

Class Plans for Parents and for Teachers & Staff

Full session plans for the two live classes Brynn teaches — offered both in person at schools and online. Use this to plan a booking, or to know what to expect before you register.

Class One — For Parents & Families

Recognizing, Responding, and Reporting

A 90-minute session for parents and caregivers, built around the same story and evidence covered in the "Watch and learn" videos, expanded into a live, interactive format with time for real questions.

Format at a glance

- **Length:** 90 minutes (can compress to 60 for a tighter PTA slot — see notes below).
- **Group size:** Works from 5 to 200+ attendees. Above ~30, breakout discussion becomes table groups instead of pairs.
- **In person:** A PTA meeting, back-to-school night, or a dedicated parent workshop evening.
- **Online:** A single Zoom or Google Meet session, recorded on request for parents who can't attend live.

Session agenda

0:00-0:10 — Welcome & why this exists

Brynn introduces herself and the mission in brief — the same opening as the "Recognizing the Signs" video, delivered live so parents can ask questions as they come up rather than waiting until the end.

0:10-0:30 — Recognizing the signs

What bullying actually looks like from the outside — behavioral changes, the ones that get dismissed as "just a phase," and why direct questions like "are you being bullied?" usually don't work. Ends with a live Q&A on signs parents have already noticed but weren't sure about.

0:30-0:45 — Practicing the conversation

Small-group or paired practice (table groups in person, breakout rooms online) trying out specific opening questions — "who did you sit with at lunch," "is there anyone who makes your day harder" — and how to sit with silence instead of filling it.

0:45-1:05 — Documenting and reporting to the school

The one-file documentation system, what actually belongs in it, and exactly how to contact a school so a concern becomes a record instead of a conversation that goes nowhere. Includes the follow-up email habit that changes outcomes more than anything else.

1:05-1:15 — When a disability is involved

A shorter, more specific walkthrough for parents whose child has a disability: Section 504, the ADA, the Office for Civil Rights complaint process, and why this can be a civil rights issue and not only a discipline one.

1:15-1:30 — Open Q&A and resources

Live questions, plus a printed or emailed take-home packet: the one-pager, the documentation log template, and the full resource list from the app.

Materials needed

- A projector or shared screen for slides (Brynn brings her own deck; a PDF backup is provided in advance in case of AV issues).

- Printed copies of the one-pager and a blank documentation log template — Brynn can provide print-ready files, or the host school can print them.
- For in-person sessions: enough seating in small clusters of 3–5 to make the practice segment easy, rather than theater-style rows.
- For online sessions: breakout room capability and a shared link to the take-home packet dropped in chat.

In-person vs. online — what actually changes

The content is identical either way. What changes is only the practice segment and the takeaway delivery: in person, parents practice conversation openers out loud in small clusters, which tends to surface real questions faster; online, the same practice happens in breakout rooms of 3–4, with slightly more structure (a shared prompt on screen) since strangers are quieter with each other on video than in a room. Take-home materials are handed out on paper in person, or emailed as a single PDF immediately after an online session.

Class Two — For Teachers & School Staff

Recognizing and Responding to Disability-Based Harassment

A 2-hour session (or two 60-minute sessions) built for a professional development block, designed to be usable toward a district's annual SEL training requirement under Public Act 23-167.

Format at a glance

- **Length:** 2 hours as one block, or split into two 60-minute sessions across two PD days.
- **Group size:** Works for a single department up to a whole-staff PD day.
- **In person:** A staff PD day, department meeting, or new-teacher onboarding session.
- **Online:** A live virtual PD session, recorded for staff who are out that day, with a completion form for SEL training credit.

Session agenda

0:00–0:10 — Welcome & why this matters

Brynn's story, briefly, and why this training exists — framed for staff rather than students, with an emphasis on what gets missed by well-meaning adults, not what gets missed by unkind ones.

0:10–0:35 — Recognizing disability-based harassment

The version that doesn't look like classic bullying: mocking tied to assistive devices or speech, classmates weaponizing accommodations, exclusion justified by the disability itself. Includes real (anonymized) examples and why these carry civil rights obligations under Section 504 and the ADA, not just discipline ones.

0:35–0:55 — What to say when a student discloses

Practiced, not just discussed: staff pair up to run through exact language for the first 30 seconds after a disclosure, including how to be honest about reporting obligations without breaking a student's trust.

0:55–1:20 — Building an inclusive classroom, day to day

The five repeatable habits — assigning groups, watching unstructured time, narrating inclusion out loud, checking in more than once, and normalizing disability in everyday curriculum language — with time to plan one concrete change for each attendee's own classroom.

1:20–1:35 — Legal obligations refresher

A plain-language refresher on Section 504, the ADA, and Connecticut's Public Act 23-167 as amended by P.A. 24-45 — what the law actually requires of staff, and what "mandated reporter" means in this specific context.

1:35-1:55 — Small-group case studies

Table groups (or breakout rooms) work through 2-3 realistic, anonymized scenarios and decide: is this disability-based harassment, how would you document it, and who would you report it to. Groups report back briefly.

1:55-2:00 — Closing & completion records

Wrap-up, resource handout, and a completion form staff can submit to their district for SEL training credit.

Materials needed

- A projector or shared screen (Brynn brings her own deck; PDF backup provided in advance).
- Table seating for 4-6 per group for the case-study segment, or breakout rooms for the online version.
- Printed or emailed case-study packets — provided by Brynn.
- A sign-in sheet or online attendance log the district can use for its own SEL training records, alongside the completion form Brynn provides.

In-person vs. online — what actually changes

The legal content, examples, and language practice are identical. The case-study discussion runs the same either way, just in breakout rooms instead of table groups online — Brynn provides a shared doc or Padlet link online so groups can write down their answers instead of only discussing them verbally, which keeps remote groups just as accountable as in-person ones. The completion form is handed out on paper in person or emailed immediately after an online session, either way timestamped for district record-keeping.

Booking either class

Use the "Register for a class" button under the Parents or Teachers tab in the app, or go directly to the registration page. Include your preferred format and rough availability — Brynn will follow up directly to confirm a date.