**Youth Rights In School**

**Advisory Lesson (All Grades)**

**Summary of Feedback**

1. **Was today’s lesson helpful?**

Nearly all of the advisory groups stated that the lesson was helpful because many students and teachers had not been aware of the educational rights of students under the McKinney-Vento Act. The lesson provided guidance to students and teachers about who to contact for help.

*“Today’s lesson was helpful and important because there are definitely some people who this applies to in my school.”*

*“Yes, we, collectively, had no clue that this law exists.”*

*“Yes it was helpful because if this ever happens to me or a friend, I can tell them that there is a way for them to stay at the school and get help.”*

*“I will probably share this information with a friend who has slept at my house many times because of the situation at home.”*

*“Yes it was helpful. It is good to get information that was not previously known. We now have an idea where we can go within the school for help and that the school will be supportive of our needs. Gives students a sense of comfort knowing that there is a law to protect them if they find themselves in this situation.”*

*“Yes, it shows that kids don’t have to be afraid to speak up.”*

1. **What can you, your school, your community do to get this information to kids who need it?**

Advisory groups recommended spreading the word through a Meriden schools marketing campaign that includes posters, fliers, morning school announcements, social media, assemblies, class presentation/meetings, mailing letters to parents, information packets in the guidance office, and student-made commercials played on television or radio.

1. **How can this presentation / lesson be improved?**

Several groups said that nothing needs to be improved and that the lesson is clear, understandable, and engaging. Other advisory groups recommended the following improvements:

* Provide more information on:
* the topic or issue of youth homelessness
* the McKinney-Vento Act and specific rights, and
* the steps or process that students would take to exercise their rights.

For example, some of the groups stated:

*“They can go into more detail on what the kids are going through.”*

*“Go more in-depth with how to get the liaison involved.”*

*“Show all aspects of the Act in the video and have a more explicit list because the things that Act does/is for isn’t that clear..”*

*“Talk more about the website, who to talk to, what steps to take to get help, and what to expect when going through the process.”*

*“Students want to see data. How many students are using this law? How long does it take to get into effect? How private is this law?”*

* Show more videos or more than one situation that students may be going through.

* Show real life interviews of youth who had gone through the situation and reached out to the liaison for help.
* Presentation by a young person who has experienced homelessness and had gone through the process to get help from their school.
* Provide the name of the specific person/liaison for the school district that students can contact for more information and resources.
* Have the liaison introduce themselves to classes throughout the year to make the kids and staff aware of who they are and where they can be found.
* Lesson should be at the beginning of the school year.

***ALL COMPILED DATA: Exit Slip Responses***

1. **Was today’s lesson helpful? If so, in what way?**

Maloney HS (77 exit slips – combination of group and individual student responses)

* Yes, because now I can help people.
* It’s about kids who don’t have a home or place to stay
* Yes because I know more
* To help kids
* Yes, now I know what to do to help kids in that situation
* To know there’s help out there
* No (2)
* It was helpful because it gave insight on the situation that kids go through and we don’t see it as a big issue but really it is
* Yes, it was helpful
* It was helpful because I know what are my rights since I move from states. I know I can go to the school I was from before.
* It was helpful for those who need it. It showed people they aren’t alone.
* Today’s lesson was helpful and important because there are definitely some people who this applies to in my school.
* Yes. To let us know that if we live in another town we can still get to the same school.
* It shows you the struggle that some kids are going through
* It wasn’t helpful for me personally, but it was nice to know in case I was ever in a scenario like that or if a friend did. It’s good to know your rights.
* No, because it doesn’t show how they solved it.
* Not really. I will not fall into one of these situations that I will need this information.
* Yes it was helpful because I learned the youth rights.
* Today’s lesson reminds students there is help
* It showed me where to go if me or a friend is in need.
* Yes I got information I didn’t know previously
* Yes it was helpful because if this ever happens to me or a friend I can tell them that there is a way for them to stay at the school and get help.
* No
* Somewhat – how to help
* Yes – youth rights knowledge
* Yes – informative
* Yes – can understand what to do
* Yes – contact info
* Very helpful – Didn’t know it existed
* Absolutely – knowledge
* Yes, help people
* Yes, today’s lesson was helpful. It doesn’t effect me, but I know it effects others in this school. Also, today’s lesson probably opened up to the people that need it that there is people that can help them and that others are in the same (or similar) situation as they are.
* I feel this lesson could be very helpful to those that may be going through some of these experiences. It show them who they can contact for help and may eliminate some of their worries.
* Yes. It provided resources for information.
* Yes it shows that kids don’t have to be afraid to speak up.
* No, this has not affected me in my life.
* Yes, it helped us know our rights that we have.
* Today’s lesson was helpful in conveying the message to students in similar situations that there are various options for them to get help. Also, that there are numerous people that they can confide in to get the help that they need… all they have to do is ask.
* It makes one nervous because know that a lot of people go through a lot of crap.
* Yes, if a student knows a friend that is going through that situation, you can tell them.
* It seemed pretty helpful. Let’s you know you can get help form your school/teacher.
* It was kind of helpful in a way that to be good to yourself.
* Yeah, there might be students or a student in the classroom who doesn’t have a home or is going through a rough time that we don’t know of and maybe they didn’t know about this law.
* Yes
* It could help kids who really need this information.
* Yes, knowing there are people who have these serious problems.
* It was helpful because if something like this happens to me or my friend, I know that there are options.
* I know that if I don’t have a place to live, I have something that could help me.
* It was because it can help other students who face this situation.
* To me it wasn’t really helpful because I don’t need any help.
* It think it was helpful if a student were to come to me for help.
* Possibly, if I run into someone with this problem.
* Yes, it helps and lets students know that they have a place to go and gives them confidence.
* Yes, a lot of people go through problems like this.
* It is good to know but I have a stable living condition.
* Yes it reveals truth.
* Yes, it was because now you know how to help people.
* No
* It was helpful because showed kids that they have rights.
* Yes if someone ever has the problem, or I ever witness the thing or problem, I know where to direct them.
* It was helpful to have an understanding of what was going on
* It was very informative
* We can help our peers with the knowledge we learned
* “Yes, now people will (hopefully) ask if students are okay.”
* “Yes, if I know anyone in that situation I have information that could help them.”
* “Yes, it informed me about an issue that I didn’t know a lot of students deal with.”
* “I now know there are programs and laws that exist to help people in this situation.”
* “This lesson was helpful. It lets kids know about opportunities they may otherwise be unaware of.”
* “This lesson may help people like Jasmine who may be scared.”
* “Yes, it shows what students in our school might be going through.”
* “Yes, in case something happens I know I can still go to school.”
* “Yes because I knew people that were homeless and could have needed information like this.”
* Yes very helpful. Most students were unaware of the help available.
* Yes, let’s us know we have a backup plan. None of us knew this even existed.
* Yes, it was helpful because it provided us information about this problem.
* Yes, it reminds us that there is help and we have rights.
* “I have a better understanding of my rights and that I don’t have to leave school if something happens and I am not living at home.”
* “I learned that I can trust someone to help me.”
* “Personally, it means that I can get help and support if needed, that I don’t have to feel hopeless.”
* “I probably will share this information with a friend who has slept at my house many times before because of the situation at home.”
* Yes, very insightful. We were not aware of this program.
* Made us more aware of this situation.
* Are we the only country addressing this issue?
* More understanding/empathetic to others students’ struggles.
* One student said if his friend was homeless he would invite them over.
* Didn’t know the law exist – now they are aware of it.
* Know that school is behind us as a student if we are in trouble, we do not have to hide our issues.
* Yes it was helpful. It is good to get information that was not previously known. We now have an idea where we can go within the school for help and that the school will be supportive of our needs. Can be helpful if someone is in that predicament. Gives students a sense of comfort knowing that there is a law to protect them if they find themselves in this situation.
* It was helpful because it informed us about it because many of us weren’t aware of youth’s rights in these situations. The video was also realistic.
* We learned some people in this school have this issue and we need to help. Did not know that these people have rights to be in school no matter where they live.
* Yes, we now understand what some students might be going through on a daily basis.
* Students were familiar with some of the rights, but didn’t know they were available in a group to this specific group of students. Was helpful, in case the situation ever arises for us.
* The lesson was helpful because it can help students in need. Students now know that there is a way to get help. The video raises awareness of unstable living situations.
* Today’s lesson was very helpful and informative. We learned about student’s rights regarding their living situations.
* Understand other people’s situations better. Knowing that you can live in another town and still come here.
* Learned about rights for me. Helps me help a friend. How to help other people.
* Yes, teaches kids that they don’t have to change school if they have a living situation problem. Shows kids can speak up and not be afraid to. Explains students their rights.
* Yes, today’s lesson was helpful because I learned useful information that I can use to help myself or a friend if that every occurred.
* It was helpful because I had never heard of these laws/rights before and I know have the knowledge to be able to help myself and others.
* Yes, because now I know the rights students have in case I ever need to help someone.
* Yes, it was helpful because now the kids who are in this situation know what to do, and other kids know how to help.
* Yes, it was. It showed what other students can do when they kicked out.
* Yes because it made me realize the situations and how to help people.
* Yes, taught me new things.
* No, because my parents would never kick me out even in my whole high school lifetime.

Platt HS (24 exit slips)

* Yes because we learned something that could be valuable to us if we or our friends need it.
* Yes, gave information about being homeless.
* It informs kids of some of their rights.
* Yes. We did not know that they can get so much help.
* Yes, it informed students on how to get help if needed.
* Yes, we, collectively, had no clue that this law exists.
* A little helpful, can tell a friend if they don’t have a place to live. Not helpful to me. Very important to inform people who don’t know their rights in these kinds of situations.
* Yes because it made students aware of resources and rights.
* “Today’s lesson was helpful because it told me I had rights that I did not know I have.”
* Yes, because we learned about our rights, and we can help others.
* Yes because if we know someone that is going through it we can help them.
* Yes because it provided helpful info in case someone is in need.
* Yes, provided resources and contact info. Trouble with video/sound.
* Even if it does not apply to you, it can help others.
* Students: “Yes, it was helpful because it gave us knowledge on what to do if we or a friend is in a dangerous home situation.”
* Yes, this lesson was helpful because we learned that if you don’t have a place to stay you can contact the McKinney-Vento liaison at school. Now kids that don’t have a place to stay can get help without having to worry about moving schools or transportation to the school of their choice.
* Yes. Having phone numbers at the bottom of the hand out are helpful for students who might find it difficult to speak up. We feel more comfortable talking to someone we might know in this situation now and may be able to help a friend.
* Yes, because it gave us information on rights so that students can inform others about the resources available for those in need of help.
* For some students (those who were paying attention) they seemed engaged through the video and genuinely curious.
* The students were informed of the law and aware of the information for possible students.
* Most students agreed that is was helpful. Some wished they knew before. They did not realize many of the things we talked about.
* Yes, it could relate to students in our school. Everyone just needs to stop and listen sometimes to students and his/her issues. Communication is important.
* It was helpful because it provided information we would otherwise be unaware of.
* Provide valuable information to students that may be in dangerous living conditions.

1. **What can you, your school, your community do to get this information to kids who need it?**

Maloney HS

* A presentation
* Spread the word (2)
* They need to be more open
* Getting info and meeting
* Poster boards, announcements
* Help out the kids who need it
* Have programs, make posters, start talking about it during announcements
* We can generate a survey where students who request the help are kept disclosed and make them feel safe about talking to someone.
* Posters, refer them to the video, ask a counselor or teacher for more information
* We can call the Center for Children’s Advocacy for more information about the laws.
* We could put posters up around the school and let those kids know there are resources for them and help available if they need it.
* We can promote the information with videos like this, posters around schools, and maybe an assembly explaining everything.
* By placing ads or have it on TV
* Put it on social media or online
* We could go to the website youth-help.org
* By talking to person that the person that is going through it.
* Ask a teacher for help
* There’s not much you can do. People don’t care about information about attending school if they have other problems. That’s why people drop out of school.
* We can go to the google doc or youth-help.org
* Spread the word. Hang up posters.
* Making more advertisements that are both in and out of school because some people had to drop out of school to provide for themselves.
* They can advertise it a lot more in classes like how it was today
* We can put posters around the community.
* Tell them about MV
* Fliers
* Poster
* Show in English classes
* Advertise more
* Talk to a GC
* Talk to friends about it
* Social media post
* Reach out to these kids
* They need to reach out. Like the video said, kids in these situations are shy. They’ll need help realizing that they need to reach out for help. Along with the video, maybe hosting a group or something would help.
* If you know anyone who might be having these issues, either talk to them or get a counselor involved. In the community, it may help to hang posters with contact information for those that may be experiencing these issues.
* Put it on announcement, help to contact school liaison. Go to website.
* Flyers, information in the handbook, announcements, videos, posters
* Use social media and posters in the hallway.
* To do more stuff, like school meetings and advisory
* Students said that the most effective way to convey the message in this day and age is to post the video and contact information on social media
* Pay for local ads to put around the community and may be have assemblies on it and share with us facts.
* Bring it to clubs like the Boys and Girls Club. Also YMCA, Beat the Street. Also put it on the radio like Pandora or Spotify.
* Show it multiple times. Put up posters with info so that it gets shown to people who may have missed this 1st showing.
* To speak to your whole school to get out your fear.
* We can ask an adult questions for some answers we need or go on their website.
* A lot
* Broadcast this information everywhere.
* Get the word out.
* Talk with the kids and listen
* Send it to all houses of students.
* They do a video or make a meeting about this situation.
* You can send a letter home or hand out paper to some people or email them.
* Make posters.
* Posters
* Flyers or ads.
* Assembly or something in the auditorium. Hang posters in school.
* Be aware of the information
* Ask students
* Put it everywhere
* We can help the kids with whatever they need.
* Informational packets in guidance. Inform on morning announcements.
* Have people watch the video
* Send the link
* Tweet information
* Present this to the community
* Send email to their home. Put on news. Make announcements in school.
* “Talk to other students and tell them about the McKinney-Vento Act.”
* “Publicize the information through signs, ads or a local commercial.”
* “Inform students before it’s too late by having sessions about their rights.”
* “Show the ad and talk to them, help them as much as possible, and lead them in the right direction.”
* “To further spread this information, I would publish more articles about this act.”
* “Share the video across social media and spread the word about the act.”
* It could be spread by videos like this through schools, someone could speak to the school, or posters could be hung up.”
* “Ask about students living outside of school.”
* “By being more observant we could notice certain people.”
* Make awareness posters. A public service announcement. A person designated as the liaison within the school.
* School = advisory lesson, so everyone should have had this information today. Community = social media, Meriden schools marketing campaign, put PSA video on local access and/or buy time on Cox Cable. Student liaison per grade.
* Put posters around the school to provide more information. Students who are homeless probably don’t have access to computer etc. Meriden can make Billboards around Meriden.
* Announce it through posters/announcements. Make ads for TVs and on Facebook/social media.
* Continue to make this video and discussion a mandatory advisory lesson.
* Small group setting where you can talk to the liaison or someone who received help in the past to share their experience.
* Make announcements at the beginning, middle and throughout the school year. Have teachers every once in a while bring up program and what it is all about.
* Post the video/comments on social media
* Posters, flyers, email addresses, contact info
* Find a friend, teacher, office staff member to talk to
* Volunteer to work with Leo Club/Service organization
* Display more information in guidance
* Students say that if they were in trouble they wouldn’t want to go to guidance. They rather go to a teacher they feel comfortable with, so us teachers need more training on what to do if a student comes to us.
* More than half the class didn’t know about this law – send information home.
* Information regarding the law and the ways in which it protects students could be posted on Facebook, school website, letters home, posters around school, etc.
* Student speakers could share their personal experiences of homelessness to their peers.
* Advisory is a great way to share important information because everyone has access to it so nobody can say they didn’t receive the information.
* Information at the library, public places, such as the YMCA or the mall, for students to access could get the information to kids who need it.
* Make it public.
* Add to announcements,
* Posters to make students aware that there is help out there.
* Educate the teachers more on this subject matter.
* We can post posters throughout the building, have whole school assemblies, school announcements and have information in the guidance department.
* Talk to students. Offer help to students that need it.
* Share information on the news.
* Post information online: Twitter, Maloney homepage
* Remind/email to parents
* Putting signs up throughout the school
* Morning announcements
* Social media
* Local PSA’s on TV and radio are ways to get the message out to other people.
* Spread the word
* Reach out to people
* More videos made available
* Communicate with guidance department
* Promote it more
* Posters
* Social media
* Presentation
* More informational-a place to go
* Where to send a student in need
* Announcements
* Social media messages
* Through classrooms/advisory/teachers
* Present earlier in the year
* Posters
* Pamphlets
* News
* Announcements
* We could make posters, handouts, letters and even use social media to our advantage and spread the word.
* We can put up posters and ensure that people are willing to tell those who they think need the information. The schools can also send out letters so kids are introduced to the knowledge prior to any incidents.
* Social media, videos, posters, letters, handouts, emails, classes, advisory time, presentations
* We can put up posters and flyers around school and town. The news could have an announcement and they could say something about it on the morning announcements.
* They can put up posters and send emails.
* Use posters, social media, and raise awareness through fundraising to help them.
* Show videos
* They could advertise it
* Talking about the topic more often. Turn it into a school play. Have a whole school assembly with a person who has gone through the situation and has been successful.

Platt HS

* Videos like this one are very helpful. Also, they could use social media and posters.
* Provide a website, talk to a guidance counselor
* Get the information out in multiple ways. Websites, posters, etc.
* Advertise, promote information.
* Post it around the school, in hallways, classrooms, guidance.
* We just did—and we discussed this at length and determined that we would pass the message on…
* Look up online. Ask guidance counselor. School could make a website about it so kids can read it.
* Posters around the school. Automated calls. A walk to raise money/awareness for shelters.
* Send out links, put info on website, bright colored posters.
* Spread the word, remind 101 messages, posters, word of mouth
* Putting it on the web.
* Put it on social media.
* Advisory, publish website more, on web page, class assembly, etc.
* Guidance talking to classes, put up flyers, announcements, talk during lunch in cafeteria
* Posters, TV advertisement, share the video on social media.
* Teenagers can spread the word about this act and the available resources to their friends. We can use posters, commercials, and billboards to spread the word and get this information out to kids who need it. Technology platforms like Facebook, Snapchat, Twitter, and Instagram can be used to get this information out to teens.
* Student made commercials played on television, on social media or radio
* Posters, announcements, social media, opportunities to talk to peers.
* The advisory was a start—but another flyer like the MPS-cares one around the building might be advantageous.
* The guidance counselors can address this information with students who are in a difficult situation.
* Have a place where kids can go to get information discretely and make sure that people know where it is.
* Spread the word through each other, teachers/counselors, work in small groups and provide information and solutions.
* The advisory format is an excellent vehicle—something that can be referenced on a yearly basis.
* Posters throughout the school would provide the students with the information they need to get help. For the community, putting the information on public access TV would be useful.

1. **How can this presentation / lesson be improved?**

Maloney HS

* Nothing, it’s good the way it is
* Why does the child not have a place to be safe?
* Have more information
* By showing to kids
* Nothing
* Make a program around the area
* By helping kids out everything they need
* This presentation/lesson could’ve been improved by talking more about Jasmine’s problem and how it was resolved. Also have more students talking about their struggles/problems.
* Nothing really. The presentation was great just include more information on how to get help.
* We can add more information about this topic or we can present this to the whole school.
* Give a more indetail video for the people that need/want help.
* It can be improved with more examples and information
* By giving more information
* They can go into more detail on what the kids are going through
* The guidance counselors could be more informed about it so they could help students on a more one on one basis if there are more questions about the topic.
* It can’t.
* It can load correctly.
* The presentation can show that more can be done.
* Going more indepth with how to get the liaison involved.
* Probably by having more kids with similar situations in the video, and maybe have some share a personal experience or how this law helped them.
* You can get people who have experienced being homeless and have them talk about what it’s like.
* Good enough.
* Advisory lessons
* Class lessons
* No improvements needed
* Different actors (not MHS students)
* Well done
* Presented well
* Eye-opening experience
* To me, it was an overall, eye-opening lesson. It makes me want to reach out and help.
* The lesson was well done. I wouldn’t change anything. All the information needed was given in a clear and understandable way.
* Who is the school liaison?
* It doesn’t need improvement
* Make it accessible in a PDF form on website or poster
* We thought that the presentation was okay
* Students would like the liaison that the individuals would have to contact to be listed for each individual school. The video only stated that there was a liaison, and not specifically who that liaison is or their particular contact info.
* I think maybe they could have real life examples so they can connect more with the story.
* Show more than one situation.
* Show all aspects of the Act in the video and have a more explicit list because the things that Act does/is for isn’t that clear. Be more informative, basically.
* Doesn’t need to be. It was understandable.
* I don’t know.
* List the laws better. Where a teenager would understand quickly. Don’t drag on.
* Details.
* Do more videos
* Show actually students going through this.
* It can be improved by getting people to help and involve them in this presentation.
* Hand out more info
* Only write the main ideas because we didn’t read everything.
* Get more acknowledgment.
* Doesn’t need to be.
* Know the name of the liaison.
* No clue.
* It can be improved by giving homeless kids places to stay.
* No changes, class enjoyed the lesson and the video most of all
* Show data of kids that need it. Show interviews of kids that need it.
* Distribute it to more schools. Include people who went through it. Graphs, visual data.
* “By having conversations about why students might not talk about their situation.”
* “By having students who deal with this talk about their experiences.”
* “Include an interview of a homeless youth to portray what it’s really like.”
* “Talk more about the websites, who to talk to and what steps to take to get help.”
* What about permanent loss of a place to live?
* Update video, put video on café feed.
* At the end of the presentation, provide some resources here at Meriden who could assist on unstably housed youth.
* Provide more ways to help/deal with the type of situation.
* No improvement necessary, there was enough information with the website and the handout.
* Have it shown/spoken about at the beginning of the school year.
* Find a volunteer who has gone through this and see if they are willing to speak on camera.
* Presentation with a kid that goes to the school who can tell their story. Many students don’t think anyone at our school is homeless.
* Students mentioned to take a survey about their home life. Put lunch code so their name is not out and exposed.
* Students want to see data. How many students are using this law? How long does it take to get into affect? How private is this law?
* Have students who may have been in this situation share personal experiences so it becomes more meaningful and powerful. This may make some students take it a little more seriously and realize that there may actually be some students in their school who may be in this situation.
* There need to be more efforts made to make sure this information is given to everyone. We also think that this presentation and information should be given to everyone who works with students, not just teachers and students.
* Have people volunteer to tell their story anonymously to make it more realistic. Put the video and information on the school website to make it available to everyone.
* Possible add a poster
* Longer video with more information
* Students seemed averse to talking about the subject in a group setting
* Showing this video earlier in the school year, prior to it getting cold outside, would definitely help students who are struggling with this issue. The possibility of having a guest speakers or a student who can speak from personal experience would help.
* This lesson was great overall, but more information would be helpful.
* Show different people from different schools
* Show actual situations not acting
* Real life situations – interviews
* Advertise is more
* Real examples
* Guidance office connections
* Show earlier in the year
* Real people going through this
* Presenters
* This presentation could be improved if it explained the laws better and have the rights more clearly stated.
* The lesson would be better if it explained the rights more specifically so kids know exactly what they can do.
* It’s perfect just the way it is.
* I don’t think it really needs to be improved.
* I think it was good like that.
* Get this addressed and tell people about it ahead of time.
* It’s good as is.
* Better video

Platt HS

* Video could also be in Spanish or other languages
* Share it
* It was good.
* Students suggested showing more realistic scenarios in the video.
* Unsure
* Have video be more “popping” to catch students’ attention better.
* Putting the link on the handout; or a QR code. Maybe an in-person presentation.
* Video of Platt students with actual interviews
* Have the liaison present. Do it as a class meeting. Bringing in speakers who have lived through this.
* It was fine.
* Video needed improvement.
* The materials were a bit confusing; Emailed link, video, handout, Google form, etc. Liked that the video as at the Maloney.
* It should have been addressed at the beginning of the year.
* My students thought it was very impactful/informational just the way it is.
* The video and handout were helpful resources, but they could add the specific person that can be contacted for more information and resources.
* More video information, more information and explanation. Actual name of person in our school.
* More information and examples
* More information about the website or other methods to get help and what to expect when going through the process.
* The video was great for the students to engage in the lesson.
* Maybe have the liaison go to each class throughout the year to introduce themselves and make the kids and staff aware of who they are and where they can be found.
* The lesson was well taught due to the video presentation. Discussion of people’s opinions about the video.
* I believe it is effective as is. Simple, direct, to the point.