

# *Seal of Civic Readiness Handbook*

## *Seneca Falls CSD*



# Information and Student Application 2022-2023

The New York State Board of Regents is committed to civic education that empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Civic education facilitates the development of civic competencies, which are needed for a democratic society to flourish. Through civic education, students learn how to identify and address problems in their community or school community. Students also learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. Civic education can strengthen the relationships of schools and students with parents, families, civic leaders, and organizations and community partners.

## Elements of Civic Readiness

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 Learning:** students demonstrate fundamental knowledge of social studies, engage in relevant experiences that include students as active participants and develop an understanding of self as part of and responsible to larger social groups
- **Civil Rights:** Civil rights are an expansive and significant set of rights that are designed to protect individuals from unfair treatment; they are the rights of individuals to receive equal treatment (and to be free from unfair treatment or discrimination) in a number of settings—including education, employment, housing, public accommodations, and more—and based on certain legally-protected characteristics.
- **Civic Engagement:** working to make a difference in the civic life of our communities and developing the combination of knowledge, skills and actions, mindsets and experiences necessary to make that difference. It means promoting the quality of life in community, through both political and non-political processes.
- Students should demonstrate their civic readiness in each of these areas.



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.



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.



Demonstrate a broad array of critical analytic, verbal, communication, media literacy and other skills and participate in a wide variety of actions. Students should practice such actions both inside and outside of school on a regular basis.



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.

## **How the Seal of Civic Readiness connects to NYSED's broader missions**

### **Diversity, Equity and Inclusion**

In a diverse society, governed by a constitution and laws that provide for individual rights, liberty, justice, and equality under the law, civic engagement will involve exposure to a diversity of people and perspectives. Respect for and commitment to the rights of others, informed and thoughtful deliberation about societal, political and governmental issues, consistent with the constitution, the law, and the rights of others, is a responsibility of all citizens. The Civic Readiness Initiative centers around creating positive social interactions across differences. This includes exposing students to multiple perspectives.

### **Social Emotional Learning**

Civic engagement encourages students to explore issues in the broader community from various perspectives, helping them to reflect upon their own ideas and opinions, building understanding of themselves, their aspirations, and consideration of the diverse people and perspectives in the larger community.

### **Financial Literacy**

Development of financial literacy is integral to student understanding of the rights and responsibilities of citizenship and participation in the economic and social lives of their communities. This includes understanding, assuming and fulfilling responsibility for the financial support of oneself, one's family and financial obligations to the larger community.

### **Culturally Responsive Sustaining Education**

The Culturally Responsive-Sustaining framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices, empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

### **The New York State Diploma Seal of Civic Readiness**

The New York State Seal of Civic Readiness (NYSSCR) is a formal recognition that a student has attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement. Having this special designation on a transcript and diploma signifies the following demonstrated domains: civic knowledge, skills and actions, mindsets, and experiences. 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.
- Recognizes the value of civic engagement and scholarship to school communities and society at large.

## What does Civic Readiness look like?

# CIVIC PARTICIPATION SOCIAL STUDIES PRACTICE ARTICULATION K-12

Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints and provide evidence for a counter-argument

Participate in activities that focus on a classroom, school, community, state, or national issue or problem

Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences

Work to influence those in positions of power to strive for extensions of freedom, social justice and human rights

Explain differing philosophies of social and political participation and the role of individual leading to group-driven philosophies

Identify, describe and contrast the roles of individual in opportunities for social and political participation in different societies

Identify situations in which social actions are required and determine an appropriate course of action

Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process



## What is the NYS Seal of Civic Readiness?

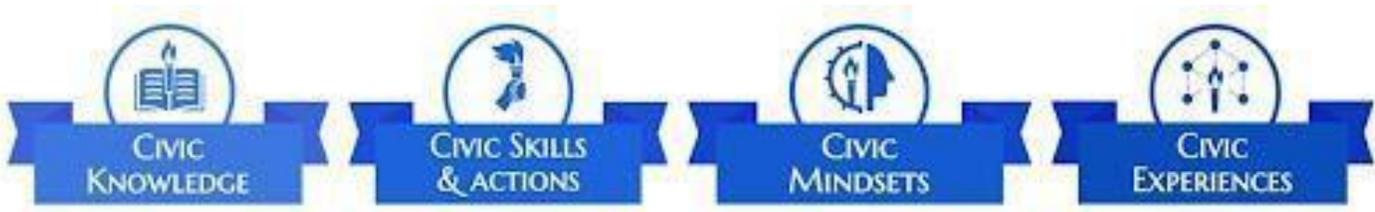
The Seal of Civic Readiness is a prestigious award that lets colleges and employers know that you have demonstrated the knowledge, mindsets and skills that will promote a successful democratic society. Students who earn this Seal will have the Seal added to their high school diploma and may include it on college applications and resumes.

### Why earn the Seal of Civic Readiness?

- Employers and colleges are looking for students that demonstrate the mindsets of civic readiness applicants
- The seal demonstrates a commitment to respecting the rights of others and promoting and honoring diverse viewpoints and perspectives
- The seal enhances applications for college, grants and scholarships
- This distinction prepares you with the 21<sup>st</sup> century skills desired by many employers
- Earning the Seal of Civic Readiness demonstrates your own commitment to maintaining and promoting participation in a democratic society

### Who may apply for the NYSSCR?

Any student in the Seneca Falls Central School District may apply for the Seal of Civic Readiness. Projects and learning experiences leading toward meeting the requirements of the Seal will be embedded into middle and high school social studies courses. High school counselors and social studies teachers will assist students who are eligible to apply for this seal of distinction. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal.



## How to Earn the Seal of Civic Readiness

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 demonstrate proficiency in both Civic Knowledge and Civic Participation. Students must earn a total of six points with at least two points from column 1 below and at least two points from column 2 below. Criteria and options for earning these points are outlined below.

Criteria for Demonstrating Proficiency in Civic Knowledge	Point Value	Criteria for Demonstrating Proficiency in a Civic Participation	Point Value
1a. Social Studies required for graduation: <ul style="list-style-type: none"> <li>Obtain course credit in Global History &amp; Geography I</li> <li>Obtain course credit in Global History &amp; Geography II</li> <li>Obtain course credit in United States History &amp; Government</li> <li>Obtain course credit in Participation in Government and Economics</li> <li><i>(Or the equivalent of these course, as approved by the superintendent or his or her designee)</i></li> </ul>	1	2a. Civic Skills, Actions, and Mindsets <ul style="list-style-type: none"> <li>Complete a culminating high school civic project that demonstrates civic knowledge, skills, actions and mindsets, as established by the local Seal of Civic Readiness Committee. The culminating project is different from the Capstone project.</li> </ul>	1.5**
1b. Social Studies Regents Exams- Mastery Level <ul style="list-style-type: none"> <li>Demonstrate mastery level (85% or higher) on the Global History &amp; Geography Regents and/or United States History Regents</li> </ul>	1.5*	2b. Civic Experiences Area I <ul style="list-style-type: none"> <li>Complete a service-learning project that includes a minimum of 25 hours of demonstrated service to the community and submit a reflective civic learning essay.</li> <li><i>Mynderse Academy required community service hours can serve as a part of this 25-hour requirement but would still require completion of the reflective essay.</i></li> </ul>	1*
1c. Social Studies Regents Exams- Proficiency Level <ul style="list-style-type: none"> <li>Receive a passing score on the Global History &amp; Geography Regents and/or United States History Regents (<i>apply safety net if eligible</i>)</li> </ul>	1*	2c. Civic Experiences Area II <ul style="list-style-type: none"> <li>Demonstrate proficiency in an elective course that promotes civic engagement as defined by the Seal of Civic Readiness Committee and submit a written application of knowledge essay</li> </ul>	0.50*
1d. Advanced Social Studies Courses <ul style="list-style-type: none"> <li>Demonstrate proficiency (passing score) in an advanced social studies course (Honors, AP, College level approved by the school district; including dual enrollment courses)</li> <li>Currently Available: FLCC US History</li> </ul>	0.50*	2d. Civic Experiences Area III <ul style="list-style-type: none"> <li>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 essay. This may be accomplished over four year of high school.</li> </ul>	0.50*

<p>1e. Research Project</p> <ul style="list-style-type: none"> <li>• Demonstrate civic knowledge through a social studies research project. This project must be approved by the District's Seal of Civic Readiness Committee.</li> </ul>	1	<p>2e. Middle School Capstone Project</p> <p>Complete the middle school capstone project that includes the essential elements listed below:</p> <ul style="list-style-type: none"> <li>• Identify an issue (local, state, national or global)</li> <li>• Apply civic knowledge, skills, actions and mindsets to the issue</li> <li>• Present the overall project to the Middle School Capstone Committee</li> </ul>	1*
		<p><b>CAPSTONE PROJECT</b></p> <p>The Capstone Project must include these essential elements:</p> <ul style="list-style-type: none"> <li>• Identify an issue (local, state, national or global)</li> <li>• Apply civic knowledge, skills, actions, and mindsets to an issue</li> <li>• Engage in a civic experience based on the issue to influence positive change to the community (local, state, national or global)</li> <li>• Present overall project to the school's School of Civic Readiness Committee</li> </ul>	4

**\*\* Students may earn these points two times.**

**\*Students may earn these points more than once.**

**Proficiency is defined by the Seal of Civic Readiness Committee as 70% or higher.**

# Capstone Project Information

## ESSENTIAL ELEMENTS OF A CIVICS CAPSTONE PROJECT



### Capstone Project Goals

Students will be able to:

- 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

Essential Elements:

- Examine community
- Identify Issues
- Conduct research
- Analysis
- Develop strategies and solutions
- Take informed action
- Communicate
- Reflection

## Middle School Capstone Project Essential Elements

Essential Elements	Civic Knowledge	Civic Skills	Civic Mindset
Examine community	Identify situations in which social actions are required.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem with the support of the classroom teacher.	Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
Identify Issues		<p>With the support of the classroom teacher, identify a civic issue (problem) in the community.</p> <ul style="list-style-type: none"> <li>• <i>For example, define and frame questions about events and the world in which we live, and use evidence to answer these questions.</i></li> </ul>	Identify rights and responsibilities as a citizen of the community and the state.
Conduct Research	<p>Describe how the issue affects the daily lives and shapes the perspectives of similar and different stakeholder groups.</p> <ul style="list-style-type: none"> <li>• <i>For example, conducting interviews and administering surveys will help students understand the issue from different perspectives, including diverse cultural groups.</i></li> </ul>	Analyze and evaluate news, media, social media and other sources of information for accuracy, bias, reliability, and credibility.	
Analysis		With the support of the classroom teacher, evaluate alternative solutions to address the community problem.	
Develop Strategies and Solutions		<p>With the support of the classroom teacher, identify or develop solution(s) in the form of a public policy.</p> <ul style="list-style-type: none"> <li>• <i>For example, recognize an argument and identify evidence that supports the argument; examine arguments that are related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.</i></li> </ul> <p>Communicate in a civic context, showing the ability to express ideas, discuss, and persuade when presenting ideas.</p>	

Take Action		<p>With the support of the classroom teacher,</p> <ul style="list-style-type: none"> <li>• Develop an awareness of and/or engage in the political process.</li> <li>• Create an action plan to enlist local or state authorities to adopt their proposed policy.</li> </ul>	<p>Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints.</p> <p>Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p>
Communicate		<p>Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate.</p> <p>Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</p>	
Reflection			<p>Analyze the experience, reflecting on the process that was implemented, challenges faced, successes, and future civic actions.</p>

Based the New York State Social Studies Practices, Grades K-8

### High School Capstone Project Essential Elements

Essential Elements	Civic Knowledge	Civic Skills	Civic Mindset
Examine Community	Demonstrate an understanding of the structure and function of government and democracy at the appropriate level, and how to participate therein.	Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.	Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.

	<p>Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <ul style="list-style-type: none"> <li>• <i>For example, students can conduct community walks/drives and asset map their community.</i></li> </ul>		
Identify Issues	<p>Integrate alternate, divergent, or contradictory perspectives or ideas.</p> <p>Describe the impact of individual and collective histories in shaping contemporary issues.</p>	<p>Analyze a civic issue (problem) in the community</p> <ul style="list-style-type: none"> <li>• <i>For example, include data to describe the number of people affected by the issue, the age/gender/socio-economic status of the people affected by the issue, the geographic impact of the issue, the environmental impact of the issue, etc.</i></li> </ul> <p>Integrate evidence from multiple disciplines into Capstone Project.</p>	<p>Reflect on how different cultures have values, norms and beliefs that shape how they understand their communities and the problems they face.</p>
Conduct Research	<p>Describe how the issue affects the daily lives and shapes the perspectives of similar and different stakeholder groups.</p> <ul style="list-style-type: none"> <li>• <i>For example, asset mapping, conducting interviews and administering surveys will help students understand the issue from different perspectives, including diverse cultural groups.</i></li> </ul>	<p>Analyze and evaluate news, media, social media and other sources of information for accuracy, bias, reliability, and credibility.</p>	
Analysis	<p>Analyze a civic issue (problem) in the community, describe past attempts to address the issue, generate and evaluate alternative solutions to a civic problem.</p>	<p>Weigh appropriate evidence from multiple disciplines to support claims, which may include political science, history, natural sciences, economics, geography, and sociology.</p>	<p>Reflect on how personal attitudes and beliefs are different and the same from those of other cultures and communities.</p> <p>Integrate what can be learned through engagement with diversity into the Capstone Project.</p>

Develop Strategies and Solutions	Design and/or execute a solution for this problem.	<p>Evaluate the feasibility of proposed actions to address the community or civic issue.</p> <ul style="list-style-type: none"> <li>• <i>For example, determine an appropriate course of action; deconstruct and construct plausible and persuasive arguments using evidence.</i></li> </ul>	<p>Analyze factors that influenced the perspectives of stakeholders involved in the civic issue central to the Capstone Project.</p> <p>Integrate alternate, divergent, or contradictory perspectives or ideas.</p>
Take Informed Action		<p>Design and implement a Capstone Project that engages the school and/or out-of-school community.</p> <ul style="list-style-type: none"> <li>• <i>For example, determine an appropriate course of action; work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights; develop an awareness of and/or engage in the political process.</i></li> </ul>	
Communicate		<p>Communicate in a civic context, showing the ability to express ideas, discuss, persuade, debate, negotiate, build consensus and compromise to organize and conduct civic action. Strategically use different forms of communication to persuade/advocate and express ideas.</p> <p>Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</p>	
Reflection			<p>Analyze Capstone Project experience, reflecting on the process that was implemented, challenges faced, project limitations, successes, future civic actions and transferable skills.</p> <p>Demonstrate and reflect on a sense of self as an active participant in society, willing to contribute to solving local and/or national problems.</p>

**Mynderse Academy**  
**105 Troy Street, Seneca Falls, NY 13148**

## **Seal of Civic Readiness Student 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 ID #
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 guidance 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

\_\_\_\_\_  
Date Received: \_\_\_\_\_

\_\_\_\_\_  
Counselor Signature: \_\_\_\_\_

# Qualifications Checklist for Seal of Civic Readiness

*Original copy completed and retained by Seal of Civic Readiness Committee*

Student Name \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Criteria for Demonstrating Proficiency in Civic Knowledge	Points	Complete	Total Points This Area	Date	Approved (initials)
1a. Social Studies required for graduation <ul style="list-style-type: none"> <li>● Obtain course credit as detailed in the Seal of Civic Readiness Manual, pages 5-6 <i>(Grades 9-12)</i></li> </ul>	1	<input type="checkbox"/>			
1b. Social Studies Regents Exams-Mastery Level <ul style="list-style-type: none"> <li>● Demonstrate mastery level (85% or higher) on the Global History &amp; Geography Regents and/or United States History Regents <i>(Grades 10,11)</i></li> </ul>	1.5 *	<input type="checkbox"/>			
1c. Social Studies Regents Exams- Proficiency Level <ul style="list-style-type: none"> <li>● Receive a passing score on the Global History &amp; Geography Regents and/or United States History Regents <i>(apply safety net if eligible)</i> <i>(Grades 10,11)</i></li> </ul>	1 *	<input type="checkbox"/>			
1d. Advanced Social Studies Courses <ul style="list-style-type: none"> <li>● Demonstrate proficiency (passing score) in an advanced social studies course (Honors, AP, College level approved by the school district; including dual enrollment courses) <i>(Grades 11,12)</i> <ul style="list-style-type: none"> <li>● <i>FLCC US History</i></li> <li>● <i>Advanced Placement US History</i></li> </ul> </li> </ul>	0.50 *	<input type="checkbox"/>			
1e. Research Project <ul style="list-style-type: none"> <li>● Demonstrate civic knowledge through a social studies research project. This project must be approved by the District's Seal of Civic Readiness Committee. <i>(Grades 9-12)</i> <b><u>9th Grade (TBD)</u></b> <b><u>10th Grade Was Napoleon a Hero or Tyrant?</u></b> <b><u>Napoleon</u></b> <b><u>11th Grade (TBD)</u></b> <b><u>12th Grade (TBD)</u></b></li> </ul>	1	<input type="checkbox"/>			
<b>TOTAL POINTS (2 PTS. MINIMUM)</b>		_____			
Criteria for Demonstrating Proficiency in Civic Participation	Points	Complete	Total Points This Area	Date	Approved (initials)
2a. Civic Skills, Actions, and Mindsets ( <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>● Complete a culminating high school civic project as detailed on pages 5-6 of the Seal of Civic Readiness Manual. The culminating project is different from the Capstone project. <i>(Grades 9-12)</i> <b><u>9th Grade Midterm Enduring Issue Project: January</u></b> → Students will identify an issue that has been</li> </ul>	1.5**	<input type="checkbox"/>			

<p>faced by societies throughout history. These are issues that continue to affect people today. Students will research and select several documents that illustrate the issue. The project will culminate with a written essay that presents the information gathered and analyzed as well as identifying ways that societies can navigate moving forward.</p> <p>→ <b>10th Grade (TBD)</b></p> <p><b>11th Grade Government Civic Issue (Sept/Oct)</b> → Students will identify an issue facing our society. Students will research the issue, strategies and claims to formulate recommendations to leaders. They will gather their information through a letter, video, speech, or a pamphlet to send to local officials.</p>					
<p><u>2b. Civic Experiences Area I</u></p> <ul style="list-style-type: none"> <li>Complete a service learning project that includes a minimum of 25 hours of demonstrated service to the community and submit a reflective civic learning essay. (Grades 9-12) <ul style="list-style-type: none"> <li>Community Service with Reflection</li> </ul> </li> </ul>	1*	<input type="checkbox"/>			
<p>2c. Civic Experiences Area II</p> <ul style="list-style-type: none"> <li>Demonstrate proficiency in an elective course that promotes civic engagement as detailed on pages 5-6 of the Seal of Civic Readiness Manual <ul style="list-style-type: none"> <li>Model UN (9th-12th)</li> <li>Sociology (10th-12th)</li> <li>Yearbook (9th-12th)</li> <li>Business Math (11th-12th)</li> <li>Adolescent Psychology (10th-12th)</li> </ul> </li> </ul>	0.50*	<input type="checkbox"/>			
<p><u>2d. Civic Experiences Area III</u></p> <ul style="list-style-type: none"> <li>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 essay. This may be accomplished over four years of high school. <ul style="list-style-type: none"> <li>New Visions Health Professions (12th)</li> <li>FLTCC Criminal Justice (11th &amp; 12th)</li> <li>Student Council (9th-12th)</li> <li>National Honor Society/Community Service (11th &amp; 12th)</li> </ul> </li> </ul>	0.50*	<input type="checkbox"/>			
<p>2e. Middle School Capstone Project</p> <ul style="list-style-type: none"> <li>Complete the middle school capstone project as detailed on pages 5-6 of the Seal of Civic Readiness Manual.</li> </ul> <p><b>7th Grade Government Social Studies Fair</b> → Students will identify an issue or topic related to the past or present status in the US government. Students will research and create a trifold poster as a teaching aid to be displayed for school community and public to view. In addition, students will create an interactive digital component and/or pamphlet for school community and public as takeaway. Students will complete reflection essay to examine mindset on the issue and reflect on learning. Students will be guided with an opportunity to reach out to government official related to their topic and send information through a letter, video, speech, or a pamphlet to officials.</p>	1*	<input type="checkbox"/>			

<b>8th Grade TBD</b>					
<u>CAPSTONE PROJECT</u> <ul style="list-style-type: none"> <li>Complete the Capstone Project as detailed on pages 5-6 of the Seal of Civic Readiness Manual</li> </ul>	4	<input type="checkbox"/>			
<b>12th Grade TBD</b>					
<b>TOTAL POINTS (2 PTS. MINIMUM)</b>		_____			
<b>Student Awarded Seal of Civic Readiness</b>		<b>YES <input type="checkbox"/> NO <input type="checkbox"/></b>			
Verified by Seal of Civic Readiness Committee Name:	Signature				

Seal of Civic Readiness Committee:

Mel Morrin- Seneca Falls Middle School SS Teacher

Matt Bienvenue- Mynderse SS Teacher, SS Department Head

Heather Schantz- Mynderse SS Teacher

Jessie Taylor- School Counselor

Kim Stevers- School Counselor

Faith Lewis- Principal

Breanna Mullen- Vice Principal

Jodie Verkey- Director of Curriculum, Instruction, Assessment & Professional Development