



YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE



Supporting Parent Engagement for Student Achievement

**Monday, January 20, 2025
6:30 p.m.
Catholic Education Centre
Board Room (1st Floor)**

Watch the YCPIC Meeting
STREAM
event on our YCDSB TV Channel:
<http://bit.ly/YCDSB-TV>

- | | | |
|---|--------------|-----------|
| 1. WELCOME / PRAYER / LAND ACKNOWLEDGEMENT | M. Saverino | |
| 2. APPROVAL OF AGENDA | M. Saverino | |
| 3. APPROVAL OF PREVIOUS MINUTES – November 25, 2024 | M. Saverino | 3 |
| 4. BUSINESS ARISING FROM PREVIOUS MINUTES | | |
| 5. DIRECTOR'S REPORT / UPDATE | J. De Faveri | |
| 6. CHAIR'S REPORT / UPDATE | M. Saverino | |
| 7. TREASURER'S REPORT | C. Gillison | 8 |
| 8. PRESENTATION: | | |
| a) Anti-Human Trafficking (6:45 pm to 7:45 pm) | T. Laliberte | |
| 9. ACTION ITEM(S): NIL | | |
| 10. DISCUSSION / INFORMATION ITEM(S): | | |
| a) Review of YCPIC Code of Ethics (2 min) | M. Saverino | 9 |
| b) Schools Absence Messenger Dropdown (10 min) | M. Saverino | 10 |
| c) Vote for YCPIC Conference Topics (5 min) | M. Saverino | 11 |
| d) School Social Media Accounts (Run by Non-Admin) (10 min) | M. Saverino | |
| e) Request for Resources to Support Parents in Leveraging AI (10 min) | Y. Zhou | |
| f) Canadian ADHD Awareness (CADDAC) (10 min) | S. Tjin-Joe | 12 |
| 11. ADJOURNMENT | | |

NEXT MEETING: March 31, May 26

Trustee Membership: E. Crowe

EXECUTIVE MEMBERS

Martina Saverino, Chair
Jaclyn Toma, Vice-Chair
Christina Gillison, Treasurer
Robyn De Cicco, Secretary

320 Bloomington Rd. W.
Aurora, ON L4G 0M1
www.ycdsb.ca



YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE



Supporting Parent Engagement for Student Achievement

Father in Heaven,

We thank You that we know You are leading us by Your hand.
Give us Your Spirit of understanding so that we
may always see Your mighty and powerful hand
guiding us on all our ways.
You give light to our hearts.
Through the Savior, Jesus Christ, we can direct our lives
joyfully and patiently toward the goal set before us.
Amen

LAND ACKNOWLEDGEMENT

*We are gathered on the ancestral lands and waters of all Indigenous Peoples,
who have left their footprints on Mother Earth before us.
We respectfully acknowledge, those who have walked on it, those who walk on it now,
and future generations who have yet to walk upon it.
We pray to the Creator for strength and wisdom
that all may continue to serve as stewards of the earth.*

EXECUTIVE MEMBERS

Martina Saverino, Chair
Jaclyn Toma, Vice-Chair
Christina Gillison, Treasurer
Robyn De Cicco, Secretary

320 Bloomington Rd. W.
Aurora, ON L4G 0M1
www.ycdsb.ca

1.0 WELCOME / PRAYER / LAND ACKNOWLEDGEMENT

Interim Director De Faveri welcomed all the new YCPIC members (including Trustee) and thanked those YCPIC members (including Trustee) that have stepped down. Interim Director led the opening prayer followed by the Land Acknowledgement.

2.0 CALL TO ORDER

Interim Director De Faveri called the meeting to order at 6:30 pm.

3.0 ROLL CALL

Absent: Samantha Ferazzoli, Rina George-Alexander, Eby Ijeh, Sahir Jamal, Sarah Tjin-a-joe

4.0 DIRECTOR'S REPORT/UPDATE

Interim Director John De Faveri remarked as follows:

Inaugural Board Meeting

At the Inaugural Meeting of the York Catholic District School Board (YCDSB), held on Monday, November 18, 2024, Elizabeth Crowe, Trustee for Aurora/King/Whitchurch-Stouffville, was acclaimed Chair of the Board and Maria Iafrate, Trustee for Richmond Hill, was acclaimed Vice Chair of the Board.

YCPIC Community Reps

Applications are currently being taken for two Community Reps for YCPIC. Information is posted on our website. Deadline is December 1, 2024

Mural Unveiling for Vaughan Culture Days

On October 8, 2024, Trustees, YCDSB staff and students witnessed the unveiling of two murals created by Functional Life Skills students of St. Jean de Brebeuf CHS and St. Elizabeth CHS. The murals did an excellent job exploring the theme of "Unity in Diversity." The murals were unveiled in Vellore Village Community Centre as part of Vaughan Culture Days.

Solemn Blessing & Official Opening of Blessed Chiara Badano CES and St. Katharine Drexel CHS

On October 18 we held the blessing of Blessed Chiara Badano Catholic Elementary School and St. Katharine Drexel Catholic High School in Stouffville with overwhelming success. The two school communities came together and had Mass celebrated by Bishop Boissonneau.

OLQW Students Sing at the Cardinal's Dinner

A quartet of singers from Our Lady Queen of the World Catholic Academy in Richmond Hill performed the national anthem at the 45th annual Cardinal's Dinner on November 5, 2024. Their God-given talent truly came through in their performance, which set the right tone for the inspiring evening of fellowship for the Catholic community in the Greater Toronto Area.

Take Our Kids to Work Day

On Wednesday, November 6, 2024, the Catholic Education Centre and some York Catholic schools hosted Take Our Kids to Work Day sessions. Take Our Kids to Work Day is always a joy because children bring positive energy to the workplace, and it is fun to help young people consider their educational pathways.

CHUM Christmas Wish and Vaughan Toy Drive Kickoff

St. Gregory the Great Catholic Academy in Woodbridge had the pleasure of hosting the CHUM Christmas Wish and Vaughan Toy Drive kickoff celebration on Monday, November 18, 2024. Thank you to the energetic students, staff and families who arrived at 6:45 am. We were happy to welcome CP24, who broadcasted live from the school starting at 6:45 am, and Vaughan Mayor Steven Del Duca.

Inclement Weather Reminder

Information was sent to all families regarding inclement weather on November 18. Of special note, If school transportation is cancelled due to inclement weather and /or poor road conditions, Schools remain open unless otherwise stated and Remote Continuing Education classes will continue to run. If school transportation is cancelled in the morning, it will not operate in the afternoon.

Counter Human Trafficking and Online Exploitation Information Sessions

I want to thank the YCDSB staff and the York Regional Police for organizing three information sessions for students and families on countering human trafficking and online exploitation. The first session at Father Bressani in Woodbridge drew about 170 people. Additional sessions will be held on Wednesday, November 27, 2024, from 7-9 p.m. at St. Maximilian Kolbe CHS in Aurora and Thursday, November 28, 2024, from 7-9 p.m. at Father Bressani CHS in Vaughan. Everyone is welcome to attend these sessions. We have received multiple requests to host additional sessions in other high schools, and staff is currently investigating if this is possible.

In Closing

When Catholics think of December, they often think of Advent and Christmas. But did you know that December is also the Month of Immaculate Conception in the Catholic calendar? In Catholic theology, the Blessed Virgin Mary is “The New Eve” and “The Mother of God,” a remarkable example of what is possible with great faith and trust in God’s plan for us. For that reason, many York Catholic schools are named after the Blessed Virgin Mary. From St. Mary Immaculate in Richmond Hill to Our Lady of Grace in Aurora to Our Lady of the Lake in Keswick (and so many more), we honour Mother Mary throughout York Catholic every day and in a particular way in December.

Wishing all the YCPIC Committee a Blessed Advent Season.

5.0 INTERIM DIRECTOR DECLARED THE YCPIC 2023-2024 DISSOLVED

6.0 ELECTION OF 2024-2026 OFFICERS

- Procedures for the elections were explained
- Interim Director requested nominees for each position

| | |
|-------------|--------------------------------|
| Chair: | OPEN (Year 1 of a 2 Year Term) |
| Vice-Chair: | OPEN (Year 1 of a 2 Year Term) |
| Treasurer: | OPEN (Year 1 of a 2 Year Term) |
| Secretary: | OPEN (Year 1 of a 2 Year Term) |

Election of Chair:

- Martina Saverino nominated by Robyn De Cicco
 - Yan Zhou nominated by Rachel Sun. Mr. Zhou did not accept the nomination.
- There being no other nominee, Martina Saverino was declared YCPIC Chair.

Election of Vice-Chair:

- Jaclyn Toma nominated by Martina Saverino
- There being no other nominee, Jaclyn Toma was declared YCPIC Vice-Chair.

Election of Treasurer

- Christina Gillison nominated by Martina Saverino
- There being no other nominee, Christina Gillison was declared YCPIC Treasurer.

Election of Secretary

- Robyn De Cicco nominated by Martina Saverino
- There being no other nominee, Robyn De Cicco was declared YCPIC Secretary

7.0 CHAIR'S REMARKS

Martina Saverino thanked the YCPIC Committee for putting their faith in her leading the YCPIC Committee and thanked the past YCPIC members.

8.0 APPROVAL OF NEW MATERIAL: N/A

9.0 APPROVAL OF AGENDA

THAT the November 25, 2024 YCPIC agenda be approved as presented.

Motion: Christina Gillison

Seconded: Marcos Paulino

MOTION CARRIED

10.0 APPROVAL OF PREVIOUS MINUTES – SEPTEMBER 23, 2024

THAT the September 23, 2024 YCPIC minutes be approved as presented.

Motion: Robyn De Cicco

Seconded: Olufisayo Bolarinwa

MOTION CARRIED

11.0 BUSINESS ARISING FROM PREVIOUS MINUTES: N/A

12.0 TREASURER'S REPORT

Summary as of November 24, 2024 was provided.

13.0 PRESENTATION:

a) Parent Education & Awareness Campaign

Michelle Prinzo, Mental Health Lead advised that Ministry funds were received to be used for targeted initiatives. One initiative is parent education & awareness campaign. The purpose of the presentation was to increase parent/caregiver awareness and knowledge about problematic and addictive behaviours among youth. Parents/caregivers will be provided with the skills to talk to their children about vaping and cell phone misuse using effective and evidence informed strategies to support conversations. Staff's goal is to create sessions/workshops that consider the needs of parents and students for both elementary and secondary.

Suggestions included focussing on mental health, having more than one session in all geographical areas of the Board, present case studies, have babysitting on the evenings when workshops are being held, offer an incentive to enhance engagement.

14.0 ACTION ITEM(S): NIL

15.0 DISCUSSION/INFORMATION ITEMS(S):

a) Review of YCPIC By-Laws

Associate Director Jennifer Sarna provided a high-level overview of the YCPIC By-Laws that were recently revised and reviewed by legal counsel.

b) Role of YCPIC Members

Associate Director Jennifer Sarna stated that the goal of the YCPIC Committee is to support, encourage and enhance parent engagement at the Board level. The YCPIC Role is to provide information, advice and communicate back to the CSC in supporting YCDSB schools. The YCPIC Committee was reminded to refer back to the YCPIC By-Laws.

c) Clarification on Platform Usage and Long-Term Goals

YCPIC Member, Jaelyn Toma, stated that there are numerous platforms for parents to use and asked if there is consideration for a common platform. Interim Director De Faveri stated that he was aware of a parent dashboard as a one stop shop to try to simplify the system used by our co-terminous Board. Discussion will be held with Information Systems Dpt to ask if there is a way to facilitate this request.

d) YCPIC Conference

YCPIC Chair, Martina Saverino asked all YCPIC members to email her one idea of a topic for a conference to be voted on at the next YCPIC meeting.

e) YCPIC Social

YCPIC Chair, Martina Saverino suggested a YCPIC Social be scheduled for the new year as it was well attended in 2023-2024 by Catholic School Council members. The Catholic School Council member would bring back information to their respective CSC and disseminate to their community.

Associate Director Jennifer Sarna will send YCPIC Executive information on *Policy 603A School Fundraising* regarding “games of chance”, as bingo or raffles require a permit or license. (Each municipality has their own fee and rules.)

16.0 ADJOURNMENT

Vice Chair Martina Saverino adjourned the meeting at 8:24 PM.

Motion: Genevieve Simnet

Seconded: Maria Praveen

MOTION CARRIED

NEXT MEETING: January 20, 2025

YCPIC

12/31/2024

| 2024-25 to date | Amount \$ |
|-------------------------------------|---------------|
| Budget: | |
| Parent Engagement Board Amount | 5,000 |
| Parent Engagement Per Pupil Amount: | 8,316 |
| Total Budget: | 13,316 |
| Spend: | |
| Total Spend: | - |
| Budget less Spend: | 13,316 |

4. CODE OF ETHICS

A YCPIC member shall consider the best interests of all students.

A YCPIC member shall be guided by the YCPIC's and the Board's mission statements.

A YCPIC member shall act within the limits of the roles and responsibilities of the YCPIC, as identified by these YCPIC By-Laws, the Board, and the Ontario Ministry of Education.

A YCPIC member shall become familiar with the Board's policies and operating practices and act in accordance with them.

A YCPIC member shall maintain the highest standards of integrity.

A YCPIC member shall recognize and respect the personal integrity of each member of the Board Community.

A YCPIC member shall treat all other YCPIC members with respect and allow for diverse opinions to be shared without interruption.

A YCPIC member shall encourage a positive environment in which individual contributions are encouraged and valued.

A YCPIC member shall acknowledge democratic principles and accept the consensus of the YCPIC.

A YCPIC member shall respect the confidential nature of some Board business and respect limitations this may place on the operation of the YCPIC.

A YCPIC member shall not disclose confidential information.

A YCPIC member shall limit discussions at the YCPIC meetings to matters of concern to the Board Community as a whole.

A YCPIC member shall use established communication channels when questions or concerns arise.

A YCPIC member shall promote high standards of ethical practice within the Board Community.

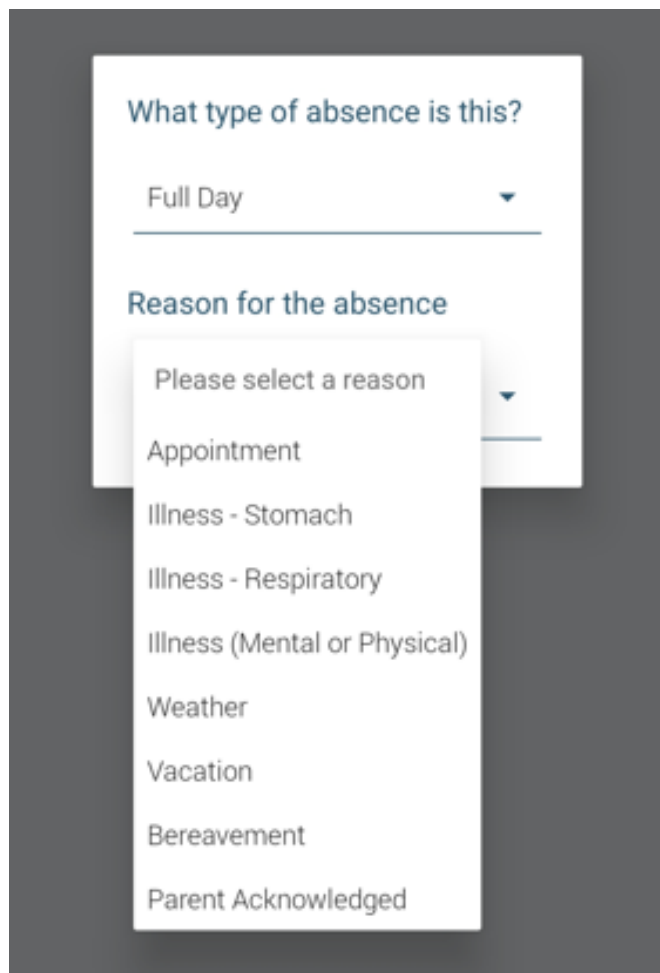
A YCPIC member shall declare any conflict of interest.

A YCPIC member shall not accept any payment or benefit financially from YCPIC involvement.

| | | |
|--|---|--|
| Creation Date: 02/24/2011 YCPIC By-Laws | York Catholic District School Board All paper copies are for reference only. Master copy at YCDSB Website | Last Updated on: 09/24/2024 9 of 22 |
|--|---|--|

YCDSB School Messenger Absence Dropdown Options

Current Options



The image shows a screenshot of a web form titled "What type of absence is this?". Below the title, there is a dropdown menu with "Full Day" selected. Below this, there is another dropdown menu titled "Reason for the absence" with the placeholder text "Please select a reason". This second dropdown menu is open, displaying a list of options: "Appointment", "Illness - Stomach", "Illness - Respiratory", "Illness (Mental or Physical)", "Weather", "Vacation", "Bereavement", and "Parent Acknowledged".

What type of absence is this?

Full Day ▼

Reason for the absence

Please select a reason ▼

- Appointment
- Illness - Stomach
- Illness - Respiratory
- Illness (Mental or Physical)
- Weather
- Vacation
- Bereavement
- Parent Acknowledged

Proposed Options (without YRPH options)

Informational Text (Hover Text)

- | | |
|------------------|---|
| 1. Appointment | Medical, dental, or similar appointment |
| 2. Illness | Feeling sick or unwell |
| 3. Mental Health | Child unable to attend due to emotional or psychological challenges |
| 4. Weather | Unable to attend due to inclement weather |
| 5. Vacation | Family trip or holiday |
| 6. Bereavement | Absence due to a death or a similar loss |
| 7. Parent Aware | Parent approves or acknowledges the absence |
-

Proposed Options (without YRPH options)

York Region Public Health collects absence data to track trends and support health analysis. Please select the appropriate reason for the absence.

Informational Text (Hover Text)

- | | |
|-------------------------|---|
| 1. Appointment | Medical, dental, or similar appointment |
| 2. Illness – Stomach | Digestive issues like stomach flu, causing symptoms such as vomiting and diarrhea |
| 3. Illness- Respiratory | Conditions affecting the lungs and airways, such as colds, flu, or pneumonia |
| 4. Mental Health | Child unable to attend due to emotional or psychological challenges |
| 5. Weather | Unable to attend due to inclement weather |
| 6. Vacation | Family trip or holiday |
| 7. Bereavement | Absence due to a death or a similar loss |
| 8. Parent Aware | Parent approves or acknowledges the absence |

YCDSB 2025 Conference Topics

| Topic | YCPIC Member |
|--|---------------------|
| Partnering with the Next Generation of Leaders | Yan Zhou |
| Cyberbullying | Rina George |
| Resilient Learners | Genevieve Simnett |
| Mental Health In Our Children | Nicole Young |
| Turning Stress Into Strength | Josie Belluomini |
| Financial Literacy for Families | Jaclyn Toma |
| Tools / Methods / Ideas to assist parents in identifying and facing online threats from external authors and platforms and their impact on mental health | Marcos Paulino |
| The Importance of Understanding That We Are All Neurodivergent | Martina Saverino |

CADDAC
Education
Report:
Where does the
YCDSB stand and
how can we
improve?



Who is CADDAC?

- The **Centre for ADHD Awareness, Canada** (CADDAC) is a **national not-for-profit organization** providing leadership in awareness, education and advocacy for ADHD across Canada.
- CADDAC is committed to increasing the understanding of ADHD and therefore decreasing the stigma, by providing up-to-date scientific information on ADHD.





What is ADHD?

Sources:

“Epigenetics And ADHD: The Impacts Of Environment, Lifestyle, And Stress”, Joel Nigg, Phd., ADDitude, April 8, 2024.

“The Future of ADHD Research: Promising Frontiers”, Peter Jensen, M.D., ADDitude, Updated November 5, 2024.



- ADHD or Attention Deficit Hyperactivity Disorder is primarily **a disorder of self-regulation.**
- Self-regulation weaves together all the older theories of ADHD into one cohesive picture; it is also what allows humans to **manage impulses, engage or disengage attention, navigate between deliberate and automatic responses to different situations.**
- The ability to self-regulate is managed across the brain in **highly interconnected** ways; similar **brain nodes regulate both attention and emotion** – and when one area isn't performing well, the others suffer too.
- Emerging research also suggests that these neurological wrinkles may be **driven by the environment as much (or more) than they are by genes.**
- **In a nutshell, environment and experiences affect a human's development and behaviour in an enduring fashion – actually altering regions of the DNA, with effects that may last for an entire lifetime.**



- ADHD is highly heritable; however, environmental influences are exceptionally important in **determining whether, when, and how a set of genes will manifest in ADHD symptoms.**
- **This area of research** – how certain genes are differentially expressed due to difference in environments – **is in its infancy.**
- **Several studies** have already shown that the severity and persistence of ADHD can be a function of parent-child interactions and supervision across different settings. This is not a “blame the parents” finding, but, instead, **suggests that certain interventions from caregivers (and possibly teachers, coaches, and other adults) may mitigate a child’s symptom severity and persistence.**

Facts on ADHD

- Conservatively, ADHD affects **1.5 million Canadians** (Manos, 2010, Statistics Canada, 2017).
- ADHD occurs in at least **4% of adults and 5% of children worldwide**.
- In adulthood, the number of females diagnosed compared to the number of males is close to equal, (Faraone et al., 2000) yet we continue to diagnose triple the number of boys to girls in childhood. (Young et al., 2020).
- A metanalysis (Arnold 1996, Quinn 2008) indicated that females present more often with the primarily inattentive presentation, which does not include hyperactivity and impulsivity. This results in girls looking more passive, day dreamy, disorganized, easily overwhelmed and sluggish than annoying and disruptive, which are generally the symptoms that prompt referral for assessment. (Mowlem 2018; Young et al., 2020)
- ADHD remains under-recognized and under diagnosed and misdiagnosed in Canada

Sources:

- “Girls and Women with ADHD: our missed forgotten and most vulnerable”, CADDAC, 2021.
- “What you Need to Know About ADHD: Attention Deficit Hyperactivity Disorder”, CADDAC,

Research has shown that ADHD:

- Can reduce life expectancy as much as 22 years, 2.5 times more than the four leading health risks, obesity, smoking, alcohol use and coronary heart disease combined; (Barkley, Fisher 2018)
- Increases rates of mental health conditions such as anxiety, depression, other mood disorders, substance abuse and eating disorders: (Wilens, Biederman 1998; Lee 2011; Charach, Yeung, 2011)
- Increases the likelihood of attempting suicide (14.0% with ADHD vs 2.7% without); (Esme Fuller-Thomson et al., 2020)
- Results in fewer years of education; (Barbaresi et al, 2007)
- Reduces employment by 10 – 14%, reduces earnings by 33% and increases social assistance; (Fletcher, 2014)

Source: “Girls and Women with ADHD: our missed forgotten and most vulnerable”, CADDAC, 2021.



2021 CADDAC Report Card: ADHD in the School System

Primary Goal

The main goal of this report card is to review whether students with ADHD have equitable access to educational accommodations, across all of Canada, as do students with other neurodevelopmental disorders such as learning disabilities and Autism. The report also draws attention to changes in provincial systems that have occurred since the last report in 2010, or are expected to occur in the near future.

Method

At the end of 2020 each Minister was contacted (except for Quebec, due to a lack of CADDAC bilingual staff at the time) informing them that CADDAC was requesting to discuss if and how their Ministry was recognizing ADHD as the serious disability and learning risk that research has proven it to be. Ministries were asked if students with ADHD were able to access special education resources and accommodations for their disability and under what conditions.

Results

No province or territory received an “excellent grade because no province was able to confirm that their educators were trained in ADHD. Most also did not have easily accessible information on ADHD should an educator wish to educate themselves. In addition, whether a system is one of inclusion or identification, if a teacher or principal, rather than a specialized team, is solely relied on to recognize special needs and develop learning plans, the educators’ level of knowledge of ADHD becomes paramount.

Unfortunately, three provinces received a grade of “unsatisfactory” however; we would like to go so far as to say they are failing to provide access to services. **These three provinces all continue to use a system of identification that excludes ADHD from their categories or codes.**

The current systems in these provinces can bar students with ADHD from being recognized as students with a disability, thus possibly preventing them from accessing special education services unless they have a co-existing disability listed under a category or code. We also feel that labelling students with ADHD as “at risk” does not go far enough. **Formal recognition of a student, as a student with a disability, is not a small matter. It not only secures the student’s right to access special education resources throughout their academic career, but it also makes an individualized plan (IEP) a legal “must”, and changes how a student may be disciplined.**



The Identification System

- The “Identification” system generally entails a review of medical or psychological documentation and a discussion of the student’s level of success and perceived needs by a committee or school team. This team then decides whether the student meets the outlined criteria (being impaired enough and with a disability listed as a category or code) to be deemed a student with a disability recognized by the ministry. After this occurs the classroom or special education teacher is charged with developing an individualized education plan.
- Educators must be aware of ADHD’s learning risks and common functional impairments in order to recognize what they are seeing as a disability rather than a lack of motivation or discipline.
- If the student receives identification due to a coexisting condition (such as behaviour), that condition, rather than ADHD becomes the focus of the educational plan.
- While some school boards within a province may allow IEPs to be put in place without identification, some do not. Even when they do, the plan may be pulled at the school’s discretion since the student has no official “right” to resources and accommodations.
- If students are required to use data driven testing, such as neuropsychological testing, to prove their level of need, discrimination occurs since these tests alone do not accurately qualify functional ADHD impairments.



ONTARIO

Grade: Unsatisfactory/Fail

Current System: Identification
(System not tied to funding / ADHD is excluded in categories)

The Ministry states that “The inclusion of some medical conditions in the definitions of exceptionalities, in policy documents, is not intended to exclude any other medical conditions that may result in learning difficulties, such as ADHD.” However, many school boards refuse to identify students with ADHD as students with a disability through the required Identification, Placement and Review Committee (IPRC) process, while they do officially recognize students with other neurodevelopmental disorders that are included in the categories.

The Ministry also states that “Students with ADHD who require special education programs and/or services would have their learning needs addressed by their school board through an Individual Education Plan (IEP). The determining factor for the provision of special education programs and/or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of individual students based on the individual assessment of strengths and needs.” However, the level of individual need required to trigger an IEP is at a school’s discretion. Schools may also remove IEPs at their discretion, with some school doing so as policy when students enter high school.

A recent committee developed proposed accessibility standards for [K-12 education](#) recommending that that disability-related education efforts should extend to all students with any kind of disabilities, as disability is defined in the Charter of Rights, the Ontario Human Rights Code, and not just to students recognized in the categories of exceptionalities.

Strength

If a student with ADHD has a coexisting disorder, they may qualify for an IPRC, however that impairment would become the focus of accommodations negating support for their ADHD. IEPs may be implemented at the discretion of a school if academic issues are of concern, unfortunately, schools most often focus on failure rather than asking if a student is meeting their potential. IEPs are considered a legal document.

Concerns

Whether it is the intent of the Ministry or not, the inclusion of some disabilities and exclusion of others in the list of categories has led to inconsistent and inequitable access of education supports when compared to students with other neurodevelopmental disabilities. This exclusion has stymied training on ADHD, fuelled educators’ misconceptions of ADHD symptoms being a behavioural choice rather than a learning need, thereby reducing the likelihood of an IEP being implemented. Also, without being identified as students with a disability, students impairments go unrecognised as potential mitigating factors when discipline is considered.

General lack of educator training.



Thank you! Merci Beaucoup!

Sources:

[What-You-Need-to-Know-About-ADHD_Final-2.pdf](#)

<https://caddac.ca/wp-content/uploads/ADHDReportCardCompleteENGrev2021-final-1.pdf>

[Girls-and-Women-with-ADHD-FINAL-1.pdf](#)

https://www.additudemag.com/adhd-research-predictions-gut-brain-epigenetics-medication/?ecd=wnl_additude_250109_cons_adhd_treatment&goal=0_d9446392d6-e5814fe005-327251855

<https://www.additudemag.com/epigenetics-and-adhd-how-environment-impacts-symptoms/>

Additional Resources

CADDAC Parent Support Groups:

<https://caddac.ca/programs-and-events/#parenting-programs>

4th Monday of each month from 7 – 8:30pm EST

2nd Thursday of each month from 9:30pm EST

Parent / Educator Resources:

Webinar: “Learning and ADHD: Assisting Your Child to Find Success at School”, November 2021 with Heidi Bernhardt, RN, CADDAC’s Director of Education and Advocacy

<https://youtu.be/Mjs3QEFULf8>

Tip!

It’s common for ADHDers to be motivated (or distracted) by:

Interest

Novelty

Challenge

Urgency

Passion

Source:

@allthings_adhd,
March 4, 2023

