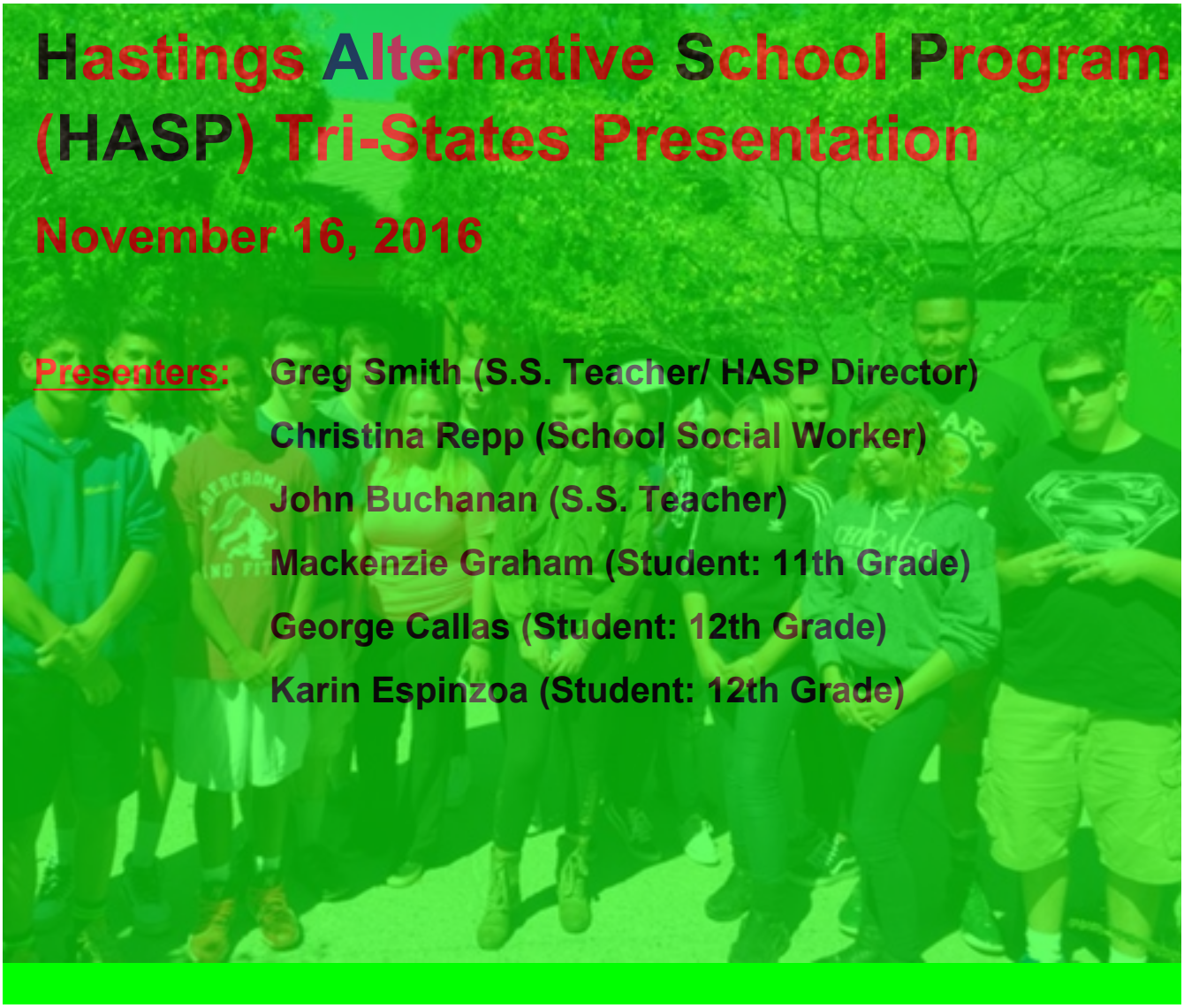

Hastings Alternative School Program (HASP) Tri-States Presentation
November 16, 2016
Presenters:
Greg Smith (S.S. Teacher/ HASP Director)
Christina Repp (School Social Worker)
John Buchanan (S.S. Teacher)
Mackenzie Graham (Student: 11th Grade)
George Callas (Student: 12th Grade)
Karin Espinzoa (Student: 12th Grade)

Today's Agenda

1.) What is the Hastings Alternative School Program (HASP)?

2.) HASP as an Academic Program

3.) HASP as a Social Program



What is HASP?

HASP is **voluntary** in-house alternative school program.

Students must complete an application and be screened by our committee.

The committee uses four criteria for admission:

Is the student:

1.) At-Risk of dropping out?

2.) Continually truant?

3.) Struggling because of social problems outside of school?

4.) Struggling because they are "lost" in larger classes, despite any supports they may already have in place?

HASP VISION AND GOAL

All students can learn.

HASP seeks to provide an enriched education for every child. Students are challenged to realize their highest potential in a family atmosphere emphasizing learning and achieving success.

Academically: Students have all English and Social Studies with us. No more than 10 students in a class. Classes are always first period.

Socially: HASP prides itself on being a family, therefore we engage in various activities together and focus a lot on peer regulation.

World History 9

Chicken Mummification



*Intellectual Engagement

*Physical Engagement

*Social Engagement

As part of our larger Egypt unit, the students were asked to research Egyptian burial practices, and more specifically the process of mummification. The next step was to break down the process of (human) mummification into steps. Finally, the students needed to adapt the steps of mummification to a contemporary context and substituting a raw chicken for a human (replace "mummia" resin with Elmer's glue, use ace bandage instead of linen wrap, Morton's salt in place of natron, etc.)

I then shopped for the student's wish list of materials and let them go at it. The mummification took place in 2 phases…salting (for 2-4 weeks) and then wrapping the desiccated chicken.

The project was entirely students directed, with the one caveat being that I would throw out the chicken if it started to stink.

chicken mummy2010.notebook

World History 10

In our Speed Date activity for the Enlightenment, students get a chance to speak to other students in an "interview"

1) I ask students for their opinions on a variety of topics such as human nature, torture, use of violence, free speech, etc. using a checklist. We then discuss their personal stances on the different topics. Each student's opinions are validated in the discussion.

2) They are then assigned a philosophe to represent and we link today's issues with the issues of the 1700s – what human nature is like, whether torture should be used or not, when violence is okay, rights of women, etc.

3) They then represent their philosophe in our Speed Date the following class after filling in their Philosophe Profile.

4) **On the day of the Speed Date, students rotate around the room and converse with one another as their philosophe, while taking notes on their hand-out.**

5) **This is a really nice activity to get students not only to really know their own material, but also for them to learn from each other. They get to be social with other students in the class that they may not normally speak with. And as for being the "expert" on the philosopher, it makes what they say have weight and the students want to listen to them.**

*Intellectual Engagement

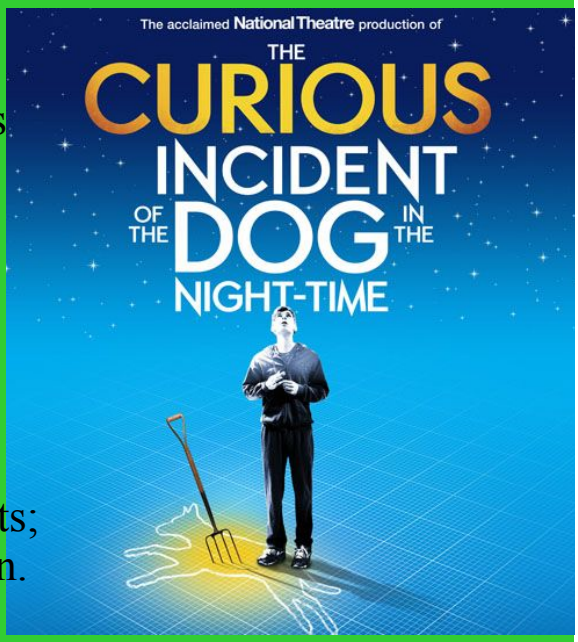
*Physical Engagement

*Social Engagement

English 11

HASP HOLIDAY PROJECT: ACHIEVING EMPATHY

The general goal of the juniors' project is to provide some information, some awareness, and perhaps some enlightenment on certain realities of our culture that have to do with issues and questions pertaining to privilege, gender identity, and a little bit about autism. There is no agenda to persuade or proselytize regarding any of these subjects; the goal is merely to inform and enlighten. We live in a complicated era wherein we're confronted with new cultural and political phenomena almost daily, and we feel it's important to stay educated on what's going on in our school, our town, our world in order to draw informed conclusions of our own.



*Intellectual Engagement

*Physical Engagement

*Social Engagement

*Technological Engagement

English 12

English 12 HASP- Mr. Scotch

Comparing Perspectives: Using Print Media

1) In what newspaper is the article found? What is the "political leaning" of that paper? How
do you know?
2) What is the title of the article?
3) Who is the author?
4) What is the article about? How does the author develop his/her ideas?
5) What evidence does the article use to support its points?
6) Is the article one that tries to manipulate the reader? How does it try to or try not to?
7) What might the article not say that it could have to present a different opinion (i.e., if you
were to disagree with the article, what would be a point you would make?)?
8) Find another article or website that says the opposite and explain how its differing opinion
satisfies or fails to complicate the argument for you.
9) What do you feel you need to know to either agree with one of the positions or to continue
respecting both as possible interpretations?

*Intellectual Engagement *Physical Engagement *Social Engagement







Social Components of HASP

1.) Student Court *Social Engagement

2.) Community Meetings *Social Engagement *Physical Engagement

3.) Field Trips *Intellectual Engagement
*Physical Engagement
*Social Engagement
*Technological Engagement
http://www.hohschools.org/domain/419

4.) Holiday Luncheon *Social Engagement

5.) Graduation Ceremony (2015 Ceremony-DVD clip: 14:40- 17:00) *Intellectual Engagement *Social Engagement

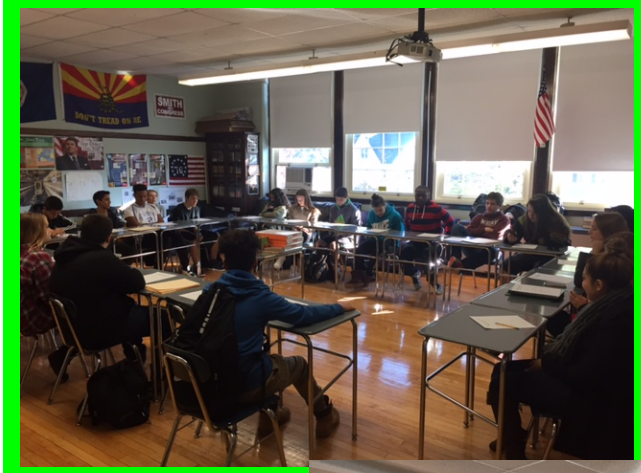
Student Court







Community Meeting







HASP 11th Grade Lifeskills Program

The HASP Director and the school social worker visit the 11th grade HASP class twice a month to run a lifeskills program which is largely based on Dialectal Behavior Therapy (DBT). DBT is about establishing the balance between validating where you are, and finding the space to motivate change. Students are introduced to concepts of mindfulness. emotion regulation, distress tolerance and **interpersonal effectiveness**. The skills that are taught allow students learn how to ask for what they need in relationships in a way that will increase the likelihood they will get what they need. It allows them to differentiate how they speak to peers, how they interact with teachers, authority figures, potential employers and other stakeholders in the world



*Physical Engagement

*Social Engagement

HASP 11th Grade College Visit Program

The HASP Director and the guidance counselors take all HASP juniors on local college visits **twice** during the year.



Schools Visited:

Dominican College

St. Thomas Aquinas College

SUNY Purchase

Manhattanville College

Pace University

Mt. Saint Vincent College

CUNY- John Jay College of Criminal Justice

Lincoln Tech Trade School

Berekely College

Mercy College



*Intellectual Engagemer

*Physical Engagement

*Social Engagement

HASP 12th Grade Post. HS. Planning Program

Guidance counselors push into the HASP seniors class to do the following:

1.) **College Application Preparation and/or Resume construction**



*Intellectual Engagement

*Physical Engagement

*Social Engagement

*Technological Engagement

2.) **Mock Interview Skills**

Questions?