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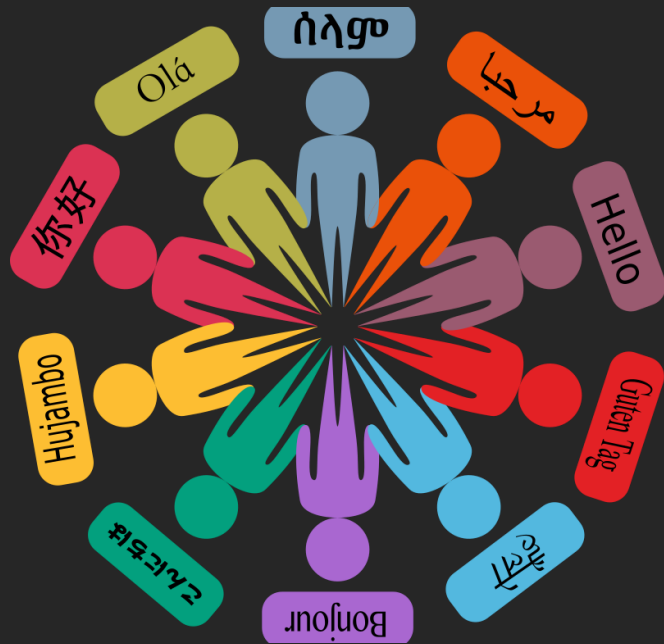
# SUPPORTING MULTILINGUALISM WITH THE NYS SEAL OF BILITERACY

Shawnna Sweet

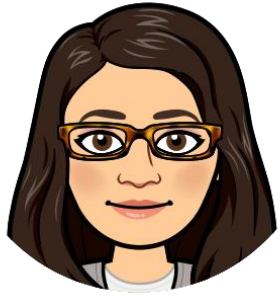
November 30, 2021



# AGENDA:




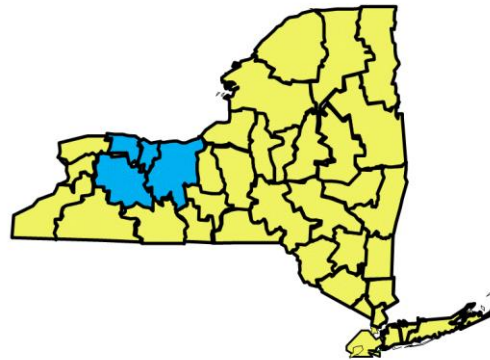
- ❑ Who is here and what do we want to know?
- ❑ Why strive for biliteracy?
- ❑ What is the NYS Seal of Biliteracy?
- ❑ How do we support Multilingual learners with attaining the Seal of Biliteracy?



## ABOUT ME:

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- Shawnna Sweet  [@ShawnnaSweet](https://twitter.com/ShawnnaSweet)
- Mid-West RBERN at Monroe 2-Orleans BOCES
- NYS Seal of Biliteracy Guidance Toolkit
- NYSSB Task Force



# NYS RBERN REGIONS

 CAPITAL DISTRICT AT QUESTAR III BOCES 

 HUDSON VALLEY AT SW BOCES 

 LONG ISLAND AT EASTERN SUFFOLK BOCES 

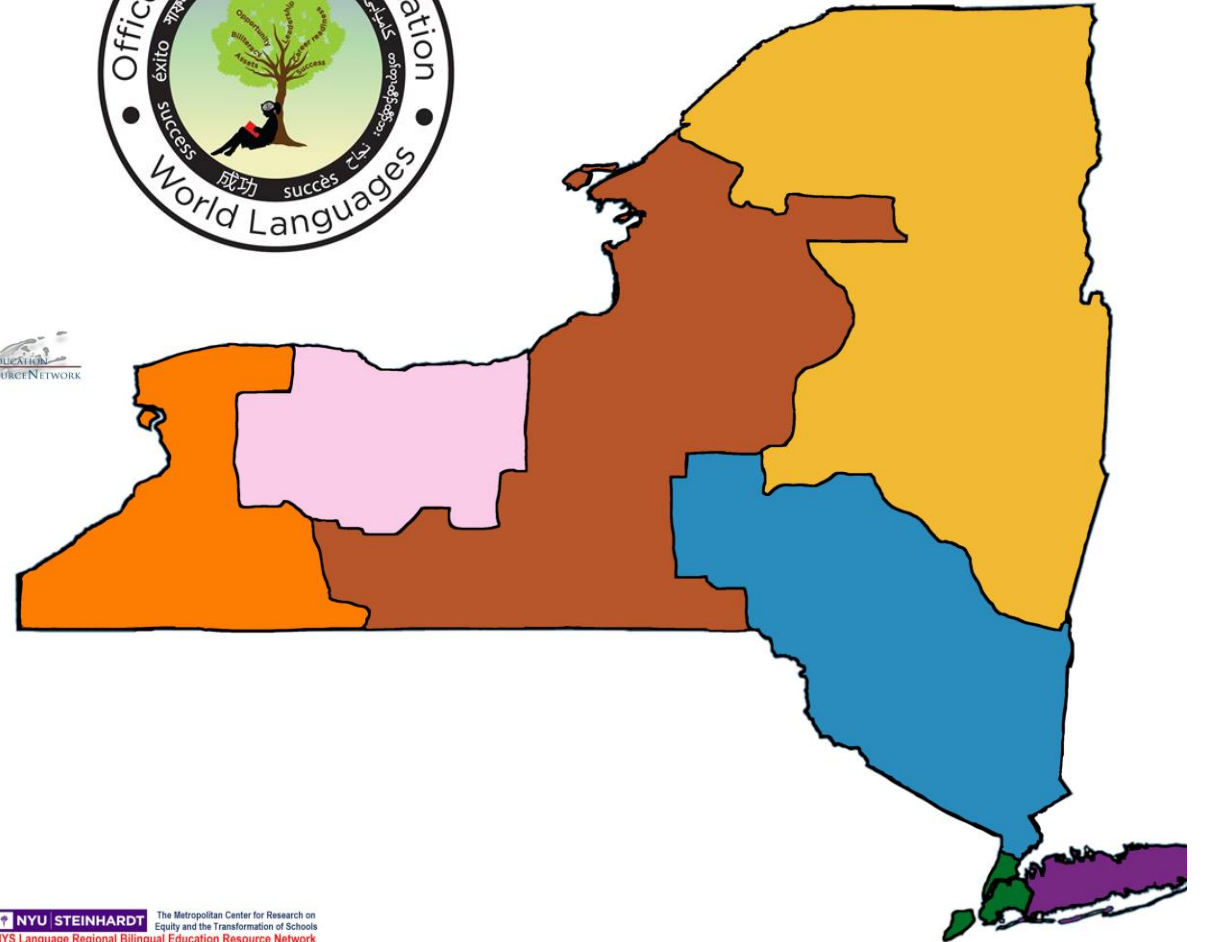
 MID-STATE AT OCM BOCES 

 MIDWEST AT MONROE 2 ORLEANS BOCES 

 NYC AT FORDHAM UNIVERSITY 

 WEST AT ERIE 1 BOCES 

 ALL COLORS: STATEWIDE LANGUAGE RBERN AT NYU  The Metropolitan Center for Research on Equity and the Transformation of Schools  
NYS Language Regional Bilingual Education Resource Network



# ABOUT YOU:

Please introduce  
yourself in the chat:

- Your name
- Your role
- Your School/District

How much do  
you know  
about the NYS  
Seal of  
Biliteracy?

A LOT

A LITTLE

NONE

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# WEBINAR DESCRIPTION:

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. Understanding the importance of multilingualism and multiliteracy, the New York State Legislature established the New York State Seal of Biliteracy. The New York State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in two or more languages. It acknowledges the importance of being biliterate in today's global society, highlights the hard work and achievement of students, encourages them to pursue language study while in school, and supports continued development of one's home language. Since 2016, this distinction has been awarded to over 17,800 students from hundreds of New York State schools, including public, charter, and non-public high schools. This session will provide an overview of the NYS Seal of Biliteracy, with a focus on supporting candidates who pursue the Seal in their home language.

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An aerial photograph of a large, intricate maze constructed from dense, green hedges. The maze features a complex pattern of paths and dead ends, with a single path leading from the bottom towards the center. The hedges are well-manicured and have a vibrant green color. The overall scene is a top-down view, showing the geometric complexity of the garden design.

Why strive for biliteracy?

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# NYSED's Blueprint for ELL Success:

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Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with:

- Opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
- Opportunities to use and develop academic language and content knowledge both in English and Languages Other Than English, including the student's home language.
- Rigorous Bilingual Education programs for ELLs/MLLs aimed at maintaining and developing the home language and attaining English proficiency as well as biliteracy.
- Alternate pathways for those whose home language is low incidence and, consequently, the district does not have enough students who speak the same language to form a bilingual education program.



# NYSED's Culturally Responsive-Sustaining Mindsets

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- Believing that students and their families are individuals with their own assets, knowledge, and abilities who should be valued and consulted.
- Student and community assets should be sustained and leveraged for academic achievement.
- Consider students as co-designers of curriculum and drivers of instruction (Jenkins & Healey, 2009)
- Embed community input into curriculum to reflect diversity of the local and global community.



**A multilingual and multiliterate population has the potential to enhance academic achievement, advance intercultural competences, boost economic competitiveness, improve intergroup relations, strengthen national security, and leverage inequities in society.**

**The ever-increasing global and international interconnectedness calls for schools to offer extended language and academic opportunities for students to, at the very minimum, become biliterate and bicultural. Proficiency in more than one language benefits individuals and society alike.**

# Why Promote Bilingualism & Biliteracy?

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What one fact from the video stands out to you?

# More Languages = More Opportunity = More \$EN\$E

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The American Council on the Teaching of Foreign Languages (ACTFL) and its Lead with Languages campaign, conducted a survey of 1,200 U.S. employers, and the resulting 2019 report, [Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers](#), indicates an urgent and growing demand for language skills in the workplace.





# What is the NYSSB?

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# THE NYSSB

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THE NYSSB IS AN AWARD GIVEN BY A SCHOOL, SCHOOL DISTRICT OR COUNTY OFFICE OF EDUCATION THAT FORMALLY RECOGNIZES STUDENTS WHO HAVE ATTAINED A HIGH LEVEL OF PROFICIENCY IN TWO OR MORE WORLD LANGUAGES (ONE OF WHICH MUST BE ENGLISH) BY HIGH SCHOOL GRADUATION.



# WHY OFFER THE NYSSB?

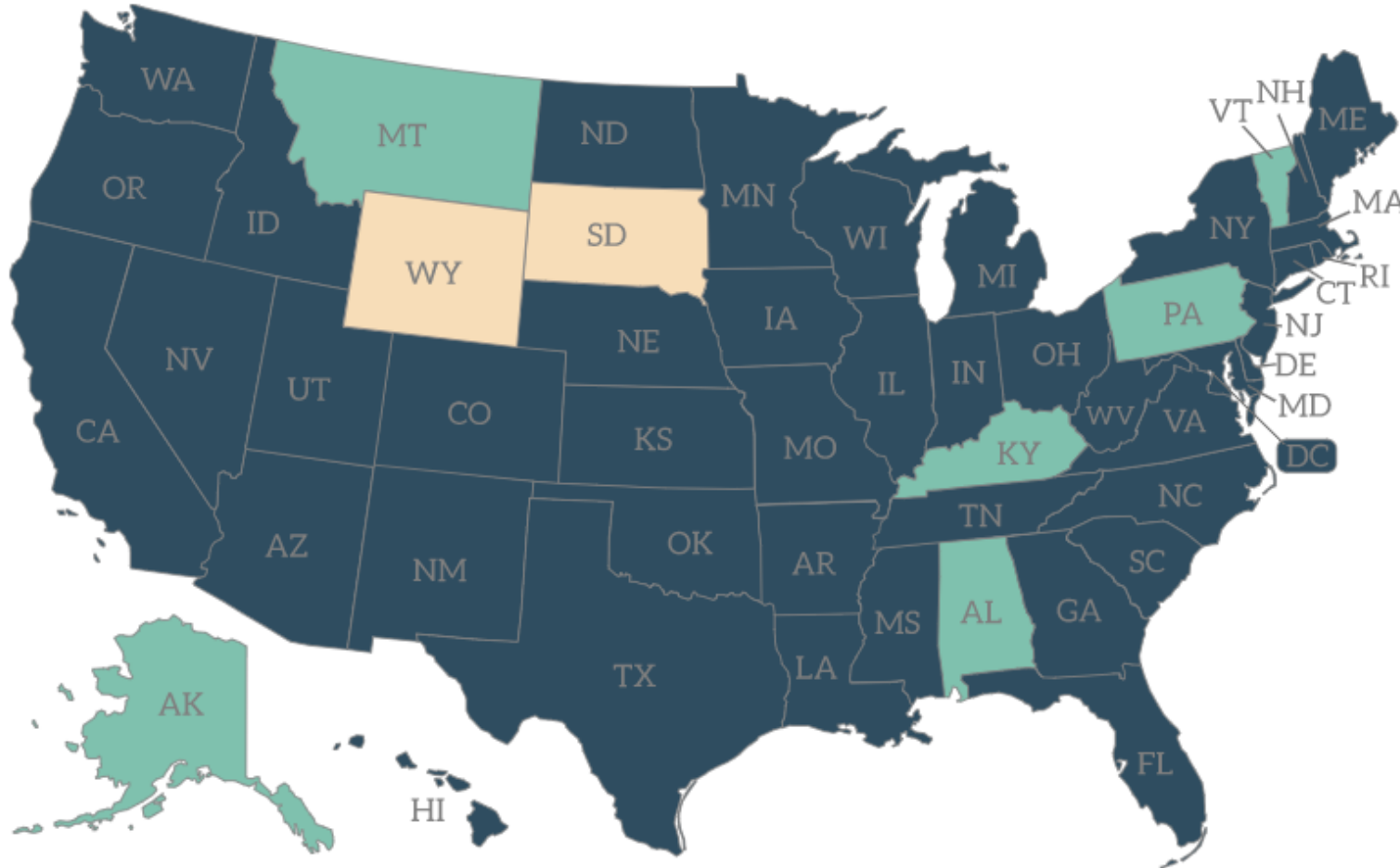
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- To encourage the study of languages
- To provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in multiple languages
- To provide employers with a method of identifying people with language skills
- To prepare students with 21st century skills
- To recognize the value of language diversity
- To honor the multiple cultures and languages in a community
- *The NYSSB positively contributes to the district's College, Career & Civic Readiness accountability score for ESSA.*



## State Laws Regarding the Seal of Biliteracy

● Approved State Seal   ● Under Consideration   ● Early Stages   ● No Seal of Biliteracy, Yet!



## Origins of the Seal of Biliteracy

- The Seal of Biliteracy began in California in 2008.
- New York was second only to California to adopt this program.

# TIMELINE OF THE NYSSB

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2012

The NYSSB was passed by the Legislature and signed into law by Governor Cuomo.

2016

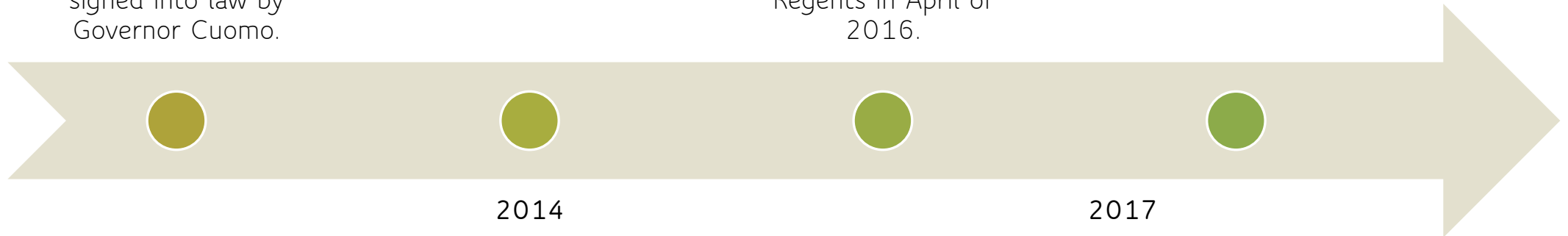
The NYSSB was formally approved by Board of Regents in April of 2016.

2014

The NYS Board of Regents approved the implementation of an NYSSB pilot program.

2017

The 2016-2017 school year was the first official year of statewide implementation.



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# NYSSB STATISTICS

**324** schools offered the NYSSB in 2020-21.

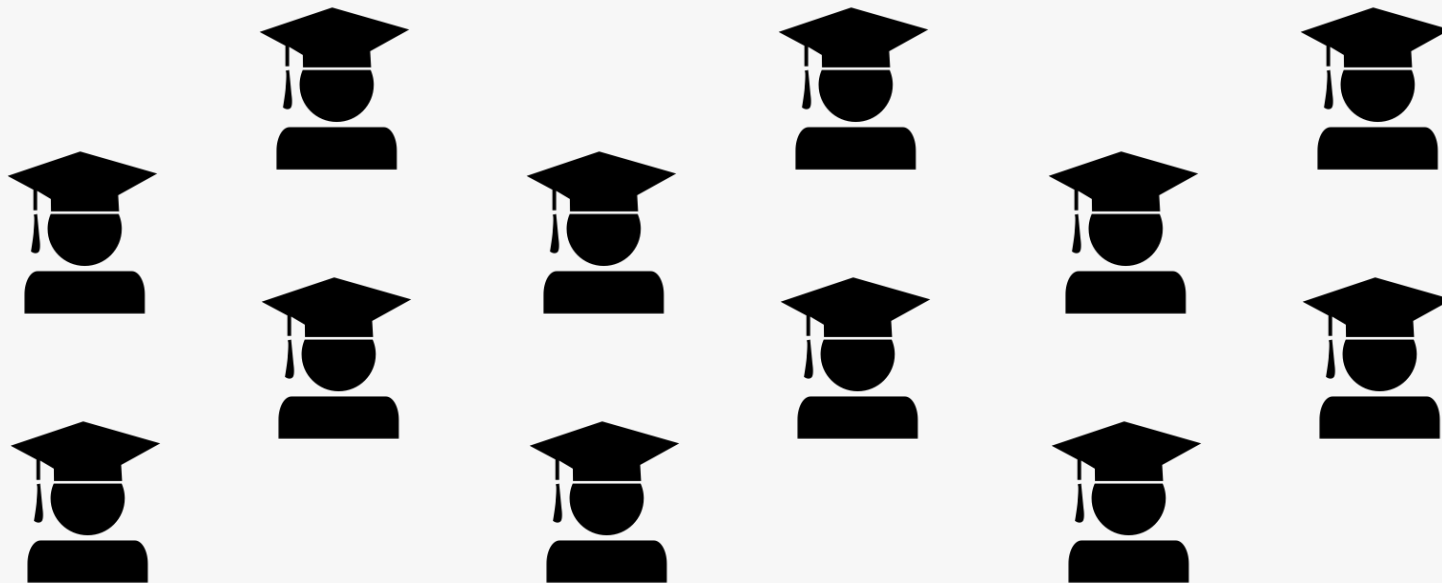
That's approximately one in every five NYS public schools.



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# NYSSB STATISTICS

**5,479** students earned the NYSSB in 2020-2021.



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# NYSSB STATISTICS

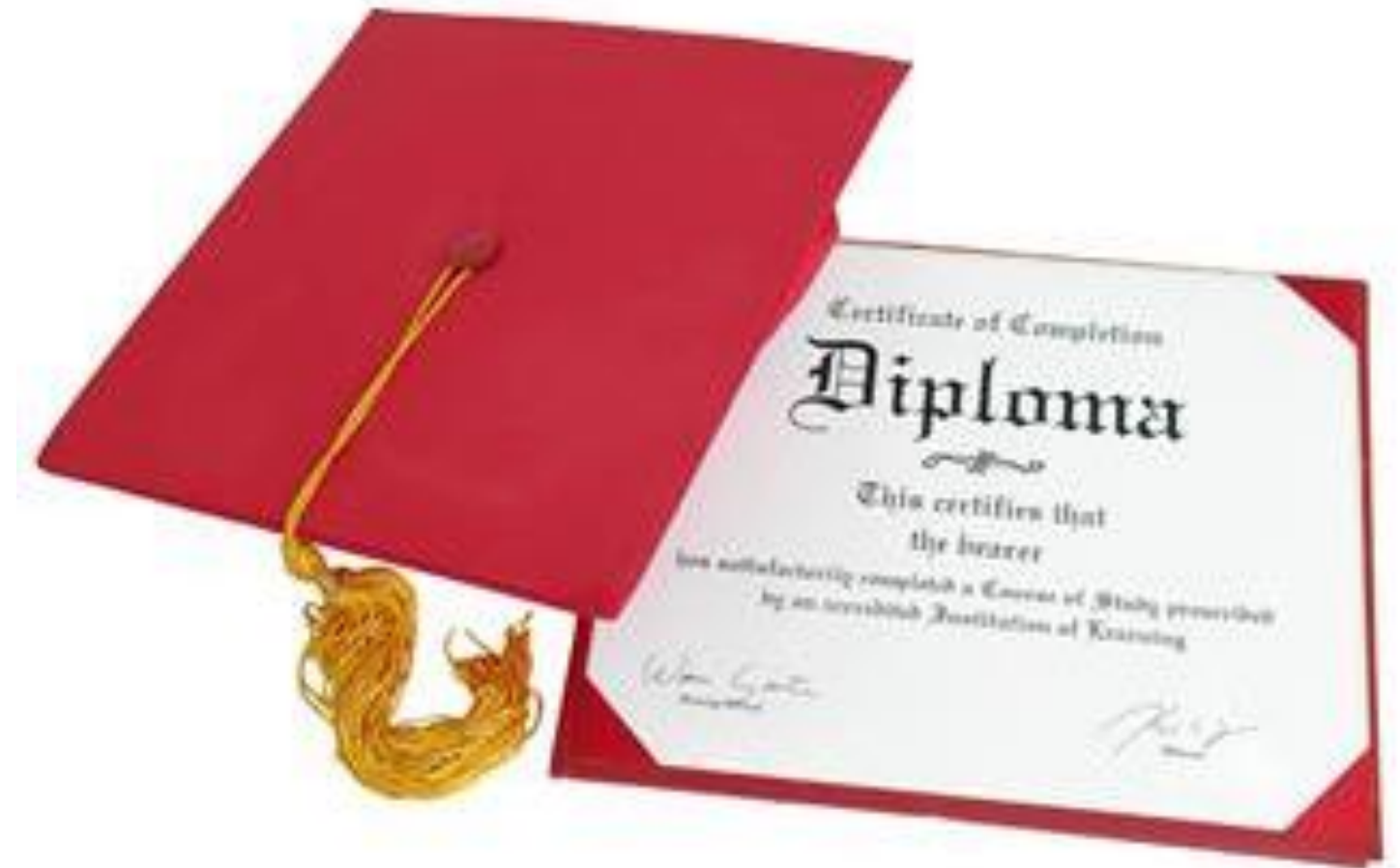
Since 2015-16, more than **17,000** students  
have earned the NYSSB.



# How do students earn the NYSSB?

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1. Complete all requirements for graduating with a NYS Regents diploma
2. Demonstrate proficiency in English and another language by earning 3 points in each from a choice matrix



# Updated Criteria

- © Updated criteria to earn the NYSSB
- © Coursework criteria aligned (1C, 2A, 2C)


[http://www.nysed.gov/common/nysed/files/programs/world-languages/criteria-to-earn-the-new-york-state-seal-of-biliteracy\\_0.pdf](http://www.nysed.gov/common/nysed/files/programs/world-languages/criteria-to-earn-the-new-york-state-seal-of-biliteracy_0.pdf)

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
<b>1A.</b> Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.	1	<b>2A.</b> Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, consistent with Checkpoint C standards.	1
<b>1B.</b> ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	<b>2B.</b> Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
<b>1C.</b> Complete all 11th- and 12th-grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	<b>2C.</b> For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
<b>1D.</b> Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	1	<b>2D.</b> Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.)	1
<b>1E.</b> Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	<b>2E.</b> Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2


Projects are evaluated using a rubric that is aligned with ACTFL proficiency levels:

- # Culminating Project rubrics

- © Aligns with revised World Language standards



## New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Modern Languages (Category 1-2)



**Standard 1: Interpretive Communication** – Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, ranging on a range of diverse texts, including authentic resources. The target performance level of **Intermediate High** required to earn the NYSSB is shaded below.

Essential Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<b><i>What can I understand, interpret, or analyze in authentic texts*?</i></b>	I can identify the topic / main idea and related information from simple sentences in short texts.	I can understand the main idea and key information in short, straightforward texts.	I can usually follow the main message / idea / flow of events in various time frames in straightforward, paragraph-length texts.	I can identify the main and underlying messages and some supporting details across major time frames in texts.	I can understand the main and underlying messages and most supporting details across major time frames in texts.	I can follow the flow of ideas and infer meaning, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts.

\*The word "text" is defined as any medium that conveys information. For the purposes of this rubric, a text can include traditional reading material (e.g., literature, informational texts), live or recording listening texts, or visuals. Students pursuing the Seal in a modern language **must** be assessed on all interpretive modalities (receiving for American Sign Language; reading and listening for all other languages) of the language being assessed.

**Proficiency in Interpretive Reading:** \_\_\_\_\_

**Proficiency in Interpretive Listening:** \_\_\_\_\_

**Notes:**

# WHO CAN EARN THE NYSSB?

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Seal of Biliteracy conceived of a way to honor and encourage our English Language Learners to develop biliteracy (build both English and home language skills).

There is a pathway to the Seal for all students:

- ELLs
- Former/Ever ELLs
- Heritage Language students
- Students who pursue a course of study in a World Language while in high school

All world languages qualify: American Sign Language, Latin, Indigenous Languages



# 2019-20 NYSSB STATISTICS

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In 2019-20, students earned the NYSSB in 59 different languages.



# 2019-20 NYSSB STATISTICS

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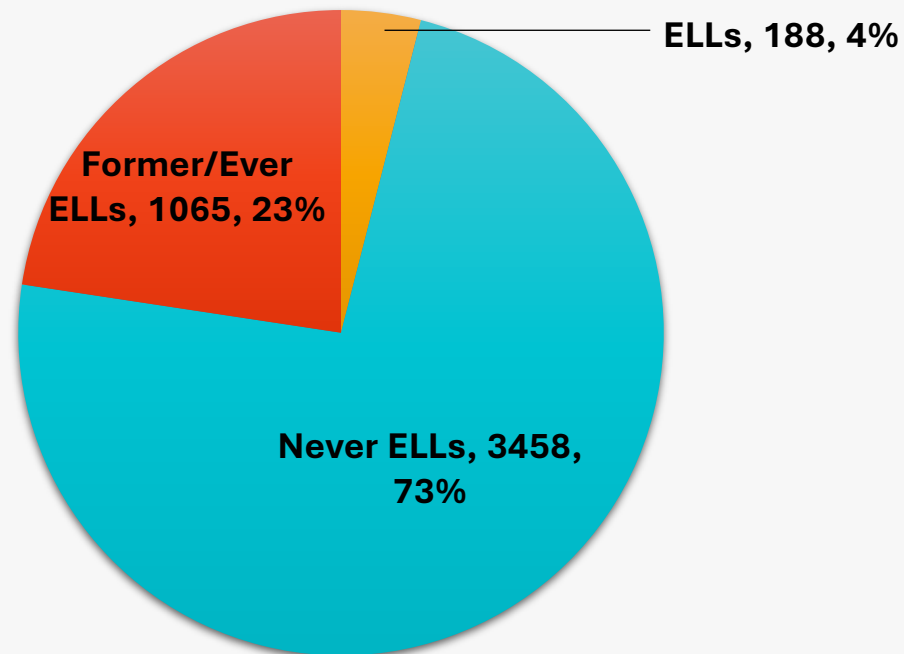
The top languages in which students completed the NYSSB were:

Spanish	3,297
French	590
Italian	318
Chinese (Mandarin, Cantonese)	108
German	74
Latin	67
American Sign Language	36
Arabic	39
Russian	35
Bengali	13

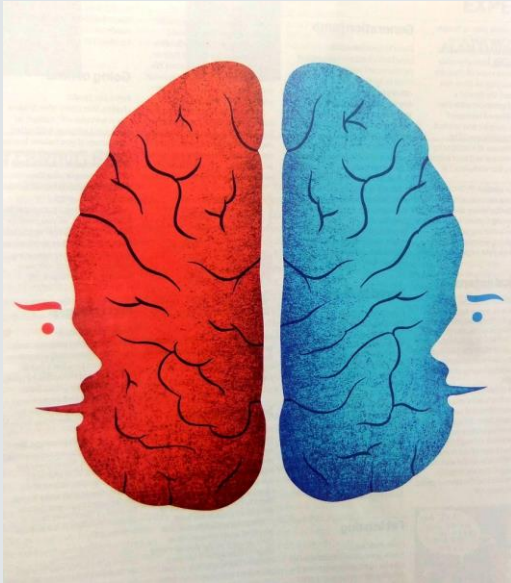
## ***Percentage of Students Earning the NYSSB by ELL Status (2019-20)***

Former/Ever ELL is used to refer to students who were previously identified as ELLs, but who have since exited the program by achieving

Never ELL is used to refer to students who were never identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.




ELL (English Language Learner) is used to refer to those students identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.



The roots of the term education imply drawing out children's potential, making them more than they were; - however, when children come to school fluent in their primary language, and they leave school essentially monolingual in English, then our schools have negated the meaning of the term education, because they have made children less than they were.

(Mary Ashworth, cited in Cummins, 1989)

The background of the top half of the image is the Seal of the State of New York Department of Education. It is a circular seal with a gold outer ring containing the text "SEAL OF BILITERACY 2020" in red. Inside this is a blue ring with "THE GREAT SEAL OF THE STATE OF NEW YORK" in white. The center features a shield with a landscape, flanked by two female figures in classical robes. Above the shield is an eagle. A banner at the bottom of the shield reads "EXCELSIOR".

# Ithaca City Schools Seal of Biliteracy 2020 Celebration

Student Testimonials

[HTTPS://WWW.WEVIDEO.COM  
/VIEW/1754446222](https://www.wevideo.com/view/1754446222)

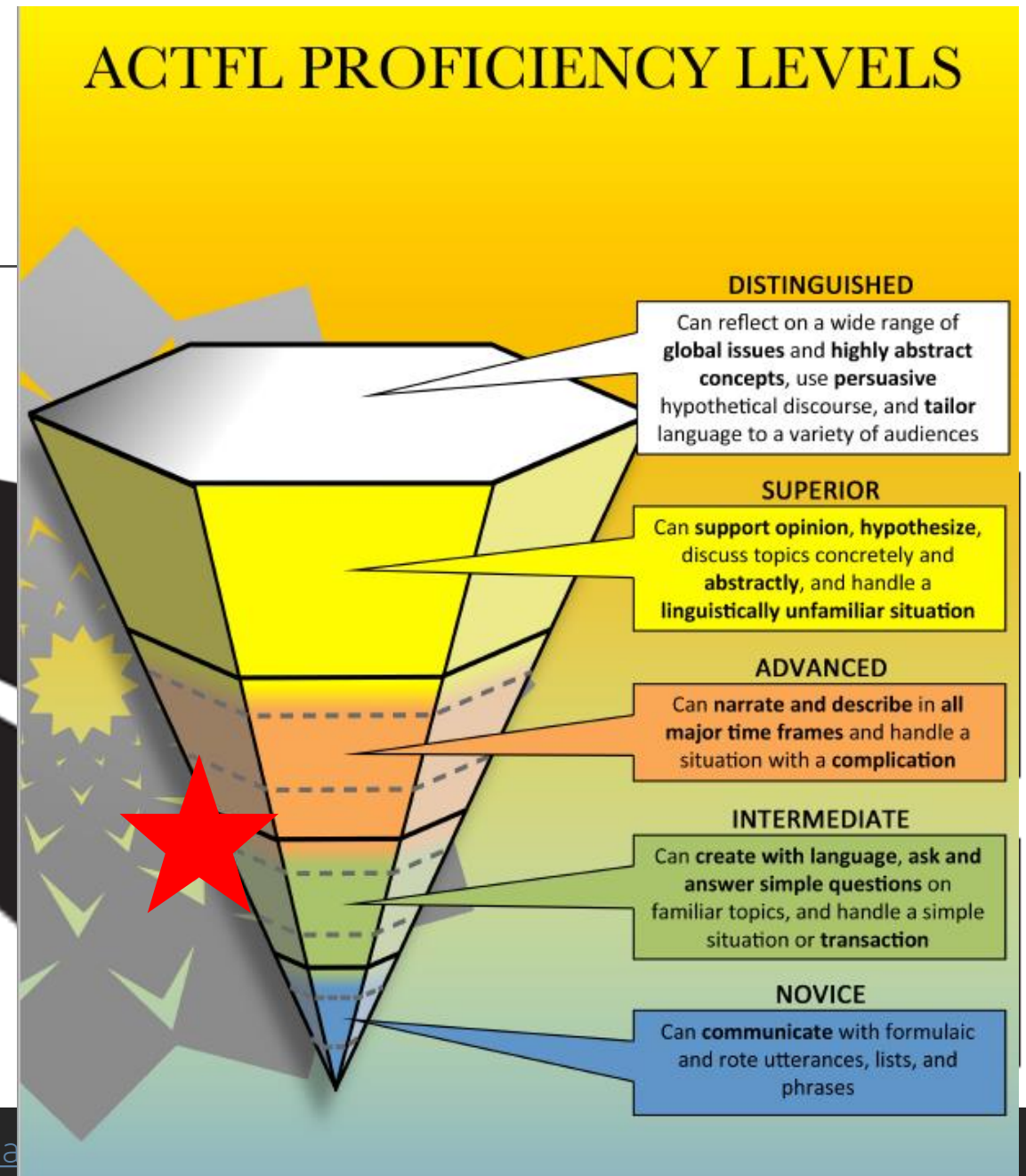


# How do we support Multilingual learners with attaining the Seal of Biliteracy?

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# Pathway to the NYSSB

- Intermediate-Mid (Category 3-4 Languages)
- Intermediate-High (Category 1-2 Languages)



# Biliteracy Pathway Awards....

- Are a separate recognition for younger students (Pre-K through 11<sup>th</sup> graders) to encourage them to continue the study of English and one or more World Languages
- Can be a system of “benchmarks” towards biliteracy from Pre-K through high school and beyond
- Is locally defined and awarded (not regulated in NY State)
- Is given at the school’s discretion at any point in a student’s academic career up to and including 11<sup>th</sup> grade
- Is based on criteria that is solely determined by the individual school and can be based on the school’s purpose or need



# SOME EXAMPLES:

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Examples of some student tasks to earn a Biliteracy Pathway award could include:

- 2<sup>nd</sup> grade: students sing a song in the target language at a “moving up ceremony”;
- 5<sup>th</sup> grade: students select (and display) their best work in one or more modes from English and a World Language course;
- 8<sup>th</sup> grade: students write an essay in English on the importance of being bilingual and give some type of oral performance (recitation, skit) in the target language.



What is the New York State Seal of Biliteracy?



Why pursue the New York State Seal of Biliteracy?




Requirements to Earn the NYSSB




This award is denoted by a seal affixed to the student's diploma and a notation on the student's high school transcript. To earn the NYSSB, students must demonstrate Intermediate High proficiency in English and the required level of proficiency in one or more world languages set forth by the NYS Learning Standards for World Languages, adopted by the NYS Board of Regents in March 2021. Students can earn points toward the NYSSB in a number of ways, including:

- Completing coursework in English and/or a world language with an average of 85% or better;
- Completing a Home Language Arts Program with an average of 85% or better;
- Earning a set score on an approved assessment in English and/or a world language;
- Demonstrating successful completion of coursework from a nation outside the U.S.; and
- Completing and presenting a Culminating Project in English and/or a world language that demonstrates the required level of proficiency in all three modes of communication (Interpretive, Interpersonal, and Presentational).

Click [here](#)  to see the official criteria to earn the NYSSB.

Click [here](#)  to see the list of approved assessments in English and World Languages.

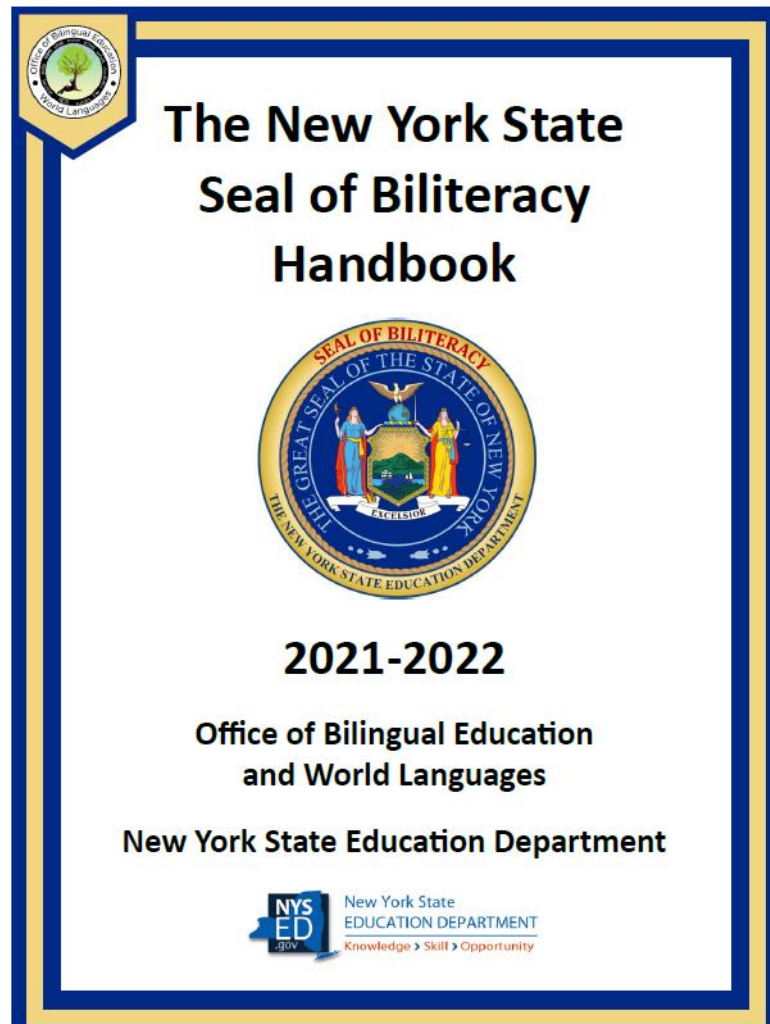
Click [here](#)  to see the list of approved assessments in World Languages organized by language.

# NYSSB Website

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- ◎ “One-stop shopping”
- ◎ Use of accordions to maximize use of space
- ◎ Resources, resources, resources!

<http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>



# NYSSB Handbook (Revised)

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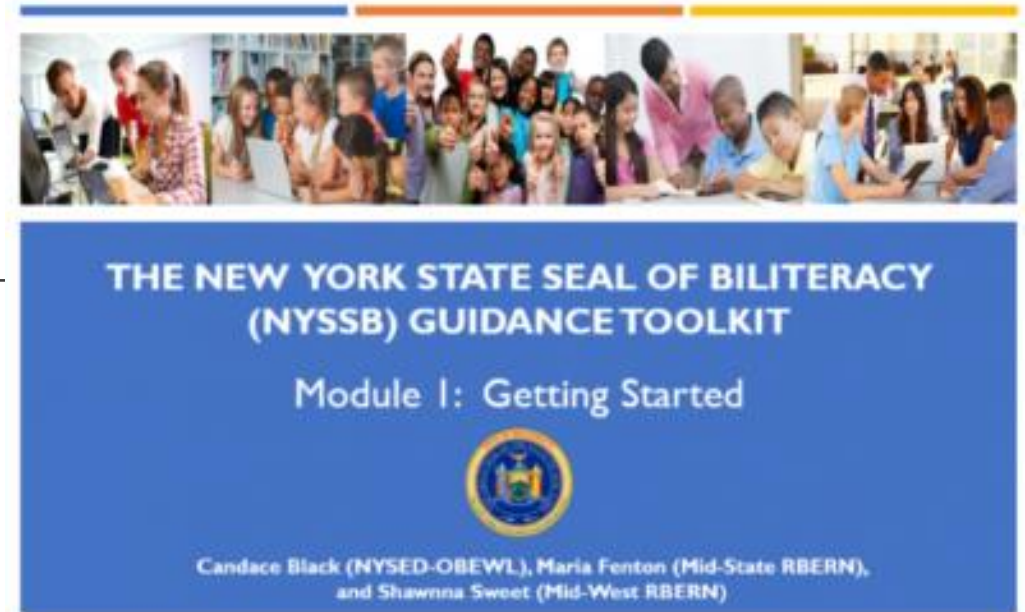
- ◎ More than 150 FAQs
- ◎ COVID exemptions
- ◎ Resources
- ◎ Glossary

<http://www.nysed.gov/common/nysed/files/programs/world-languages/nyssb-handbook.pdf>

# NYSSB Guidance Toolkit

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- ◎ Series of self-guiding modules consisting of agendas, videos, presentation slides, and supporting documentation
- ◎ Modules are being updated to reflect updated NYSSB Handbook
- ◎ Additional modules are currently in development



## *Current modules:*

- [Module 1: Getting Started](#)
- [Module 2: Planning to Implement the NYSSB](#)
- [Module 3: Designing the Culminating Project and Promoting the NYSSB Program](#)
- [Module 4: Monitoring Student Progress](#)
- [Module 5: Preparing for Panel Presentations](#)
- [Module 6: Celebrating the NYSSB](#)
- [Module 7: Wrapping up Your Program](#)
- [Module 8: Completing the End-of-Year Data Form](#)

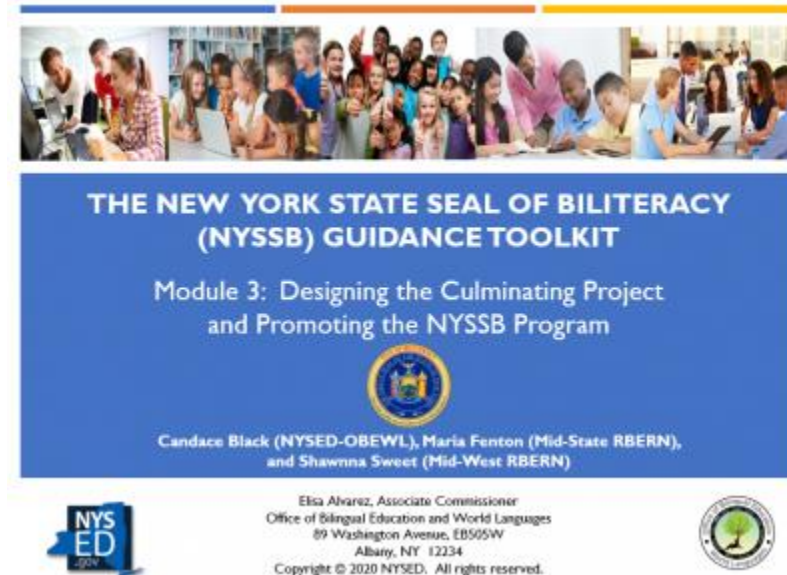
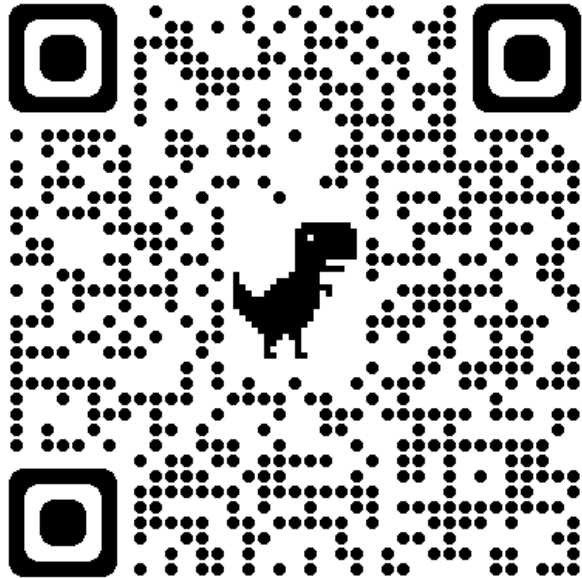
# Expanded list of approved assessments

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<a href="#">AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages</a>	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish Cat 3-4 Languages: Arabic, Hindi, Japanese, Korean, Mandarin, Russian, Thai	I-5 I-4
<a href="#">AP – Advanced Placement Examination</a>	Cat 1-2 Languages: French, German, Italian, Spanish* Cat 3-4 Languages: Japanese, Mandarin	4
<a href="#">DELE (Diplomas of Spanish as a Foreign Language)</a>	Spanish	B1
<a href="#">IB - International Baccalaureate Examination**</a>	<a href="#">IB Language B exams</a> Cat 1-2 Languages: Danish, Dutch, Finnish, French, German, Indonesian, Italian, Malay, Norwegian, Portuguese, Spanish, Swahili, Swedish Cat 3-4 Languages: Arabic, Cantonese, Hebrew, Hindi, Japanese, Korean, Mandarin, Russian	5 (Standard Level Exam) 4 (Higher Level Exam)
<a href="#">SLPI: ASL – American Sign Language Proficiency Interview</a>	American Sign Language	Intermediate Plus
<a href="#">STAMP4S - Standard Based Measurement of Proficiency</a>	Cat 1-2 Languages: French, German, Italian, Polish, Portuguese (Brazilian), Spanish, Swahili***, Yoruba*** Cat 3-4 Languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin (Simplified and Traditional), Russian	6 5

	Assessments with all modalities							Assessments - individual modalities				
Language	AAPPL	AURA	AP	DELE	IB	SLPI: ASL	STAMP4S	LPT* (Listening)	OPI* (Speaking)	OPI(c)* (Speaking)	RPT* (Reading)	WPT/BWT* (Writing)
Afrikaans									X			
Akan-Twi									X			
Albanian									X			X
Algerian**									X			
American Sign Language (ASL)						X			X			
Amharic												
Arabic	X				X		X		X	X		X
Armenian									X			
Assyrian									X			
Azerbaijani									X			
Baluchi									X			
Bengali									X			

# Module 3 – Designing the Culminating Project

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[HTTP://WWW.NYSED.GOV/WORLD-LANGUAGES/MODULE-3-DESIGNING-CULMINATING-PROJECT](http://www.nysed.gov/world-languages/module-3-designing-culminating-project)

# CULMINATING PROJECTS

Students may create a culminating project that showcases their skills, abilities and talents in the target language. School and district SBCs have the flexibility to develop their own projects, such as:

- Research Projects
- Scholarly Essays
- Reflective Journals
- Portfolios of Artifacts

Resource:

[Culminating Project Example For Native Language Speakers](#)

**NYSSB World Language Culminating Project for ELLs/Former ELLs –  
INTEGRATED PERFORMANCE TASKS**

**Presentational Speaking and Writing:**  
Each student must create a PowerPoint presentation of pictures that will guide a bilingual oral presentation. Students should create presentation notes to guide their presentation.

A. **Background Information:** Tell your personal story of coming to the United States

- i. Name
- ii. Native home country
- iii. Age of arrival
- iv. Reason for coming
- v. Describe the experience

B. **Virtual Trip:** You are the guide on a virtual trip through your native home country. During your trip, you should highlight at least eight of the following for the audience:

- a. Tourist attractions (monuments, museums, natural wonders)
- b. Historic figures
- c. Geography (mountains, rivers, oceans)
- d. Climate
- e. Pastimes (what do people like to do there)
- f. Cultural traditions and holidays
- g. Traditional food
- h. Educational system
- i. Art, literature and music that originates from the region
- j. Role of religion
- k. Festivals
- l. Customs
- m. Role of family
- n. Traditional dress
- o. Important events in history
- p. Other

C. **Interpretive Reading:** You need to read three articles online in your native language and present on current events in the last portion of your PowerPoint

a. Print, read and annotate (in either language) all articles

Some web resources for articles are:  
<http://www.omniglot.com/links/news.htm>  
<http://newspapermap.com/>  
<http://www.scola.org/>

b. Annotations must include

- i. Underline/highlight key words
- ii. Main idea
- iii. Important details
- iv. Author's perspective
- v. Organization of the article
- vi. Inferences of unknown words

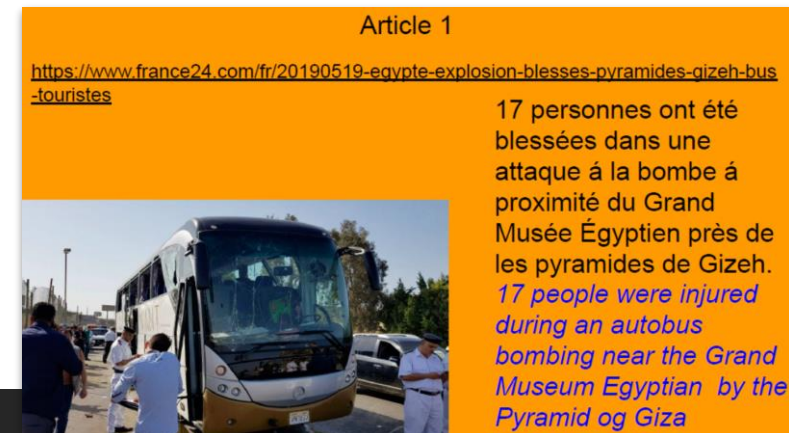
**Interpersonal Speaking:**  
After the presentation, each candidate will answer questions from a panel of reviewers about his/her presentation in the World Language and in English.

Adapted from: West Valley Public Schools NYSSOB Integrated Performance Tasks  
By NYSSOB Midwest Regional Collaborative (Panagiotis, Muly, Sweet) - February, 2017



# CULMINATING PROJECTS

- Culminating Projects can be embedded in regular coursework.
- If students are doing culminating projects for both English and a World Language for 4 points, they must be different projects (translations of a project into another language do not qualify for the NYSSB).
- To balance student and SBC workload, consider starting and/or completing the Home Language (L1) Culminating Project in junior year and the L2 Culminating Project in senior year.



# Panel Presentations

“Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS SBC and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with at least Intermediate High proficiency in the target language.”

## Presentation Examples:\*

[French Presentation Slides](#)

[French Presentation Video](#)

[Chinese Presentation Slides](#)

[Chinese Presentation Video](#)



Photo courtesy of [Greece CSD](#).

\*Culminating Project slide and video examples courtesy of [Rochester Early College International High School](#), RCSD.

# Evaluating projects

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## General Guidelines:

- Students are evaluated holistically on the 3 modes of communication (interpretive, interpersonal, presentational).
- Students are assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language of the presentation.
- If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel may consist of fewer reviewers.

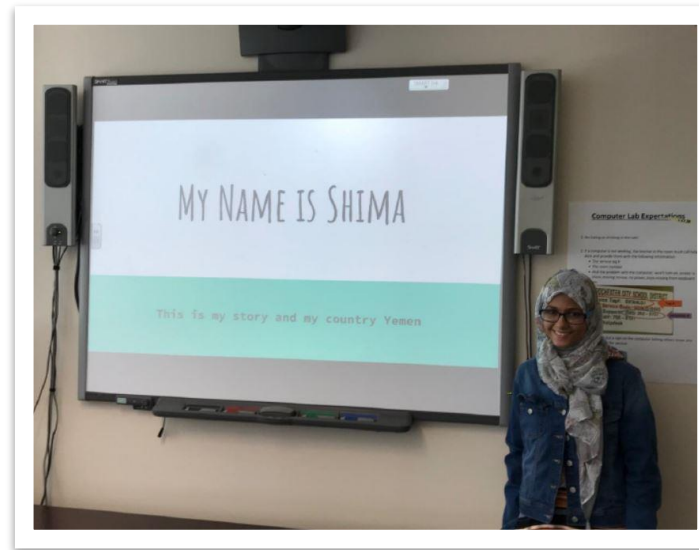



Photo courtesy of [East High School](#),  
RCSD.

# Panel Interview Logistics

Following the student's presentation of their culminating project, a panel of reviewers will interview the student in the target language to measure interpersonal and presentational skills (see examples of interview questions).


[Interviewer Questions](#) for NYSSB candidates courtesy of [East High School](#), RCSD.



Interviewers Questions for NYSSB Candidates

1. You selected \_\_\_\_\_ (name country/place) for your portfolio presentation. How and why is \_\_\_\_\_ (name country/place) important to you?
2. If you had to select a person, famous or not, that inspires you; who would that person be and why?
3. Why do you think it is important to know a second language?
4. As a candidate for the New York State Seal of Biliteracy, what are your future goals once you become a recipient?
5. When do you plan on using your second language skills?
6. How as the process of being a candidate for the NYSSB impacted you as a graduating senior?

\*Bilingual reviewers should perform the interview in both Spanish or English.



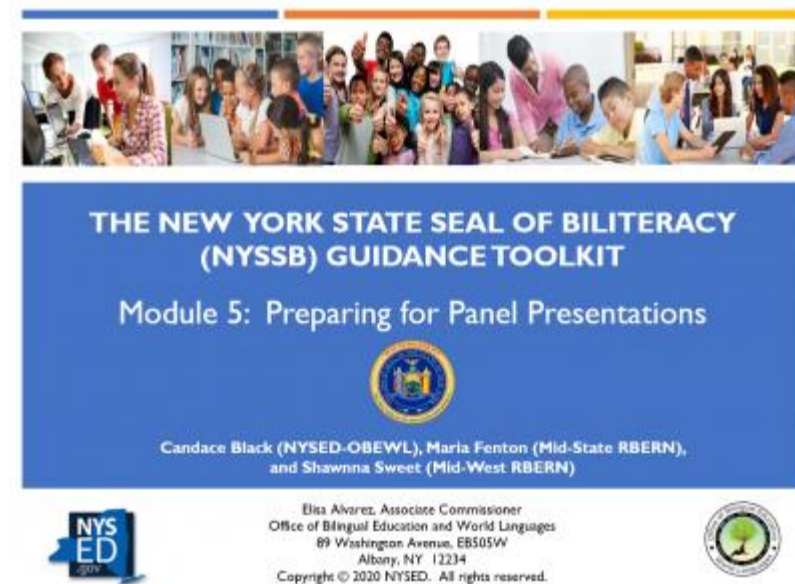
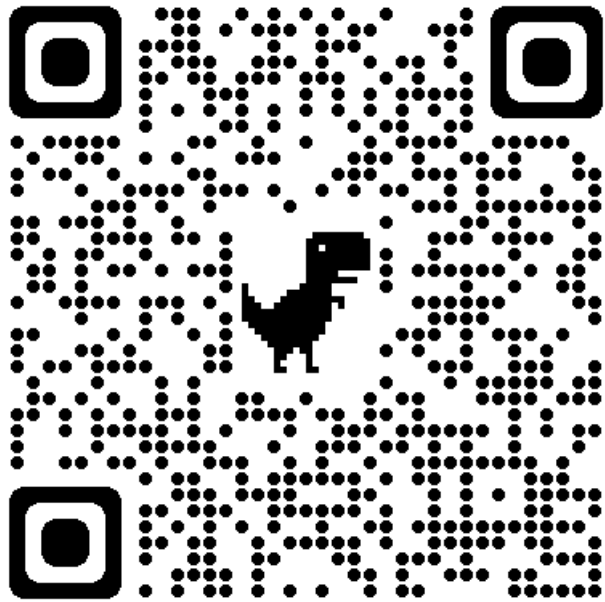
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# NYSSB PRESENTATION PANEL

- Schools may invite members of the community to serve on the panel, especially in the case of low-incidence languages.
  - The SBC may also consult with its [Regional Bilingual Education Resource Network \(RBERN\)](#) to find qualified panelists.
  - [Seal of Biliteracy Panel Member Volunteer Form](#)  
If you are interested in volunteering on a Seal of Biliteracy presentation panel, please complete this form.
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# Module 5 – Preparing for Panel Presentations

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[HTTP://WWW.NYSED.GOV/WORLD-LANGUAGES/MODULE-5-  
PREPARING-PANEL-PRESENTATIONS](http://www.nysed.gov/world-languages/module-5-preparing-panel-presentations)

# Multilingual Student Presentations

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## SAMPLE VIRTUAL STUDENT PRESENTATIONS IN MULTIPLE LANGUAGES

- [Farsi & Turkish\(link is external\)](#)
- [French\(link is external\)](#)
- [Spanish 1\(link is external\)](#)
- [Spanish 2\(link is external\)](#)
- [Spanish 3\(link is external\)](#)
- [Spanish 4\(link is external\)](#)
- [Ukrainian\(link is external\)](#)

## NYSSB EXEMPLAR STUDENT PRESENTATION

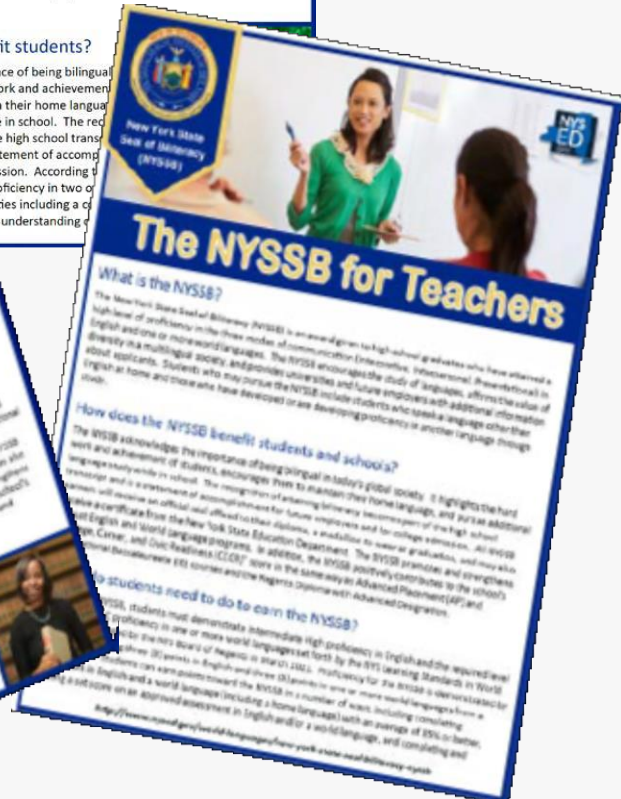
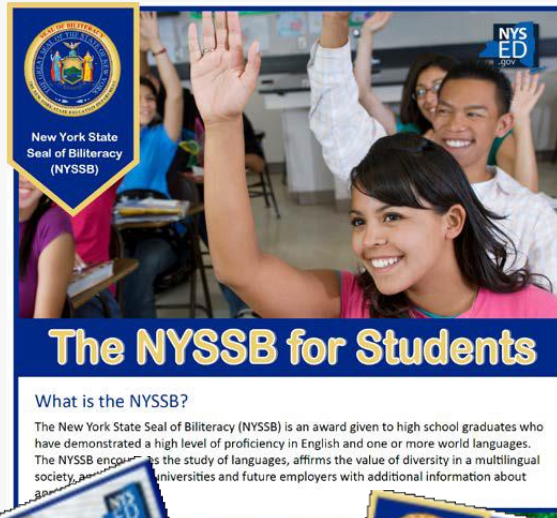
- [How Shall We Overcome - Play in Swahili \(PDF\)\(link is external\)](#)
- [How Shall We Overcome - Play in English \(PDF\)\(link is external\)](#)
- [Video of Panel Presentation and Discussion \(MP4\)](#)

# One-Pagers on the NYSSB

© Concise briefs on the Seal for various stakeholder groups:

- [Culminating Project Advisors](#)
- [Counselors and Administrators](#)
- [Panel of Reviewers](#)
- [Parents\\*](#)
- [Students](#)
- [Teachers](#)

\*The Student and Parent one-pager translated in the top 10 languages spoken by families of English Language Learners in New York State.



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# Contact:



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