

SENIOR OPTION PROGRAM  
2025-2026



ROXBURY HIGH SCHOOL  
SENIOR OPTION PROGRAM  
2025-2026

Name: \_\_\_\_\_

Grade: \_\_\_\_\_  
as of September 2025

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

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ROXBURY HIGH SCHOOL SENIOR OPTION PROGRAM  
Student Application Form and Proposal

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_  
(as of 2/2024)

Contact Information:

Phone: \_\_\_\_\_ and/or email: \_\_\_\_\_

Title of Senior Option Proposal: \_\_\_\_\_

PREPARE A TYPED PROPOSAL AND SUBMIT WITH THIS APPLICATION. INCLUDED IN YOUR PROPOSAL:

1. Objectives of the study and how those objectives should translate into learning and growth.
2. You must explain in detail how you will grow in at least three indicators of the Portrait of a Graduate, as well as, why you chose these specific three indicators.
3. Activities to achieve Senior Option objectives to be evaluated by the Principal, mentor (if from the district) and/or Subject Area Supervisors (ex. portfolio, performance. [pictures, research project, log, etc.]). These activities should include, but are not limited to the following:
  - a. Action plan for meeting with your mentor in a timely fashion
  - b. Specific expected activities to accomplish your goals
  - c. Plans for addressing problems both logistic and in attaining your learning objectives
  - d. Evidence you are planning to collect to justify attaining your objectives
4. How do you plan to monitor your growth throughout the Senior Option experience?
5. Written verification from your mentor that they are willing to serve as your mentor (can be an email).

Failure to address how a student will be able to meet senior option expectations as specified in the rubric may result in requests for revision and/or resubmission.

Must be approved by the following:

Senior Option Mentor: \_\_\_\_\_ (Print Name)

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ (if outside of RHS)

Parent Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing this document I allow any member of the committee to contact the above mentor at any time during the school year if deemed necessary.

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TO BE COMPLETED BY THE STUDENT'S GUIDANCE COUNSELOR AND ATTACHED TO PROPOSAL

**ROXBURY HIGH SCHOOL  
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Guidance Counselor Recommendation Form**

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_ COUNSELOR: \_\_\_\_\_  
(as of 9/2025)

TITLE OF SENIOR OPTION TOPIC: \_\_\_\_\_

LENGTH OF TIME: ( ) 1<sup>st</sup> Semester ( ) 2<sup>nd</sup> Semester ( ) Full Year

Credits being undertaken \_\_\_\_\_

These questions must be answered by your Guidance Counselor.

1. How many credits did the student earn by the conclusion of Grade 11?
2. Do you feel that this student is sufficiently motivated to undertake a Senior Option program and maintain appropriate attention to his/her other classes?  
  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do you recommend this student for a Senior Option Project?  
  
Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Counselor's Signature

After signing, the counselor should submit this form to Mrs. Huguenin who will contact the student for the next step of the process.

Date received by Mrs. Huguenin \_\_\_\_\_

# Senior Option Guidance & Rubric



## DESCRIPTION OF PROGRAM

The wide variety of students' interests, motivations and responses to education makes it clear that no single approach to learning is best for all students. Learning takes place in a variety of ways, under a variety of circumstances; it is a highly individualized process. If we are to approach our goal of providing a learning experience which is responsive to the individual needs and unique learning styles of all students, we must make available a practical variety of education alternatives. Therefore, Senior Option is a program designed to afford twelfth grade students the opportunity to pursue areas of study which are beyond the scope of the school's curricular offerings, and perhaps beyond the boundaries of the school building. Students interested in this program must realize that undertaking a senior option program requires a great deal of individual initiative and responsibility. Local school districts have been granted the flexibility to allow senior students the opportunity to pursue a variety of educational activities or programs that are linked to the New Jersey Student Learning Standards, but go beyond a traditional school program. Some of these opportunities include interdisciplinary and theme based programs, independent study, magnet programs, student exchange programs, internships, career exploration, distance learning, community service, or other structured learning experiences.

## ELIGIBILITY

The Senior Option Program is open to any student in grade twelve who:

- has demonstrated sufficient academic proficiency, in the judgment of the Senior Option Committee, to assure that commitment to an alternative course of study would not jeopardize his/her regular class work, or the ability to graduate "on time."
- has already earned and/or is earning sufficient credit to graduate.
- is interested in pursuing a program of study, an internship, or an experience that extends beyond the school offered curriculum.
- has not failed any subjects the year before initiating the study. (THERE WILL BE NO EXCEPTIONS TO ELIGIBILITY RULES.)

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## INITIATION OF STUDY

In order to initiate a Senior Option proposal a student must:

- choose an area of study that extends beyond the scope of the Roxbury High School curricular offerings.
- arrange to have a mentor (inside or outside of the school) serve as his/her advisor for the experience.
- only volunteer/unpaid initiatives will be accepted.
- submit a Senior Option application form and proposal to Mrs. Mann before March 31st of the school year preceding the pupil's senior year for a first semester or full-year study, and before December 15th of the senior year for a second semester study.

## PROPOSAL

The typed proposal must be approved by the student's parents, mentor/advisor, school counselor, Director of Guidance, Principal, and Director of Research Planning, and Evaluation. The following elements must be included:

- Objectives: Clearly state what he/she intends to accomplish, including the skills the applicant wishes to acquire which cannot otherwise be accomplished through the typical course offerings, thus requiring the Senior Option experience.
- Activities: State how and when he/she will attain the planned objectives/skills by indicating specific activities and accompanying timelines for those activities.
- Proposed credits: State the number of credits that he/she is attempting to earn. Typically, semester-long Senior Options are worth 2.5 credits while year-long Senior Options are worth 5.0 credits.
- Completion dates: Indicate a completion date for the study. Any first semester study must be completed no later than January 29, and full-year or second semester studies must be completed no later than June 1.
- Portrait of a Graduate: The District's Portrait of a Graduate is a transcendent set of themes that are broadly applicable and achievable. Any student who is pursuing a Senior Option must focus his/her learning efforts on these themes in order to include demonstrable evidence of growth toward multiple Portrait of a Graduate themes in the final presentation.

## ASSESSMENT 2024 - 2025

### *Mid-Semester Status Report*

For a **2.5 credit Senior Option**, a student is expected to make one mid-semester status report and one final presentation before appropriate deadlines. This status report will be provided to the student's school counselor and the Senior Option Coordinator.

### *Final Presentation*

For a **5 credit senior option**, a student is expected to make one presentation at mid-year (before

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Jan. 29th) and one presentation at the conclusion of the study (before June 1st). In addition, the senior may be asked to prepare for a late spring evening presentation for the public and rising seniors. Students who wish to receive credit for their senior option activities must give a presentation outlining the work done of the duration of the option, skills acquired, and growth in the district's Portrait of a Graduate.

### Skills Acquired

In order to demonstrate proficiency in skills acquired, a student must be able to articulate in their final presentation skills learned directly connected to the rationale behind their senior option proposal. Skill proficiency will be assessed through a declaration of growth provided by the student's mentor, outlining growth in different skills, as well as, a personal declaration of growth provided in the student's final presentation.

### Portrait of a Graduate

In addition to a demonstration of growth in the skills identified in the proposal, students will have to demonstrate growth in the traits deemed valuable by the community through the District's Portrait of a Graduate. Students will demonstrate growth in the Portrait themes by providing evidence of achieving at least two of the indicators in three of the six traits of the Portrait. Students will provide evidence of growth in these areas in their final presentation.

### Portrait Traits

- Emotionally Intelligent
- Curious Thinkers
- Leaders
- Active Citizens
- Adaptable and Resilient
- Life Ready

### **GRADES/CREDITS/RESTRICTIONS**

- In order to receive credits, students must fulfill all of the requirements outlined in the Senior Option forms. A student's Senior Option must be a non-paid, volunteer activity/shadowing in order to be eligible for approval.
- The advisor will assign a numerical grade for the student in accordance with the guidelines for marking period grading. Such grades will be based on the quality of the study in adherence to the student's proposal. Feedback from the student's mentor as well as from other appropriate sources (including the student's presentations) will be used to assign a final grade for the Senior Option.
- Credits will be awarded based on the amount of time spent on the experience as

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evidenced by the scope of the project. Students may not earn more than 5 credits in a senior option activity.

- If, for any reason, the study is not completed successfully, no credit will be awarded.

## PROCEDURES

After acquiring the Senior Option booklet the following must occur:

- Student returns completed packet and proposal to his/her School Counselor. The proposal **MUST** contain parent and mentor's signatures.
- School Counselor reviews the Senior Option proposal, completes the counselor portion, and forwards the proposal to the Director of Guidance.
- The Director of Guidance and Senior Option Coordinator reviews the proposal and organizes an initial meeting with the student's Senior Option Assessment Committee to determine if the proposal is deemed academically suitable. The student's mentor will be invited to the meeting, as well. The committee may approve or amend the proposal, and it will determine the method of assessment.
- Students may commence their program upon final approval of the Board of Education.
- Documentation indicating successful completion of the senior option experience must be submitted in accordance with the written proposal according to the deadlines noted below.
- At the conclusion of the Senior Option experience, the student is responsible for making a presentation(s) respective to the Senior Option program as follows:
  - For a 2.5 credit Senior Option a student is expected to make one mid-year status report and one final presentation. (1st Semester: January 29th / 2nd semester: June 1st).
  - For a 5 credit Senior Option, a student is expected to make one presentation at mid-year (before Jan. 29th ) and one presentation at the conclusion of the study (before June 1st).
  - A public presentation may be required in late spring as well.

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- Senior Option presentations will be graded using the rubric found in this document packet.

**Students who fail to demonstrate significant growth in either skills or the Portrait of a Graduate will fail to receive senior option credits. It is understood that students may change the direction of their senior option as they become more familiar with the expectations of the experience. Changes to the skills section may occur after consultation with the student’s mentor. Written changes must be submitted through skills change form and provided to the Senior Option Coordinator by March 15th.**

## SENIOR OPTION RUBRIC

**Requirements:** In order to pass the presentation portion of the Senior Option, participants must acquire a mark of Exceptional or Adequate in four of the five categories.

Criteria	Exceptional (4)	Adequate (3)	Poor (2)	Unacceptable (1)
<b>Grasp of Significance of Experience</b>	Student demonstrates an understanding of the value of the roles undertaken by those he/she is shadowing and is able to fully articulate how these roles are valuable and contribute to society.	Student demonstrates an understanding of the value of the roles undertaken by those he/she is shadowing and is able to articulate a basic understanding how these roles are valuable and contribute to society.	Student has a general understanding of the value of the roles undertaken by those he/she is shadowing.	Student fails to articulate an understanding of the roles undertaken by the person he/she is shadowing.



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<b>Growth in Skills</b>	The student is able to demonstrate the significance between the Senior Option and the attainment of all skills projected at the onset of the project.	The student is able to demonstrate the significance between the Senior Option and the attainment of some, but not all of the skills projected at the onset of the project.	The student is not able to clearly demonstrate the accomplishment between the Senior Option and the attainment of most skills projected at the onset of the project.	The student is not able to demonstrate significant effort or understanding regarding the attainment of many skills projected at the onset of the project.
<b>Growth In Portrait</b>	Student is able to articulate significant growth in at least three of the PIG themes and apply them directly to the	Student is able to articulate significant growth in at three of the POG themes and apply them to the experience.	Student is able to articulate growth in at three of the POG themes.	The student fails to demonstrate growth in three of the themes or is not able to articulate how the experience helped them

	experience.			grow in the themes chosen.
<b>Mentor Declaration</b>	The mentor describes the student's work as being of high caliber and great value to the organization.	The mentor describes the student's work as having some impact on the organization and value to the student. **	The mentor describes the student's work as being inconsistent, but demonstrating some aspects of quality.	The mentor describes the student's work as below expectation or absent substantial effort.

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<b>Question &amp; Answer Section</b>	Student is able to accurately answer <b>all</b> questions asked about their work with confidence and clarity.	Student is able to accurately answer <b>most</b> questions asked about their work with confidence and clarity.	Student is able to accurately answer <b>some</b> questions asked about their work but also lacks some confidence and/or clarity.	Student is <b>not</b> able to accurately answer <b>most</b> questions asked about their work.
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\*\* Mentor fails to submit a decoration, but the student is able to produce evidence of multiple attempts to attain it.

## Mentor Statement of Student Skill Acquisition



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

Senior Option \_\_\_\_\_

## Mentor Statement of Completion

## PORTRAIT OF A GRADUATE DESCRIPTIONS AND INDICATORS



### Active Citizens

Defining Paragraph	#	Indicator Description
<p>In order to demonstrate proficiency as active citizens, students will embrace their responsibilities to influence local and global communities. These students will navigate the ethical and moral impact of being civically literate and socially aware. They will advocate for themselves and their fellow peers through service and the pursuit for what is right and just. These students will go beyond embracing tolerance and diversity to celebrating the value of all humanity.</p>	AC.12.1	Students will demonstrate a willingness to give of themselves to assist others for the benefit of the greater community.
	AC.12.2	Students will be able to identify a problem within the community and draw from a multitude of subject specific knowledge areas to plan meaningful, actionable steps that have the potential to contribute to solving the problem.
	AC.12.3	Students will embrace the importance of taking an active role within the school community.
	AC.12.4	Students will demonstrate an appreciation for and take responsibility for how their choices influence the diverse members of the greater community.

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**Adaptable & Resilient**

Defining Paragraph	#	Indicator Description
<p>In order to demonstrate proficiency as adaptable and resilient, students will be mindful of the fact that learning is a process where individuals persevere through consistent effort. In addition, the development of coping mechanisms and a dedication to learning from their mistakes will characterize these students' always-present commitment to excellence.</p>	AR.12.1	Students will persevere through difficult issues, concerns, and problems by understanding that failure is an opportunity for growth.
	AR.12.2	Students will demonstrate growth through adversity by understanding that feedback, both positive and constructive, are critical to reflection and progress.
	AR.12.3	Students will recognize that growth and progress sometimes require change of attitude, practice, or mindset.
	AR.12.4	Students will show a willingness to both receive and administer critical feedback to peers honestly and openly.

**Curious Thinkers**

Defining Paragraph	#	Indicator Description
<p>In order to demonstrate proficiency as curious thinkers, students will pursue opportunities to continue their learning in all situations. They will apply their accumulated knowledge to unique situations through the implementation of</p>	CT.12.1	Students will perceive learning as a life-long process that requires cognitive flexibility, curiosity, and creativity.
	CT.12.2	Students will translate learning experiences into solutions for novel situations.
	CT.12.3	Students will grow in an appreciation that there are various ways to learn something new through experiences that involve difficulty and struggle.
	CT.12.4	Students create something new and unique as a culmination of their learning experiences.

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<p>cognitive flexibility and “outside-of-the-box” thinking in order to solve problems and create innovative solutions. Curiosity and creativity will be embraced and applied as critical attributes for analyzing and evaluating all that life presents to them.</p>		
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**Emotionally Intelligent**

<b>Defining Paragraph</b>	<b>#</b>	<b>Indicator Description</b>
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<p>In order to demonstrate proficiency as emotionally intelligent, students will be able to show they are self-aware and cognizant of others by expressing empathy, a capacity to work well with others, and an acknowledgment in the power of growth from reflection.</p>	EI.12. 1	Students will demonstrate an aptitude for decision-making that weighs and values moral and ethical influences.
	EI.12. 2	Students will demonstrate the ability to appreciate different, and at times, contradictory perspectives with respect.
	EI.12. 3	Through reflective practices, students will demonstrate the ability to be mindful of their limitations, take responsibility for them and set attainable goals for growth.
	EI.12. 4	Students will embody the ability to help others by paying specific attention to the others’ needs, wants and input.

**Leaders**

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Defining Paragraph	#	Indicator Description
<p>In order to demonstrate proficiency as leaders, students will consistently embody high-quality character traits. This will be expressed through consistently exhibiting integrity and compassion through self-directed and confident decision-making. The steadfast work ethic demonstrated by these individuals will be supported through their determination for excellence in themselves and others.</p>	L.12. 1	Students will embrace the potential they have to positively influence and foster the growth of others toward their goal attainment.
	L.12. 2	Students will reflect upon an awareness that decision making is complex and requires careful consideration of how others may be impacted.
	L.12. 3	Students will demonstrate integrity and confidence while on the path toward achieving personal short and long term goals.
	L.12. 4	Students will demonstrate the ability to serve as role models in one or more other Portrait of a Graduate themes.

**Life Ready**

Defining Paragraph	#	Indicator Description
In order to demonstrate	LR.12. 1	Students will embody a mindful lifestyle hallmarked by healthy living

<p>life-ready proficiency, students will be prepared to meet the practical challenges of life by learning to effectively communicate with others and embrace the</p>		choices.
	LR.12. 2	Students will embody an understanding that organization has a direct influence on the ability to meet with success.
	LR.12. 3	Students will recognize that feedback is a two-way street. It is just as important to be able to receive it as it is to give it.

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responsibilities of adulthood by holding themselves accountable as they navigate an increasingly complex world. They will recognize that communication involves a command of written and spoken language as well as the fact that listening is an active process by which information is exchanged. These forward-thinking students will be resourceful in their goal setting and embrace an entrepreneurial spirit.	LR.12. 4	The development of the ability to actively listen will support students in their appreciation and understanding of others as well as the potential to advocate for self and others.