

Equitable Access: Environment, Curriculum & Safety

Paraprofessional Training- August 4, 2026

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“Access” What is it?



It IS parking, door openers, ramps, lifts...

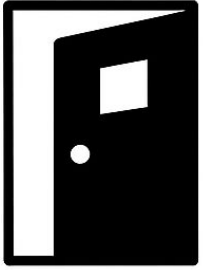
But it's NOT just “handicap accessible”

What does it mean?

Access to:

- Physical Environments
- General Education Curriculum
- Instruction
- Social and Extracurricular Activities





What does it mean? Access to Physical Environments

- Students should be able to **physically navigate** and use all parts of the school building and facilities (e.g., ramps, elevators, accessible restrooms).
- Access ensures **INCLUSION** in classrooms, playgrounds, cafeterias, and assemblies.

Physical navigation inclusion thoughts

Can the student access the same things as their peers?

↳ If not, what can we do?

* * Ultimate goal is all areas are accessible

Accessing the School: What does this look like?

- Computer lab
- Science room
- Industrial Arts
- FACS Kitchen
- Cafeteria
- Bathroom
- Gym

Accessing the Playground



Alternative Activities/Tasks: Recess Bins



Pretest

Handouts-

Don't peek at handout until instructed

Pretest!

Principles of Biophysical Neurophysics, Vol. II: Dynamic Field Models

Section 4.2: Spatial Attenuation and Frequency-Dependent Cable Dynamics

In an unbranched passive dendritic cylinder, the electrotonic potential $V(x, t) = U(x, t) - U_{\text{rest}}$ obeys the linear partial differential equation derived from Kelvin's cable formulation:

$$\lambda^2 \frac{\partial^2 V(x, t)}{\partial x^2} - \tau_m \frac{\partial V(x, t)}{\partial t} - V(x, t) = 0$$

where $\lambda = \sqrt{\frac{r_m}{r_i}}$ represents the electrotonic length constant (r_m denoting membrane resistance per unit length and r_i the axial intracellular resistance per unit length), and $\tau_m = r_m c_m$ is the passive membrane time constant.

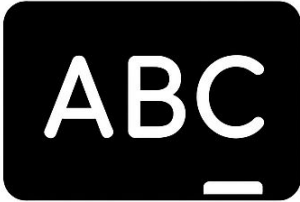
When subjected to a sinusoidal current injection $I(t) = I_0 e^{i\omega t}$ at the origin ($x = 0$), the steady-state dynamic response yields a complex-valued spatial propagation coefficient $\gamma(\omega)$:

$$\gamma(\omega) = \frac{1}{\lambda} \sqrt{1 + i\omega\tau_m}$$

What does it mean?

Access to General Education Curriculum

- Special education students must be able to **learn the same curriculum** as their peers, with **accommodations or modifications** as needed.
- This includes being taught to **grade-level standards**, even if the way instruction is delivered is different.

A black rounded rectangle containing the white text 'ABC' and a small horizontal line underneath the 'C'.

Questions we ask about the “what” ?

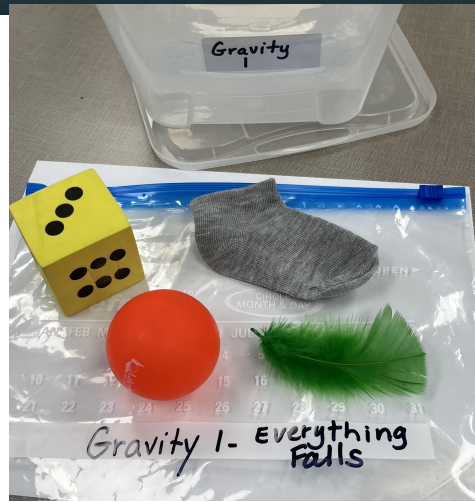
Can the students participate in the regular curriculum?

↳ If not, can they participate with adaptations/modifications?

↳ If not, can they participate with alternative activities/tasks?

Examples: Alternative activities

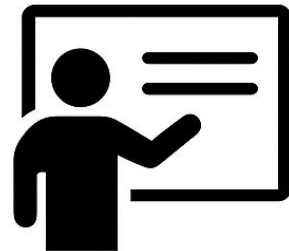
Alternative Activities/Tasks: Science



A photograph of a table setting for a child with autism. The setup includes a blue plate, a red and white checkered napkin, a clear plastic container with bread, a blue cup, and a white tray with compartments for silverware. A placemat with a fork, spoon, and knife outline is also visible.



What does it mean? Access to Instruction (the “how”)



- Schools must provide tools like **assistive technology**, **interpreters**, or **specialized instructional supports** that help the student learn.
- **Accommodations** (e.g., extended time, visual aids) and **modifications** (e.g., simplified assignments) may be used based on individual needs.

Access to Instruction/Adaptations Kit for Blind & Visually Impaired

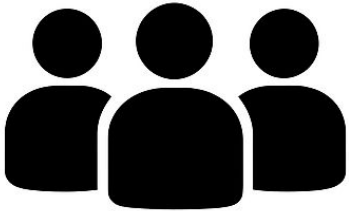


Access to Instruction/Adaptations Kit for Deaf & Hard of Hearing



Access to Social and Extracurricular Activities

Access also includes the ability to **participate in social, athletic, and extracurricular activities**, fostering peer relationships and inclusion



Examples:

- FFA
- Special Olympics
- Speech & Debate
- One-Act Play
- Knowledge Bowl
- Cheerleading
- Mobility Meet Up

Mobility Meet up



IEP-Driven

Check with your Special Education Teachers and Case Managers to align on student needs.

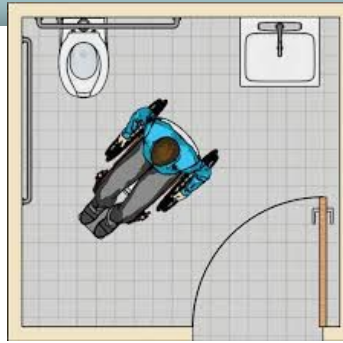
IEP Snapshot Details

- Paraprofessional Responsibilities
- Accommodations, Modifications, and Supports in General and/or Special Education

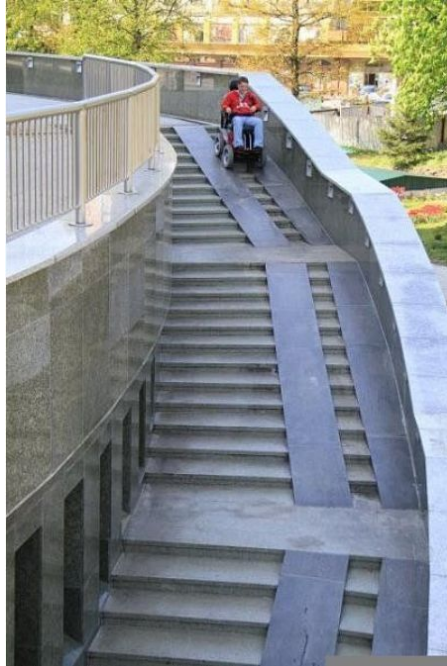
 Staples-Motley Public School 905 4th St NE Staples MN 56479-6479	IEP Snapshot
Student Information	
Paraprofessional Responsibilities	
Accommodations, Modifications and Supports in General and/or Special Education	
INSTRUCTIONAL ACCOMMODATIONS:	

Consider...

- Bathrooms
- Lunch rooms
- Playground
- Science Labs
- Industrial Arts
- FACS Kitchens
- Concerts: platforms/bleachers
- Field Trips
- Special Events/Fun Days



Accessible.... Or not??



Safety Is a Two-Way Street

YOU

- Prevents injuries
- Reduces fatigue and unexpected slips
- Keeps you present and physically strong

STUDENT

- Provides predictable, gentle support
- Prevents falls, drops, or injuries
- Builds long-term trust and dignity



The Do's and Dont's of Safe Body Mechanics

Small habits that prevent big injuries in the classroom

DO (Safe Practice)

- DO get close to the load.
- DO bend at your knees and hips.
- DO pivot your feet.
- DO use a wide, staggered stance.
- DO support from key control points.
- DO lower to eye level safely.
- DO count and communicate.

DON'T (Injury Risk)

- DON'T reach or lean out.
- DON'T bend from your lower back.
- DON'T twist while lifting.
- DON'T keep feet glued together
- DON'T pull under armpits or by limbs.
- DON'T hunch over lower desks.
- DON'T lift solo or unannounced.

A Day of Ergonomic Mechanics

- Morning Arrival & Transitions
 - Unloading School Buses/Van Transfers
 - Carrying Heavy Gear & Backpacks
 - Managing Heavy Classroom Doors
- Classroom Instruction & Desk Work
 - Table Top Activities
 - Picking Up Materials off the Floor
 - Adjusting Adaptive Furniture
- Personal Care, Hygiene & Mealtime
 - Restroom/Diapering Table Transfers
 - Feeding Support
 - Clean-Up & Trash Management
- Recess & Floor Play
 - Floor-Level Engagement
 - Pushing Heavy Equipment
 - Assisting on Playground Equipment
- Behavioral Support
 - Responding to Sudden Bolting/Dropping
- Dismissal
 - Loading Dismissal Buses/Van Transfer

Stand! And Stretch!!

- Tug Of War Activity
- The Weight Experiment

Evacuation Plans- What are they?

- By definition: A clearly documented way to get a student from an area of danger to an area of safety
- Is a part of the IEP, and should be updated yearly by case manager



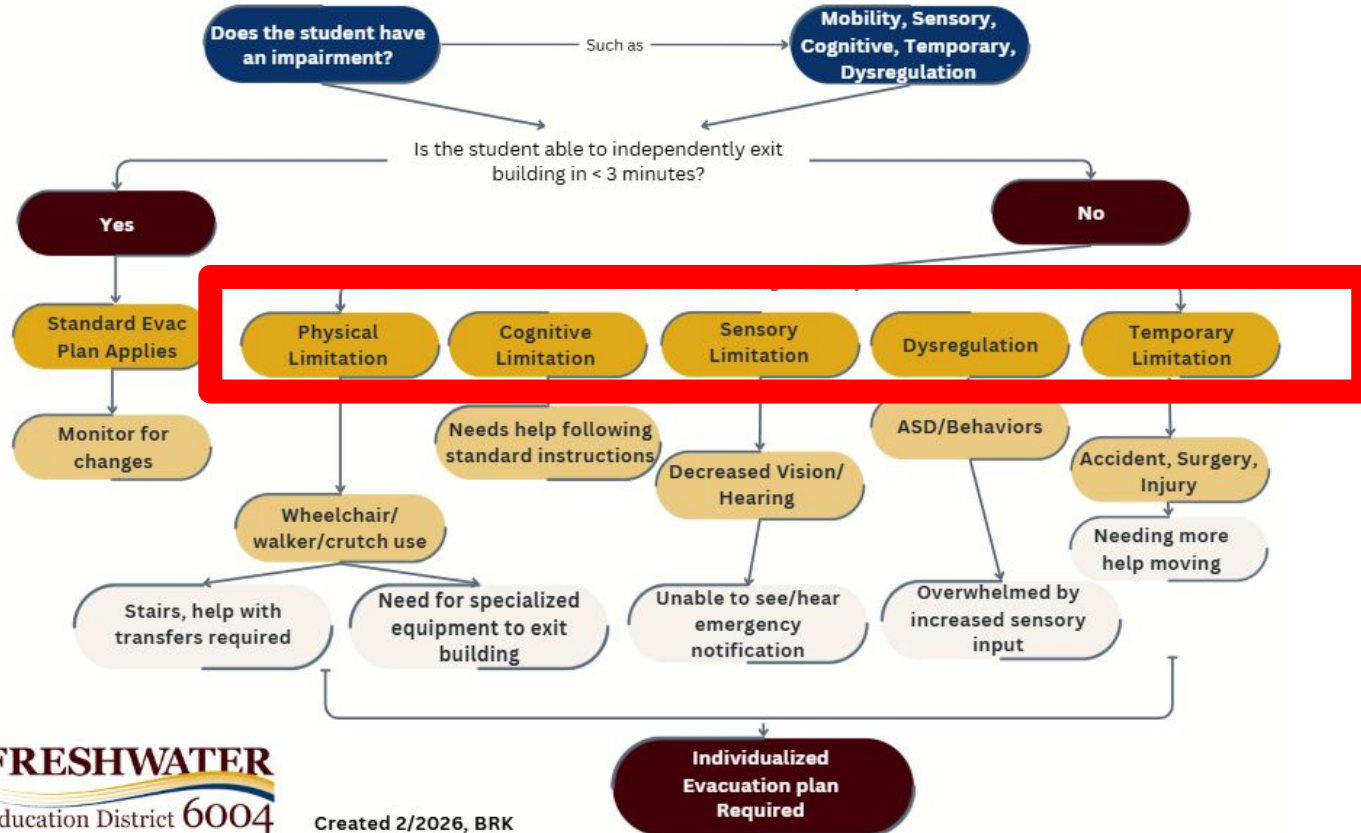
Evacuation Plan Form

Emergency Evacuation – STUDENT NAME

School District
2025-2026 School Year

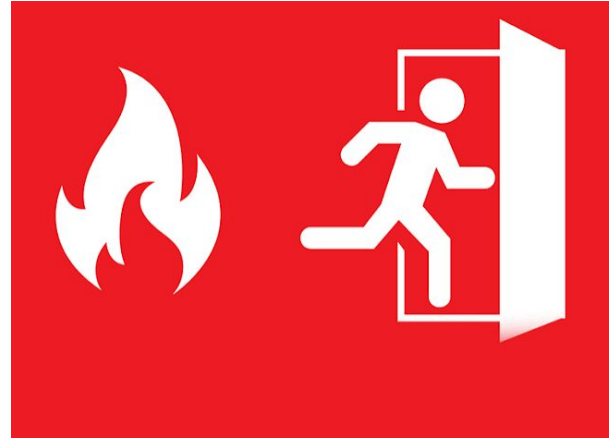
	Semester 1	Semester 2
1st		
2nd		
3rd		
4th		
5th		
6th		
7th		

EVACUATION PLAN DECISION MAKING



Types of Evacuations

- Fire
- Tornado/Severe Weather
- Armed Intruder/Lockdown



Equipment

- Tuk 'N'Kari
- Evacuation Chair
- Long white cane
- Flashlight
- Social Stories
- Visuals
- Fidgets
- Noise Cancelling Headphones



Bringing it all together

- Access involves not only the physical environment but also the curriculum and extracurricular activities
- Utilizing good body mechanics ensures safe access to school for all
- Evacuation plans are in place to ensure safe exit of the school in case of emergency
- Reference the **IEP** or talk to the Case Manager!

Questions??



CLEARING A PATH FOR EVERYONE!