



EST. 1977

STUDENT SERVICES ADMINISTRATORS' ASSOCIATION OF MANITOBA

INCLUSION IN ACTION: STORIES OF SUCCESS



PRESIDENT'S MESSAGE TERESA SANHEIM

Hello Student Service Administrators,
 To safeguard our well-being and that of our staff, we must endeavour to cultivate a culture of awareness and self-care. We can encourage open dialogue about our experiences and provide training on trauma-informed practices. Through our regional and provincial SSAAM meetings, we have an opportunity to regularly check in with each other, fostering a supportive network where sharing challenges is welcomed. This year, our December conference will focus on the topic of trauma and what we can do to support each other during challenging times of stress. As we support our school staff through the challenges of trauma, it is crucial to recognize the profound impact these experiences have not only on our students but also on us as student service administrators. Constant exposure to trauma can lead to vicarious trauma and burnout, affecting our ability to lead effectively. Please prioritize your self-care by setting boundaries, engaging in regular reflection, and seeking professional support when needed. By nurturing our own resilience, we create a healthier environment for everyone, helping to mitigate the long-lasting effects of trauma.
 Take care of yourselves and those you love, see you in December, Teresa!



You make a difference every day!

Fall 2024

SSAAM EXECUTIVE

PRESIDENT: TERESA SANHEIM,
FORT LA BOSSE SCHOOL DIVISION

VICE PRESIDENT: ALEX PINIUTA,
LOUIS RIEL SCHOOL DIVISION

SECOND VICE PRESIDENT:
JOLENE BROWN, MYSTERY LAKE SCHOOL DIVISION

IMMEDIATE PAST PRESIDENT:
BONNIE KILIWNIK,
PARK WEST SCHOOL DIVISION

SECOND PAST PRESIDENT:
MICHELLE PROCTER,
INTERLAKE SCHOOL DIVISION

SECRETARY: JEANNE REMILLARD, DSFM DIVISION SCOLAIRE FRANCO-MANITOBAINE

TREASURER: ROCHELLE RANDS,
PORTAGE LA PRAIRIE SCHOOL DIVISION

ADVOCACY/PUBLIC POLICY:
JON OLAFSON, WINNIPEG SCHOOL DIVISION

PROFESSIONAL DEVELOPMENT:
TERRI OTTO,
LAKESHORE SCHOOL DIVISION

PUBLIC RELATIONS/COMMUNICATION:
BRENDA HILL-YASCHYSHYN & LISA CLARK,
RIVER EAST TRANSCONA SCHOOL

LOUISE DUNCAN, COORDINATOR,
STUDENT SERVICES UNIT
INCLUSION SUPPORT BRANCH

ADMINISTRATIVE ASSISTANT: ELAINE LOCHHEAD

REGIONAL REPRESENTATIVES

- SEICA - ROD KEHLER,** HANOVER
- NORTHERN - KIMBERLY MERASTY,** FRONTIER SCHOOL DIVISION
- DSFM - JESSICA BLAIKIE-BUFFIE,** DSFM, DIVISION SCOLAIRE FRANCO-MANITOBAINE
- METRO - KAREN KLASSEN,** RIVER EAST TRANSCONA
- SOUTH CENTRAL - LESLIE NORRIE,** PRAIRIE SPIRIT
- WESTMAN PARKLAND - LISA BLIXHAVEN,** TURTLE MOUNTAIN



Hospitality Room
Dessert Bar
Hosted By:
Westman Parkland SSAAM



SSAAM Winter Conference

Conference
Information

December 4-6, 2024



<https://www.eventbrite.ca/e/2024-ssaam-winter-conference-tickets-1056649048749>

GALA EVENT
2024
LADY OF THE
LAKE



SGT
SSAAM's Got Talent

Theme:
*Bringing it Back:
Golden Oldies*



SSAAM
AWARDS &
Recognition

Hosts: Westman Parkland
SSAAM

Regions
Pick your
decade and
compete!



Conference Highlights

Wednesday, Dec 4th 1PM SSAAM Strategic
Planning

Wednesday Dec 4th 7PM Hospitality Suite open –
Hosted by Westman Parkland SSAAM
“Save Room For Dessert.”

Thursday, Dec 5th 9AM

Bonnie Randall- In the Aftermath of Trauma:
Expected Responses & Practical Healing Strategies

PM Breakout session options

- 1) **Bonnie Randall** - Center for Trauma Informed Practices (CTIP) A deeper look into practical healing strategies Interview / Conversation Strategies for emotionally dysregulated / High Baseline / traumatized youth & adults
- 2) **Paul Grower** From Fillmore Riley LLP- Presentation on FIPPA & Public Education - What to be aware of
- 3) **Kristen Thompson** – Mountain View School Division AI to create efficiencies to support workload.

Friday, Dec 6th

9:00 AM **Glenn Schroeder**, Counselor/Facilitator -
Trauma Care for Professionals

10:45 AM **Allan Hawkins**, Manitoba Education and
Early Childhood Learning Update

Book Your Room at the Victoria Inn.
Call 1 800 852 2710 for special rates.
Group Code SSAAM Conference 2024

Questions contact
Terri Otto
SSAAM PD chair
ottot@lakeshoresd.mb.ca

Creating Inclusive Spaces: How Sensory Rooms Meet the Diverse Needs of Students

Community Foundation Supports Sensory Space

Submitted by: Bonnie Kiliwnik,
Park West School Division

Sensory rooms provide many benefits for students, including:

- Enhanced emotional regulation to manage anxiety and stress
- Improved focus and attention through sensory breaks
- Support for diverse learning needs, especially for students with autism and ADHD
- Promotion of positive behavior by providing self-regulation space
- Encouragement of exploration and play for creativity
- Individualized support tailored to specific needs
- Enhanced social skills through guided interactions

These advantages highlight the importance of sensory rooms in improving student well-being and learning success.

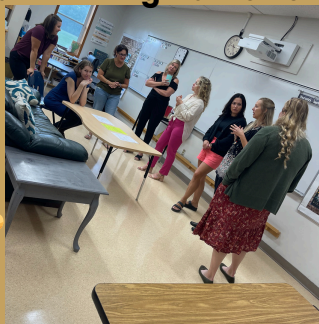
The Living Legacy Foundation of Russell, Manitoba, has made a generous contribution to facilitate the acquisition of resources essential for the establishment of a Sensory Room at Major Pratt School within the Park West School Division. Resource Teacher Sarah Reichmuth remarked, "With limited space and funding, like many schools, we have had to be creative and resourceful in providing a usable space for all students."



Interlake School Division Learning Initiative

Interlake School Division's learning initiative focuses on deepening understanding of regulation, particularly for K-2 teachers and counselors. This effort aims to enhance their skills during a crucial time in students' educational journeys. Research indicates that challenges to mental health can hinder learning and daily functioning, as the brain prioritizes survival over education, making learning difficult.

"The Big Picture," is for educators to deepen their understanding of regulation, including key concepts and strategies to address students' needs in the classroom. This year we continue to draw from Zones of Regulation, the Environmental Checklist, and Social Thinking frameworks.



INTERLAKE SCHOOL DIVISION

PREPARING TODAY'S LEARNER FOR TOMORROW

The Interlake School Division is committed to supporting students in realizing their full potential as contributing and responsible members of society. Every student will participate in high-quality learning opportunities which are accessible, equitable, and responsive.

HIGH-QUALITY LEARNING OPPORTUNITIES ARE...

- **accessible** if every learner can and will learn, in their own ways, in their own time.
- **equitable** if every learner is valued and authentically represented in their education.
- **responsive** if every learner experiences relevant and responsive curriculum and programming.

HIGH-QUALITY LEARNING

Interlake School Division
Continuous Improvement Plan
2023-2027

ACCESSIBLE | EQUITABLE | RESPONSIVE

www.interlakesd.ca

The learning network engages teachers in practical activities, collaborative discussions with colleagues in the division, and goal-setting within their schools.

Submitted by Michelle Proctor, Student Services Administrator



Getting To Know Our New President...Teresa Sanheim!



I am excited to have another opportunity to connect with the Student Services Administrator's Association of Manitoba community! I first became involved with the SSAAM executive as a regional representative for our Westman Parkland group. This will be my 4th year on the executive and, as in most organizations, the biggest learning curve has been navigating difficult conversations to ensure that the work that we do continues to be heard and valued by those around us. As an educator with 28 years of experience in the field of education across many roles, I am eager to engage with others and contribute to our goals. There is a lot of wisdom and experience around the table, that combined with the welcoming and inclusive environment, allows us to share openly to support one another through our most challenging times and work together as a group to support change through the creation of opportunities to do differently. It is nice to know that there is a group of people who is there to support you and provide insight in how to manage the various aspects of our roles. I encourage you all to consider joining the executive committee if the opportunity arises. Do not miss the upcoming Winter Conference in Brandon, these three days are designed to address best practice and informed decision making and allows for a little time to network and get to know each other.

See you soon, take care of yourself and those around you,
Teresa.

About SSAAM

SSAAM's mandate is to advance appropriate educational programming opportunities for all students through advocacy, promotion of evidence-based practices and collaboration.

Mission Statement

SSAAM is committed to providing provincial leadership and informed advocacy to support appropriate educational programming for all students.

SSAAM ROLES AND RESPONSIBILITIES

<https://ssaam.mb.ca/uploads/rolesandresponsibilities-oct2014.pdf>

What are the benefits of using AAC?



Supports natural speech development and language learning



Increased independence



Decreased frustration and behaviors



Improved educational and social outcomes



Easily customized and personalized



More communication!

Source: Millar et al, 2006 and Ronski, Sevcik 2005

Talk To Me Technologies

What is it?

Augmentative and Alternative Communication (AAC) provides ways to communicate other than verbal speech.

Who is it for?

AAC can help anyone who has difficulty with communication. The individual does not have to be non-verbal to benefit from AAC.

Myth or Fact?

Using AAC will prevent someone from learning verbal speech - MYTH
You must reach certain milestones or use other tools first before using AAC - MYTH
All of the following are considered AAC: gestures, pointing, sign language, using a high tech device - FACT

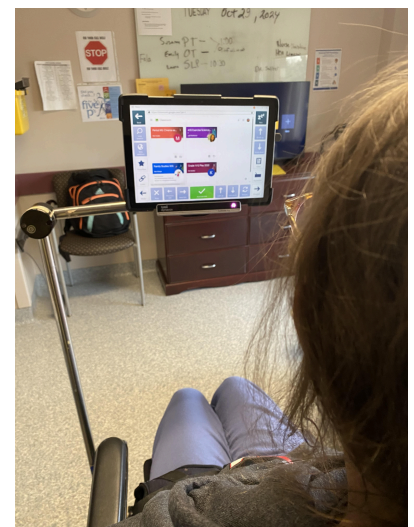
Unlocking Communication: A Student's Journey with Eye Gaze Technology

In an inspiring display of resilience and innovation, one student's remarkable journey illustrates the transformative power of technology in communication. Meet Kennedy, a high school student from Fort La Bosse School Division who has overcome significant challenges to express thoughts and emotions through an eye gaze communication system. In the realm of assistive technology, eye gaze systems have emerged as a revolutionary tool for individuals with communication challenges. The eye gaze communication system was a breakthrough that transformed Kennedy's ability to interact with peers, teachers, and family.

The success of Kennedy's journey highlights the importance of eye gaze technology in breaking down communication barriers. It serves as a reminder that with the right tools and support, students with disabilities can achieve greater independence and enrich their educational and life experiences.

As we continue to advocate for accessibility and inclusion in our schools, Kennedy's story stands as a beacon of hope. It illustrates not only the potential of technology but also the power of perseverance and the human spirit. By embracing these advancements, we pave the way for a more inclusive future, ensuring that every student has the opportunity to communicate and thrive

Submitted by Teresa Sanheim, Fort La Bosse School Division





Fort La Bosse Student Services Department: Infusing Indigenous Ways: A Student Services Approach to Living the Good Life

Submitted by: Teresa Sanheim

At our recent administrative council meeting, we embarked on a profound exploration of the concept of “The Good Life” **tokatakiya wichoni washte**, Dakota. This exercise not only invited us to reflect on our personal journeys but also challenged us to think deeply about how we can integrate Indigenous perspectives into our student services.

Understanding “The Good Life”

The Dakota philosophy of “The Good Life” emphasizes balance, community, and respect for all living things. It encourages individuals to consider their roots, purpose, and future—elements that resonate deeply within both Indigenous cultures and our educational mission.

The Exercise

During our meeting, each member of the leadership team was tasked with bringing an artifact that represented one of the following questions:

Where do I come from?

Why am I here?

Where am I going?

This simple yet profound exercise encouraged introspection and sharing, allowing us to connect our personal narratives to our professional roles.

Reflections from the Team

- 1. Where Do I Come From?** Many members brought items that highlighted their cultural backgrounds, family histories, or formative experiences. For example, one leader shared a traditional Ukrainian dance outfit, symbolizing their heritage and the importance of community support in their upbringing. This artifact reminded us that understanding our origins helps us foster connections with students from diverse backgrounds.
- 2. Why Am I Here?** Artifacts representing purpose varied widely—from a necklace that symbolized guidance from one’s ancestors, to a bookend that inspired a passion for education. These items sparked discussions about our shared mission to create a welcoming and supportive environment for all students, especially those from Indigenous communities. Recognizing our collective purpose enhances our commitment to infusing Indigenous ways of knowing into our practices.
- 3. Where Am I Going?** Looking forward, some members brought symbols of hope and aspiration, like seeds that represent growth and new beginnings. This reflection emphasized our responsibility to pave a path for future generations, ensuring they have access to the resources and support they need to thrive.

Moving Forward Together

The exercise was a powerful reminder that as we consider our roles in student services, we must integrate Indigenous philosophies into our work. By reflecting on our past, understanding our purpose, and envisioning our future, we can cultivate an environment that not only respects Indigenous ways but also enriches the overall student experience. As we continue to infuse these principles into our strategies and programs, let us remember that the journey towards “The Good Life” is ongoing. Together, we can honor the teachings of Indigenous cultures, support our diverse student body, and create pathways for success that reflect the values of community, respect, and holistic well-being. Let’s keep this conversation alive and consider how we can each contribute to living out these principles in our daily work. Through collaboration and a commitment to understanding, we can truly embody the essence of **tokatakiya wichoni washte** for ourselves and the students we serve.

