

# Not All Disabilities Are Visible

Not all disabilities are visible. Someone from an outside perspective may describe me as determined, thoughtful, and creative. From their view I seem okay, normal, as if I'm exactly like everyone else. I'm able to work my part time job at McDonald's, maintain high grades, and try my best to help others as much as possible. I'm well respected by co-workers, friends, and teachers; however even with all of that, no one knows what's truly going on.

Mental illness has such a huge impact on an individual, on me. Although I'm not visibly disabled; I'm not in a wheelchair or have visual impairments. I go through life everyday with my brain telling me I shouldn't. Ever since a young age my brain has been fighting against me.

## **Dark. Lonely. Debilitating.**

Mental illness is something I wouldn't wish on anyone. The experiences I've faced have left me scarred with the memories ingrained in my brain.

Ones that will never leave – ones that I fight so hard to not give in to. When your mind is telling you that you don't deserve to live, so much that you begin to believe it. The world becomes a very scary place.

Mental illness has affected me so much that I began to hurt myself just to feel okay for one split second.

Mental illness affected me so much that I felt as if no one would care if I died.

Mental illness affected me so much that it pushed me over the edge.

After my second suicide attempt I was never the same.

I was taken by ambulance to the hospital due to a severe overdose. The flashbacks I experience before going to bed, and the memories I relive when I hear ambulance sirens send me into so much distress that I'm physically unable to move. I would never wish any of this on anyone.

If I wasn't mentally ill I would've never had these experiences.

If I wasn't mentally ill I wouldn't need to act as if I'm "okay" around everyone.

If I wasn't mentally ill I could genuinely love life.

Even with the constant struggle of mental health issues; being so mentally ill that I could barely take care of myself. I was so determined to make it look as if I was "okay" from the outside perspective. I made sure to keep my grades up, continued showing up to work & school, completed volunteer hours, etc.

Although I am very proud of myself for the effort I put in, and for what I've been able to accomplish. To be able to succeed in the smallest of tasks, it took a world of effort.

With all the struggles I've faced, I'm still here & I couldn't be prouder of myself. I continue to struggle every day, however I know one day this effort and perseverance I've shown throughout my life will be worth it.

My struggles have only made me stronger and more determined to want to help others who are in greater need than me. My mental illness has made me more passionate in wanting to give back to those who have helped me. After highschool I will pursue nursing- to help individuals in some of their toughest moments. Just like how the nurses were there for me during mine. I couldn't be more sure about a career path until I experienced my darkest moments. Those nurses made me feel seen. They made me feel loved and wanted. After experiencing that, I couldn't want to do something more than to provide that type of comfort to someone who is in the same situation.

Mental illness is a disability just like all other physical disabilities. It's been one of the most debilitating, draining, and exhausting experiences I've lived and continue to live through. However, without my disability- I will never be able to provide the type of compassion to others that I aspire to provide to my patients in the future.



Proof of Graduation in 2023

Ontario

Ministry of Education

ONTARIO STUDENT TRANSCRIPT

Date of Issue

2023 03 03

Page

1 of 1

Surname

McLaughlin

Given Names

Samira Anna

Student Number

338-514-474

Date of Birth

2005 06 05

Name of District School Board / School Authority

Ottawa-Carleton District School Board

Number

B66184

Name of School

Sir Wilfrid Laurier S.S.

Year

2019

Date

Year

Month

01

09

Course

Grad Level

09

Course Title

Issues in Canadian Geography

Course Code

Percentage Grade

80

Credit

Compulsory

Note

F

2020 01 09

French Immersion

CGC1DF

80

1.00

X

F

2020 01 09

Science

FIF1D

72

1.00

X

F

2020 01 09

Communication Technology

SNC1D

75

1.00

X

F

2020 06 09

Visual Arts

AVI1OF

93

1.00

X

F

2020 06 09

English

ENG1D

78

1.00

X

F

2020 06 09

Principles of Mathematics

MPM1D

90

1.00

X

F

2020 06 09

Healthy Active Living Education

PPL1OP

95

1.00

X

F

2020 11 10

Canadian History Since World War I

CHC2D

84

1.00

X

F

2020 11 10

French Immersion

FIF2D

77

1.00

X

F

2021 01 10

Civics and Citizenship

CHV2OF

92

0.50

0.50

F

2021 01 10

Career Studies

GLC2OF

90

0.50

0.50

F

2021 01 10

Principles of Mathematics

MPM2D

93

1.00

X

F

2021 04 10

English

ENG2D

85

1.00

X

F

2021 04 10

Food and Nutrition

HFN2O

97

1.00

X

F

2021 06 10

Science

SNC2DF

86

1.00

X

F

2021 06 10

Construction Technology

TCJ2O

90

1.00

X

F

2021 07 11

Understanding Contemporary First Nations, Métis, and Inuit Voices

NBE3UT

88

1.00

X

F

2022 02 11

Marketing: Goods, Services, Events

BMJ3C

95

1.00

X

F

2022 02 11

Introduction to Anthropology, Psychology, and Sociology

HSP3U

83

1.00

X

F

2022 02 11

Functions

MCR3U

94

1.00

X

F

2022 06 11

Biology

SCH3U

84

1.00

X

F

2022 06 11

Physics

SPH3U

82

1.00

X

F

2022 06 11

Custom Woodworking

TWJ3E

88

1.00

X

F

2022 08 12

English

ENG4U

78

1.00

X

F

2023 01 12

Nutrition and Health

HFA4C

96

1.00

X

F

2023 01 12

The World of Fashion

HNB4MT

90

1.00

X

F

2023 01 12

Mathematics of Data Management

MDM4U

85

1.00

X

F

2023 01 12

Biology

SBI4U

80

1.00

X

F

Community Involvement

☒ Completed

☐ N/A

☒ Successfully Completed

☐ N/A

Provincial Secondary School Literacy Requirement

☐ N/A

☐ Successfully Completed

☐ N/A

Secondary School Online Learning Requirement

☒ N/A

☐ Successfully Completed

☐ N/A

Specialized Program

☐ N/A

☐ Successfully Completed

☐ N/A

Date of Issue

Year

Month

01

09

Authorization

Signature

SUMMARY OF CREDITS

29.00

18.00

The collection and maintenance of this information are authorized under the Education Act, R.S.O., 1990, c. E.2, s. 266. Users of this information are supervisory officers and the principal and teachers of the school. This is the official record of the student's educational history. The contact person regarding the collection of this information is the principal of the school.

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McLaughlin, Samira

STUDENT GRADUATION SUMMARY  
Sir Wilfrid Laurier S.S.

Student Legal Name McLaughlin, Samira Student # 338-514-474 OEN 432-663-201 Homeroom 153  
Cohort 2019-2020 Birthdate 2005-06-05 Gender F Grade 12  
IEP N Mature Student N SHSM N Counsellor

Diploma Requirement	Required	Earned	Status
Diploma Type	OSSD (1999)		In Progress
Total Compulsory	18.00 Credits	18.00 Credits	Met
Total Optional	12.00 Credits	11.00 Credits	In Progress
Community Involvement	40.00 Hours	44.00 Hours	Met
Literacy Requirement	Eligible	OSSLT	Met
Online Learning	0.00 Credits	0.00 Credits	N/A

Area	Comp. Course	Date	Mark	Earned	Part	Notes
Arts	AVI1OF	2020 06	93	1.00		F
Canadian Geography	CGC1DF	2020 01	80	1.00		F
Canadian History	CHC2D	2020 11	84	1.00		
Career Studies	GLC2OF	2021 01	90	0.50		F
Civics	CHV2OF	2021 01	92	0.50		F
English 09	ENG1D	2020 06	78	1.00		
English 10	ENG2D	2021 04	85	1.00		
English 11	NBE3UT	2021 07	88	1.00		
English 12	ENG4U	2022 08	78	1.00		@
French	FIF1D	2020 01	72	1.00		F
Group 1	HFN2O	2021 04	97	1.00		
Group 2	BMJ3C	2022 02	95	1.00		
Group 3	TGJ1O	2020 01	80	1.00		
Mathematics	MPM1D	2020 06	90	1.00		
Mathematics	MPM2D	2021 01	93	1.00		
Mathematics Sr.	MCR3U	2022 02	94	1.00		
Physical Education	PPL1OP	2020 06	95	1.00		
Science	SNC1D	2020 01	75	1.00		
Science	SNC2DF	2021 06	86	1.00		F
Total Comp				18.00		

Optional Course	Date	Mark	Earned	Part	Notes
FIF2D	2020 11	77	1.00		F
HFA4C	2023 01	96	1.00		
HNB4MT	2023 01	90	1.00		@
HSP3U	2022 02	83	1.00		
MDM4U	2023 01	85	1.00		
SBI3U	2022 06	72	1.00		
SBI4U	2023 01	80	1.00		
SCH3U	2022 02	84	1.00		
SPH3U	2022 06	82	1.00		
TCJ2O	2021 06	90	1.00		
TWJ3E	2022 06	88	1.00		
Total Optional			11.00		
Additional Course	Date	Mark	Earned	Part	Notes

29

CURRENT COURSES										
Course	Date	Attempt	Part	Att.		Notes	SEM 1		SEM 2	
				A	L		T1	T2	T1	T2
2SPA1C-01	2022 09	0.00		13	0					
PSK4U.-01	2023 02	1.00		3	0					
2SPA2A-01	2023 02	0.00		0	0					
2SPA2D-01	2023 02	0.00		0	0					
1ELER2-01	2023 02	0.00				HSE411				
SCH4U.-02	2023 02	1.00		2	0					

CURRENT COURSES - OTHER SCHOOLS										
Course	Date	Attempt	Part	Att.		Notes	SEM 1		SEM 2	School
				A	L		T1	T2	T1	T2

+ 3

COURSE REQUESTS

32 credits by June 2023.

Christine Gagne  
Dept. Head of Guidance  
613.834.4500  
x 2012  
Christine.gagne@ocdsb.ca



## Proof of Disability

# LAYLA



March 9, 2023

RE: Samira McLAUGHLIN (DOB: June 5, 2005)

To whom it may concern:

Ms. McLaughlin completed a comprehensive psychosocial assessment with me in February 2023. This assessment consisted of a comprehensive history and background interview with her, as well as information gathered through a battery of psychometric measures she completed.

Based on the results of this assessment, I believe Ms. McLaughlin suffers from **Major Depressive Disorder with Anxious Distress (Moderate)**. The symptoms of this disorder may have a significant and deleterious impact on her social and academic/occupational functioning.

I have recommended that Ms. McLaughlin consult both her treating psychotherapist and family physician to discuss treatment options. In addition, she will benefit from targeted accommodations in any formal learning setting to optimize her learning potential. Examples of accommodations could include (but are not limited to):

- The option to take a reduced course load
- Access to assistive technology programs (e.g., voice to text software/graphic organizers) and assistance to learn to use these programs
- Support to review note-taking strategies
- Assistance with prioritizing assignments
- Coaching on time management skills
- Support with study preparation and test-taking strategies
- The ability to access information in advance to review prior to class/lecture
- Use of a digital recorder to capture material to listen to later if concepts have been missed
- Allowance to use preferential seating - wherever Ms. McLaughlin feels most able to focus and manage her anxiety/minimize distractions
- Support to create a plan to help her make up work when she is absent

# LAYLA



- The option to scaffold assignments using smaller due date markers
- Allowing for a distraction reduced writing space for exams, with stopped clock breaks, if possible
- Permission to use scrap paper or a white board during tests/exams
- Permission to use noise-cancelling headphones, if possible, to minimize distraction
- Setting up other accommodations as identified by the student support services counsellors upon evaluation of Ms. McLaughlin's individual needs

If you have any questions or concerns about the information in this letter, please contact me at [barb@layla.care](mailto:barb@layla.care) or (647)-374-4210.

Sincerely,

A handwritten signature in black ink, appearing to be 'Barb', with a stylized flourish at the end.

Dr. Barbara Virley, C. Psych.  
Registered Psychologist (CPO #3848, NSBEP #R1101)  
Layla Care