middle School Capstone Project, schools may want to develop a process that includes the following elements:

1. Under the direction of a teacher, students identify an issue or problem in their school, community, the nation, or the world as their area of focus. While some schools may decide to assign topics, the most meaningful projects are personally relevant to students and their interests. For example, projects might include hunger or food scarcity/insecurity, cancer, homelessness, endangered animals, preservation of hunting land, climate change, animal cruelty, access to youth athletics, juvenile diabetes, human rights, drug and alcohol abuse, issues surrounding family farms, etc.
2. Students develop a guiding question for their inquiry and then research the issue or problem they identified using multiple primary and secondary sources under the guidance of their advisor/teacher. Relevant research should be analyzed, with sources cited. While not required, students may want to contact organizations or individuals who are helping with their chosen issue for more information or an online interview. Letter writing can be included as an element in the project. Please note that any student contact with organizations or individuals outside of the school should follow procedures and protocols that have been developed by the school.
3. After the completion of their research, students develop either a service action plan or a detailed action plan.

Option A

Service Action Plan: Students develop an action plan that focuses on how individuals can make a difference with the chosen problem or issue. After developing the plan, students should complete service hours as determined by the school.

Option B

Detailed Action Plan: Students develop a detailed action plan that includes:

- Analyze research and data to determine the impact of the issue on the community.
 - Evaluate several possible solutions to address the problem.
 - Recommend one strategy and develop a detailed plan to implement that strategy.
4. Students should reflect on what they have learned about their role in civic life and the community.
 5. Students will present their middle school capstone project to their teacher/advisor and a group of students determined by the school

(This option is only applicable for students graduating in 2030 and beyond.)

2f. High School Capstone Project – 4 Points

What is a Capstone Project?

A Capstone Project is a big, final project you complete near the end of high school (Currently it is integrated in senior level English and Social Studies courses). It lets you show off everything you've learned by researching a topic you care about and creating something meaningful.

The Capstone Project focuses on civic engagement—basically, how you understand and take part in your community and government. It's based on Social Studies standards but can include skills from other subjects too (like English, Science, and Math). You'll show what you've learned about:

- Civic knowledge (what you know)
- Civic skills and actions (what you can do)
- Civic mindset (how you think and care about your role in the community)

Your Civic Capstone Project should be:

- Based on real-world issues
- Hands-on and meaningful
- Created by you with support from your school
- Designed to connect what you've learned in different classes over the years

This project helps you prepare for life after high school—whether that's college, a job, or something else—by giving you the chance to show your thinking, creativity, and ability to make a difference.

A good Capstone Project will help you:

1. Think deeply and critically
2. Solve real-world problems
3. Take action
4. Use important skills like speaking, researching, working with others, and planning

In a Civic Readiness Capstone Project, students will:

- Identify a civic issue (problem) facing them, their school, or their community
- Analyze a civic issue (problem), evaluate alternative solutions, design and/or execute a solution for this problem
- Take informed action to address the civic issue
- Reflect on what they have learned about their school or community from the Capstone project
- Make a presentation about their Civic Readiness Capstone project to the School Civic Readiness Committee

Additional Resources

- 1. Service Learning Project Details and Reflection**
- 2. Application of Knowledge Reflection Details Sheet**
- 3. Capstone Project Details Sheet**
- 4. Tracking Sheet**
- 5. Student Commitment Form**
- 6. Seal of Civic Readiness Application**

SEAL OF CIVIC READINESS—SERVICE LEARNING PROJECT (1 point, may be earned more than once)

Name: _____

Project Title: _____

Dates of Service: _____

What is Service Learning?

Service learning connects what you learn in school with real community needs. It's more than volunteering—you'll use academic skills to research, plan, act, and reflect on a real issue that matters.

- ✓ Minimum **25 hours** of meaningful service
- ✓ Submit a **reflection** (essay, presentation, or creative project)
- ✓ Can be completed **more than once** for additional points

Service-Learning Project Reflection Guide

Your reflection is just as important as the service you do. It shows what you learned, how you grew, and how your project connects to the bigger world around you. You can submit your reflection in different formats—an essay, slideshow, podcast, video, or other creative piece—as long as it covers the areas below. Your reflection should contain the following 4 parts. The questions listed under each part are for guidance.

1. Before the Project – Your Expectations

- What did you expect to learn or accomplish?
- What knowledge, skills, or qualities did you think you would use or build?

2. During the Project – Your Experience

- What actually happened compared to what you expected?
- What challenges did you face and how did you respond?
- How did your actions make a difference, big or small?

3. After the Project – Your Growth & Impact

Civic Knowledge – What new things did you learn about...

- Government, laws, or rights?
- History or community issues?
- How democracy and civic life work?

Civic Skills & Actions – How did you grow in areas like...

- Communication, teamwork, leadership?
- Research, problem-solving, or evaluating information?
- Taking action to make a positive change?

Civic Mindset – How did this project affect...

- Your values about fairness, equity, and justice?
- Your empathy and respect for different perspectives?
- Your sense of responsibility to your community?

Real-World Civic Life – How does this experience connect to life outside of school?

- How will it help you as a student, worker, neighbor, or citizen?
- Why does this project matter beyond the classroom?

4. Looking Ahead – Next Steps

- How might you stay involved with this issue or community?
- What role do you see yourself playing in civic life moving forward?

 **Tip:** Use these questions as a guide—not a checklist. Choose the ones that fit your project best.

 **Evaluation:** Your project and reflection will be reviewed by the Civic Readiness Committee. Points are awarded after successful completion.

Completed Reflections with documentation of 25 completed hours are submitted to Mrs. Augustine and will be reviewed by the Seal of Civic Readiness Committee as they are received.

Application of Knowledge Reflection

Step 1: Describe Your Civic Experience

What was your civic experience? Include all the details below:

- Course/Activity:
 - Context/Setting (Where/When):
 - Your Role:
 - Purpose of the Experience:
-

Step 2: Civic Knowledge – What Did You Learn?

Think about new knowledge you gained. Answer one or more:

- What do you know now about government, laws, or democracy?
- What history or current events did you learn about, and how do they connect to today?
- What perspectives or new ways of thinking did you discover?

Step 3: Civic Skills & Actions – What Skills Did You Gain?

Describe the skills you practiced or developed. Answer one or more:

- How did you respect the rights of others?
- How did you take action on a civic or community issue?
- Did you influence others, work with leaders, or contribute to the public good? How?
- How did you practice evaluating sources for bias, accuracy, or credibility?
- What was the most important skill you gained?

Step 4: Civic Mindset – How Did You Change?

Explain how your thinking or mindset grew. Answer one or more:

- How did this experience affect how you value equity, diversity, and fairness?
- How did it help you empathize with people who see things differently?
- Did it challenge or confirm your beliefs about civic engagement? Explain.
- How do you now see your role in your school, community, or democracy?

Step 5: Broader Significance – Why Does This Matter?

Make connections beyond the project. Answer one or more:

- Why does this experience matter to you?
 - What lasting impact will it have on you?
 - What are your next steps for future civic engagement?
-

 **Format Options:** You can complete this reflection as:

- A written piece (using this template)
- An oral reflection (podcast, video, or recorded presentation)
- A visual or slide-based presentation
- A creative project (art, performance, etc.) with an explanation

High School Seal of Civic Readiness Capstone Project

What is the Civic Readiness Capstone Project?

The Civic Readiness Capstone Project is a major project completed in high school that demonstrates your civic knowledge, skills, and mindset. It asks you to identify a civic issue that affects you, your school, or your community, and then research, analyze, and take action to address it.

This project is hands-on, meaningful, and student-driven. It gives you the chance to bring together what you've learned in many classes while showing how you can think critically, solve problems, work with others, and make a difference in your community.

By completing the Capstone, you'll demonstrate growth in:

- Civic knowledge – what you know about civic issues, communities, and government
 - Civic skills and actions – what you can do to research, evaluate, and act on issues
 - Civic mindset – how you see your role and responsibility as a member of your community
-

Project Steps (summarized from the guidance provided by NYSED)

Step 1: Identify a Civic Issue

- Examine your school or community to find a civic issue that matters.
- Use tools like asset mapping, community walks, surveys, or interviews to learn more.
- Be open to multiple perspectives, including those from different cultural groups.
- Submit a topic proposal explaining why this issue is important.

Step 2: Research and Analyze the Issue

- Learn about past attempts to address the issue.
- Use multiple sources: news, social media, data, government reports, and interviews.
- Evaluate sources for accuracy, bias, and credibility.
- Consider the number and types of people affected, the geographic and environmental impact, and the connections between people and places.

Step 3: Identify the Cause of the Issue

- Frame questions and form hypotheses about why the issue exists.
- Use evidence from different disciplines (political science, history, economics, sociology, geography, natural sciences).
- Consider alternative explanations and viewpoints.

Step 4: Generate Possible Solutions

- Brainstorm multiple solutions to address the issue.
- Connect your solutions to the role of government or community organizations.
- Reflect on how different cultural values and perspectives shape how people understand the problem and possible responses.

Step 5: Evaluate Solutions

- Weigh the feasibility of different solutions with a cost-benefit analysis.
- Consider the perspectives of different stakeholders and cultural groups.

- Discuss potential positive and negative outcomes, and how negative impacts could be reduced.

Step 6: Develop a Plan of Action

Your action plan should include:

- A description of your recommended solution
- The level/unit of government or community body your solution connects to
- A cost-benefit analysis of the plan
- Who will be affected and how
- An evaluation of the plan from at least three stakeholder groups and two cultural groups
- A plan for how, where, and when the action will take place
- A strategy for how you will communicate about your issue and persuade others (speaking, writing, media, etc.)

Step 7: Take Informed Action

- Put your plan into action in your school or community.
- Engage others respectfully through discussion, debate, persuasion, and collaboration.
- Collect artifacts (photos, recordings, flyers, meeting notes, social media posts, etc.) to document your work.

Step 8: Reflect on the Process

- Write a reflection that explains what you learned from the project:
 - Knowledge and skills you gained
 - Challenges you faced and how you addressed them
 - Successes and impact of your project
 - How this experience shapes your future civic engagement
- Include artifacts that document your work and learning.

Step 9: Presentation

- Present your Civic Readiness Capstone Project to the School Civic Readiness Committee (or an assigned panel).
- Share your civic issue, your research, the solutions you considered, the action you took, and what you learned.
- Use visuals, media, or creative formats to strengthen your presentation.
- Be prepared to answer questions.

At this time, this project is completed through Senior level English and Social Students course work as a final examination grade. Those seeking the Seal of Civic Readiness must complete step 7: Take Action to earn the Seal.

Seal of Civic Readiness

Tracking Document



Student: _____

Graduation Year _____

Criteria for Demonstrating Proficiency in Civic Knowledge (pages 5-6 of Handbook)	Points	Complete	Total Points This Area	Date
1a. Social Studies credits required for graduation	1	☐		
1b. Social Studies Regents Exams-Mastery Level (85% or ____ Global History & Geography Regents ____ United States History Regents	1.5 *	☐		
1c. Social Studies Regents Exams- Proficiency Level ____ Global History & Geography Regents ____ United States History Regents	1 *	☐		
1d. Advanced Social Studies Courses (passing score) • <i>FLCC US History 110, 111</i> • <i>FLCC: Economics</i>	0.5 *	☐		
1e. Research Project • This project must be approved by the District's Seal of Civic Readiness Committee.	1	☐		
TOTAL POINTS (2 pts. min; 4 pts max)				

Criteria for Demonstrating Proficiency in Civic Participation (pages 7-16)	Points	Complete	Total Points This Area	Date
2a. High School Civics Project	1.5**	☐		
2b. Service Learning Project ____ 25 hours of demonstrated service to the community ____ Service Learning Reflection.	1*	☐		
2c. Elective Course Work (promotes Civic Engagement) Course: _____ Application of Knowledge Reflection	0.5*	☐		
2d. Extra-Curricular/Work-Based Learning Experience ____ 40 hours of documented experience ____ Application of Knowledge Reflection	0.5*	☐		
2e. Middle School Capstone Project	1*	☐		
2f. High School CAPSTONE PROJECT	4	☐		
TOTAL POINTS (2 pts. min; 4 pts. max)				
Total Points (Must equal 6 points from both criteria areas)				

Items marked with a * may be earned more than once.

Items marked with a ** may be earned two times only.



Seal of Civic Readiness Commitment Form

Class of 2026

Congratulations on your decision to pursue the New York State Seal of Civic Readiness! This distinction recognizes students who have demonstrated a strong understanding of civic knowledge, skills, mindsets, and actions. Earning the Seal is an accomplishment that highlights your commitment to being an informed, engaged, and responsible member of your community.

The purpose of this commitment form is to ensure that you receive regular support and guidance throughout the process. By signing below, you agree to stay actively engaged in completing the requirements and to maintain communication throughout the process. Together, we will make sure you are on track for success.

As a Seal of Civic Readiness candidate, I commit to:

1. Attending any scheduled check-ins.
2. Meeting all established deadlines for coursework, reflections, and civic projects.
3. Asking for help or clarification when I need support.
4. Demonstrating responsibility, initiative, and integrity in my civic engagement efforts.

The school commits to:

1. Providing guidance, resources, and feedback throughout the process.
2. Monitoring progress toward completion and offering regular check-ins.
3. Celebrating your achievement upon successful completion of all requirements.

We are proud of your dedication to civic readiness and look forward to supporting you every step of the way!

Sincerely,

Mrs. Bartlett-Prati

Assistant Superintendent for Curriculum and Instruction

Student Commitment

I understand the expectations and requirements for earning the Seal of Civic Readiness. I agree to fulfill my responsibilities and to communicate regularly with my advisor.

Student Name: _____

Signature: _____ Date: _____

Parent/Guardian: _____

Signature: _____ Date: _____

Seal of Civic Readiness Application

The New York State Seal of Civic Readiness is a formal recognition of high school graduates who demonstrated the knowledge, mindsets and skills that will promote a successful democratic society.

Criteria: In addition to completing all of the requirements for graduating with a NYS Regents diploma, students wishing to receive the NYS Seal of Civic Readiness must also earn a total of six points from a menu of criteria as described in the district Seal of Civic Readiness Manual. Refer to this handbook for additional information about requirements and criteria.

Submit this application to your school counselor by April 1 of your senior year. Applications submitted after April 1 will require approval from the Principal to be accepted and will only be accepted based on extenuating circumstances.

Student Name (Last, First, Middle Initial)	
Student Email	Home Phone
Home Address	Expected Graduation Date

Statement of Intent

I, _____ (name of student), do hereby state that I intend to participate in the NYS Seal of Civic Readiness Program and pursue the New York State Seal of Civic Readiness (NYSSCR). I have carefully read all the materials available and understand that I must submit an application and Letter of Intent form to my school counseling department. I also understand that NYSSCR will only be granted if I fulfill all of the requirements as stated in the task requirements.

Signature of Student
Date

Signature of Parent/Guardian	Date
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Date Received: _____

Counselor Signature: _____