

2021 Report Card: ADHD in the School System

CADDAC

The Centre for ADHD Awareness, Canada

The Centre for ADHD Awareness, Canada (CADDAC) is a national, charity dedicated to improving the lives of Canadians affected by ADHD through awareness, education and advocacy.



Executive Summary

Education systems, hence special / inclusive education systems, (some provinces no longer use the term “special”) in Canada are under provincial and territorial jurisdiction. It can be quite challenging to understand the variations in these systems across all provinces and territories, especially when considering what they mean to students with Attention Deficit Hyperactivity Disorder (ADHD).

These systems fall into two general types, those that use a system of identification, explicitly identifying a student as an exceptional learner within a category or code, or those that use a system of inclusion, mandating boards and principals to meet the needs of all students with exceptional needs. How these systems are implemented can greatly alter the type and amount of supports students with ADHD can receive, or if they receive additional education resources at all.

Most parents of students with special education needs, no matter the province, would agree that accessing additional education supports for their children and having them implemented on a daily basis requires continuous advocacy. They would also likely agree that a lack of funding, resources, and trained staff exists across all provinces and territories. While these issues are significant and frustrating, they are not the issues that we are addressing at this time. The following report compares special education systems across Canada and documents if and how these systems offer students with ADHD access to the support, resources and accommodations they require to reach their academic potential.

Primary Goal

The main goal of this up-dated report card is to again 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 our last report in 2010, or are expected to occur in the near future.

This overview was done with the hope that we would be able to compile easy to understand information on how Canadian Special Education Systems recognize, identify and service students with ADHD in elementary and high schools. Our aim was to inform parents and other stakeholders.

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 a meeting 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. For instance, would accommodations be provided even if the student was performing “well enough”. In addition, ministries’ web sites were evaluated to ascertain the quality of ADHD information on their sites. These findings led to discussions on how this could be improved. The ministries were also asked if training on ADHD for educators was available and easily accessible.

The Minister of PEI chose to only confirm receipt of our e-mails so no meeting occurred. Information for Quebec and PEI was obtained from their web sites and through discussions with professionals working in their systems. (No significant changes had occurred in either province since 2010.) Without this assistance, a full understanding would not have been possible

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and we whole heartedly thank the ministries and professionals for their assistance and engagement. The aim of this report was to condense complex information in a way for it to be reader friendly. We ask for the Ministries' understanding on this issue. A "Report Card" was developed comparing the systems, outlining their strengths, weaknesses and our concerns. Rankings were then assigned to the systems.

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.

Four provinces received a grade of "Good". The only concern for these provinces was their lack of educator training. In general, their systems offered a way for students with ADHD to access supports without systemic roadblocks.

Six of the provinces received a "Satisfactory" grade with two or three concerns expressed. While these potential concerns were important enough to receive our attention, it must be noted that some of the provinces are currently trying to address some of these concerns, while others are not.

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 BC Ministry has notified us that they are moving to a system of inclusion. When this occurs, their grade would be reassessed.)

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 rights to access special education resources throughout their academic career, but it also makes an individualized education plan (IEP) a legal "must", and changes how a student may be disciplined.

Please refer to the individual provincial/territory section for details on how each province and territory fared.

Conclusion

It is clear that the task of ensuring that students with ADHD receive accommodations for their disability, which will assist them in reaching their full academic potential, is a complex but important one.

It is our hope that this valuable research will shine a light on the issues facing students with ADHD across Canada. Further, it is our hope that this report will stimulate the Ministries of Education across Canada to review their policies and practices that impact students with ADHD to ensure that ALL students with ADHD, regardless of where they live in Canada, are able to receive the appropriate accommodations and resources required to allow them to meet their full academic potential.

Preface

Special Education Systems

To aid in the understanding of the comparison chart of special education systems across Canada, we have provided some further explanation and commentary on different education systems and current education terminology.

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 under 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.

The Inclusion System

The “Inclusion” system does not require a student to be formally recognized as a student with a disability prior to receiving additional resources and supports. Generally, a teacher or parent can bring attention to a struggling student. A teacher may implement some teaching strategies to see if the student continues to struggle before bringing the student to the attention of an education team or implementing more supports and accommodations. Next steps to additional supports and possible assessments depend on how the systems and funding has been designed by each province or territory. A trend to moving into a system of inclusion has occurred during recent years.

Two provinces have transitioned fully or partially from systems of identification to systems of inclusion since our 2010 review, and two more have stated that they are preparing to do so in the near future.

The Inclusive Education Model and Inclusive Classroom

All ministries and territories, regardless of which system they are currently using, claim to be using an [“Inclusive”](#) model of education where all students are welcomed in their home schools and regular classrooms. However, the degree in implementation of the “inclusive system” varies between provinces and territories from absolute inclusion of all students, no matter their level of need, to most students with less severe disabilities remaining in the general classroom. It is interesting to note that our 2010 report stated that “Without adequate funding and resources this system (inclusive) can result in an overwhelming load placed on the classroom teacher. Students with sensory issues or extensive needs may not be able to cope in a regular classroom setting.” It seems that this very issue has occurred in at least one province.

Universal Design

Universal design is a method used to create environments and materials that meet the needs of a variety of students with different physical and mental abilities so they can all succeed in the same environment or classroom. Most ministries use this term when speaking about their inclusive classrooms.

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Strengths and Weaknesses

Both systems have positives and negatives. A great deal depends on how each system is implemented. Either system can fail if teacher training is insufficient. 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. This may be even more important in the inclusion system where educators are expected to flag students who are struggling. Monitoring the delivery of services and student outcomes is essential in both systems. If a "wait-to-fail" approach is in place in either system, supports will come too late for some students and the system will be discriminatory for others. Brighter students who are not failing but also not working to their potential will be overlooked and excluded from receiving the supports they require to meet their potential.

The Identification System

The "Identification" system, when designed to ensure that all students with special needs can be identified, provides the student with paperwork documenting their right to receive resources and accommodations to the end of their secondary career. Unfortunately, at this time, several provinces have categories of exceptionality or codes with definitions that bar students with ADHD as being officially identified. When this occurs, the system meant to assist students with exceptional needs instead blocks that very assistance.

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.

This lack of recognition of ADHD has caused educators to question the validity of ADHD as a learning risk, even though research has proven it to be. In addition, 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.

The Inclusion System

This system has the strength of being able to implement supports quickly with a minimum of paperwork and has the ability to recognize all students with disabilities. However, the lack of official documentation can also be a weakness. In several provinces and territories parents have expressed concern that ministries are moving away from developing IEPs, considered legal documents that can be used to hold schools accountable, to less recognized documentation. Also, if educational plans are only used when academic issues are of concern, as mentioned before, bright students may not receive supports. Possibly the most serious concern, is a move to total classroom inclusion, regardless of students' level of need, without sufficient funding, resources and staff. This has been proven to result in overwhelmed educators and insufficient student support.

ALBERTA

Grade: Good

Current System: Identification/Inclusion

(Identification not linked to funding since 2020/21 school year)

Coding is not required to receive special planning, however, once a special education code is assigned, school staff must develop an Individualized Program Plan (IPP) for the student. The classroom teacher is responsible for providing services and writing an IPP.

The province continues to use Special Education Coding Criteria <https://open.alberta.ca/publications/2368-3627> to identify and monitor trends and changes in student population. Students with a primary diagnosis of ADHD continue to be included under the mild/moderate physical/ medical disability category. ADHD is not included in the severe physical/medical disability category.

Information for educators found in Inclusive Education Library, <https://www.learnalberta.ca/content/inmdict/html/adhd.html>

Strengths

Supports can be put in place without coding which would allow for immediate support, but once a code is put in place, an IPP becomes a must, which secures supports. Information on ADHD can be found on the web site.

Minimal Concern

If teachers are responsible for writing and implementing the IEP they must be trained.

General lack of educator training.

Current System: Identification

(Funding currently linked to identification / Ministry states that they are moving into a system of Inclusion)

Currently the province is still using a system of identification that ties funding to the number of students recognized under special needs categories. ADHD is excluded in these categories. Students with ADHD are not recognized as students with a disability.

The Ministry reports that they are moving to an inclusive model and have developed new guidelines. This system would move away from identifying impairments under a medical model. Designation would only be used for supplemental funding. The manual developed looks at five domains with ADHD recognized under the cognitive domain.

The Ministry shared that they have tried to include ways to hold schools accountable with the enhancement of the student learning responding order in this new model.

Strengths

When the province moves to a system of inclusion concerns should be negated in time, as long as a concerted effort is made to educate educators on ADHD, its effect on learning and appropriate teaching strategies and classroom accommodations.

Concerns

The inclusion of some disabilities and exclusion of others in the list of categories has led to inconsistent and inequitable access of education supports. This exclusion has stymied training on ADHD, fuelled educators' misconceptions of ADHD symptoms being a behavioural choice rather than a serious learning need, thereby reducing the likelihood of an IEP being implemented. Also, without being identified as students with a medical disability, students impairments go unrecognised as potential mitigating factors when discipline is considered.

There is inconsistent and inequitable access of disability accommodations and other educational supports for those with ADHD when compared to students with other neurodevelopmental disabilities.

MANITOBA

Grade: Good

Current System: Inclusion

Students with additional needs can be flagged by parents or educators. No medical documentation is required. A classroom profile and school profile can be developed to document special needs but adaptations (accommodations) may be put in place without a Student Specific Plan (SSP).

If this is not enough the student can be referred for a specialized assessment. This can be done by a special education teacher with a masters, a psychologist, or other experts such as a speech and language or occupational therapist. The student need not be 2 years behind for this to occur. An SSP can be done even if a specialized assessment is not done, but it becomes a must if one is done. It should be reassessed yearly.

A team of educators, with the support of special education teachers, can develop these SSPs to be individualized. The team prefers to focus on personal impairments rather than a diagnosis.

Strengths

Supports that can be put in place without medical documentation would allow for immediate support and an SSP. The ability to refer to a specialized assessment and the requirement of an SSP thereafter, with yearly reassessment, would help identify and document impairments and secure supports. A team approach for writing individual SSPs would allow for additional expertise.

Concerns

General lack of Educator training.

Current System: Inclusion

(Total inclusion in classrooms as per Policy 322)

Policy 322 was implemented in 2013, but is currently being reviewed. The intention is not to move away from inclusion but to adjust and add supports where needed.

Students can be flagged as requiring a Personalized Learning Plan (PLP) through many routes, prior to entering school, by coming from another school, after interventions failed, a psychological report, by the teacher, team or parents. The PLP is a team decision.

Universal accommodations as well as justifiable accommodations when needed are used.

Strengths

Using a variety of routes to flag students in need and a team approach can facilitate supports. The use of both universal and justifiable accommodations would allow for individualized learning plans.

Concerns

The move to total classroom integration of students at all levels of need, without additional funding and supports, has led to inadequate support for students with special needs and overwhelmed educators. In the beginning of 2020, the Ministry called for a review of New Brunswick's inclusive education policy and launched a province wide tour to gather feedback from educators and parents. Parents and educators alike expressed concerns about schools not having the proper supports and resources in place for children with special needs.

General lack of educator training.

NEWFOUNDLAND LABRADOR

Grade: Satisfactory

Current System: Identification

A student can only access special education service if he or she has an exceptionality. ADHD is recognized as an exceptionality under the category of Neurodevelopmental and Related Disorders, www.gov.nl.ca/education/k12/studentsupportservices/exceptionalities/#neuro

Please note that, this document also stipulates that the disorder must affect the student's educational performance, the student must be diagnosed by a health care professional, and that ongoing healthcare services are recommended.

The Ministry states that "All Kindergarten to grade 12 students with an exceptionality can access individualized programming, as required, based on the results of comprehensive assessment and determined by the student's program planning team."

Strengths

ADHD is recognized under the appropriate category allowing for accommodations. This also increases the understanding amongst educators that ADHD is a serious learning risk.

Concerns

Stipulating that ADHD must affect a student's performance can significantly weaken this system. If and by how much ADHD weakens a student's progress is often subjective. Schools most often focus on failure rather than asking if a student is meeting their potential.

Demanding a diagnosis, ongoing medical treatment, and basing individualized programming on comprehensive assessments could significantly delay supports being implemented and decrease the chance that they are ever put in place, especially if medical and psychological resources are not easily and freely available.

General lack of educator training.

NORTHWEST TERRITORIES

Grade: Satisfactory

Current System: Inclusion

A Student Support Plan (SSP) can be developed by the teacher or the student can be brought to the attention of the school-based support team or support teacher for their assistance in developing the individualized plan.

Research will be done to discover any underlying causes to learning issues with outside medical people brought in when required. The diagnosis is never the focus, rather the individual profile and needs are the focus.

Currently a student educational plan is not referred to as an IEP unless significant changes are made to the student's education plan, however discussion has occurred about moving towards BC's model of using the term IEP for accommodations.

If a teacher flags an issue as behaviour, the team or support teacher would evaluate the situation to prevent the child from being labelled as a behaviour issue.

Strengths

Allowing the teacher to develop an SSP immediately, having the option of utilizing a team to develop the education plan and allowing for further investigation with the use of outside experts, allows for the immediate initiation of supports with the flexibility of accessing expert knowledge.

Concerns

Since an IEP is only initiated if significant changes are made to the student's educational plan, the legal accountability behind SSPs might be in question. Are SSPs a legal document that must be implemented?

General lack of educator training.

Current System: Inclusion

The Inclusive Education Policy (<https://www.ednet.ns.ca/docs/inclusiveeducationpolicyen.pdf>) released in 2019, states that every student should be taught within a common learning environment, with flexibility that is based on the student's strengths and challenges, and every student, including those with special needs, should receive full-day instruction every day.

The Ministry also stated in an e-mail that “challenges are addressed within a multi-tiered system of support. Collaboration that occurs between classroom teachers and specialized staff, such as School Psychologists and Learning Support Teachers, is conducive to sharing knowledge about developmental diversities of childhood and supports capacity building within the classroom setting.” A follow-up meeting clarified that support is not linked to a diagnosis, but the diagnosis can be considered when looking at the student's needs. However, an Individual Program Plan (IPP) is only developed if academic issues are of concern.

Strengths

The use of a multitiered support system with collaboration between teachers and specialized staff would allow for the sharing of expertise in ADHD. The statement that full day education is expected for all would help prevent exclusion. Support not linked to a diagnosis would help ensure a needs-based system.

Concerns

If IPPs are only developed when academic issues are of concern appropriate accommodations may not be implemented, especially when educators are insufficiently trained in ADHD. The misinterpretation of ADHD impairments as behavioural choices, rather than medical impairments that result in a student not working to their potential, might prevent an IPP from being implemented.

General lack of educator training

Current System: Inclusion

The Nunavut Education Act was revised in 2020. The User's Guide of the Act explains that principals, rather than District Education Authorities (DEAs) now have the responsibility to oversee the implementation of inclusive education in their schools and that teachers must now assess all students to determine if they need inclusive education adjustments rather than only those students who they believe need additional services and supports.

In addition, the classroom/home room teacher will be charged with developing and reviewing Individual Student Support Plans (ISSPs) in consultation with student support teachers, parents, and students as well as assessing the student's success.

ISSPs will not be designed on a diagnostic model, but rather around strengths and needs. Due to physical distance access to speech and language and occupational therapists as well as behaviour supports are generally only accessible remotely. A guide to supporting students with ADHD is slated to be available in the 2021/2022 school year.

Strength

Increased clarity of the roles and responsibilities of educators for the development and implementation of inclusive education adjustments will increase accountability. Assessing all students for additional needs, designing ISSPs around strengths and needs and using a team approach in their development will improve the quality of student plans. The future development of a guide to supporting students with ADHD is a positive step. .

Minimal Concern

With teachers now being responsible for ISSPs training is a must along with access to student support teachers.

There is a current lack of educator training. There is a possibility that this might be remedied.

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.

PRINCE EDWARD ISLAND

Grade: Satisfactory With Concerns

Current System: Inclusion

Schools may be alerted to possible needs by teachers, parents and through medical documentation but the school team will decide on the level of adaptation and modification that is required. An Adaptive Learning Plan (ALP) may be put in place if academics are of concern. An adaptation and modification form, not necessarily tied to an ALP, may also be filled out at the discretion of the teacher. An Individual Education Plan (IEP) form is only developed for students that are not working towards academic goals. The IEP will state accommodations and modification that are to be followed.

Strength

Support not linked to a diagnosis would help ensure a needs-based system.

Concerns

Having a school team solely responsible for decisions on the level of adaptation and accommodations is of concern. If ALPs are only developed when academic issues are of concern appropriate accommodations may not be implemented, especially when educators are insufficiently trained in ADHD. Since an IEP is only initiated when a student is not pursuing academic goals, the legal accountability behind ALPs and adaptation and modification forms might be in question. Are these legal documents that must be implemented?

General lack of educator training.

Current System: Identification

(Funding linked to identification with additional allocation for “students at-risk”)

ADHD is not recognized in the Ministry’s codes. In addition, students recognized as being under H or TGC by school boards are assigned a difficulty code that can lead to additional funding. ADHD does not qualify for these codes. By law, students who have a code and are identified with a special need require an IEP.

In 2000, the Ministère de l’Éducation adopted the idea of at-risk students and abolished the declaration of students as having social maladjustments or learning difficulties. The [policy](#) was created in order to detect difficulties and intervene as soon as they appear. Schools may develop and implement IEPs at their discretion in accordance to school board policy of the allocation of services. ([Frequently Asked Questions Regarding Students with Special Needs and Students At-Risk](#)) Special education resources are not often allocated unless the student is coded. Plans are often removed at the high school level.

Resource teachers and behavioural techs can assist with the development of IEPs.

Strength

Some students with ADHD may be deemed at-risk students and receive an IEP. The legal weight behind these plans is unknown to us.

Concerns

The inclusion of some disabilities and exclusion of others in the list of categories has led to inconsistent and inequitable access of education supports. This exclusion has stymied training on ADHD, fuelled educators’ misconceptions of ADHD symptoms being a behavioural choice rather than a serious learning need, thereby reducing the likelihood of a learning plans being implemented. Also, without being identified as students with a medical disability, students impairments go unrecognised as potential mitigating factors when discipline is considered.

Inconsistent and inequitable access of disability accommodations and other educational supports for those with ADHD when compared to students with other neurodevelopmental disabilities.

General lack of educator training.

Current System: Identification

(The Ministry reports that they will be moving to a system of inclusion)

Currently ADHD is still recognized under the Neurodevelopmental Disorder Category, however, the Ministry reports that they are transiting into a system of inclusion where no diagnosis is needed and supports will be on a needs-based model. Learning needs are to be identified by the teacher.

An Inclusive and Intervention Plan (IIP) is developed by a school team which consists of a support teacher, school division leadership and others like occupational therapists and parents, with needs identified by the teacher and parents.

Schools are asked to report on intensive support numbers at classroom, school and community levels.

Strength

ADHD recognised in Neurodevelopmental Disorder category frames students' impairments in the correct context. The move to inclusion where no diagnosis is required will possibly speed up the implementation of interventions. The IIPs developed by a school team will allow for expert input.

Minimal Concern

General lack of educator training.

Current System: Inclusion

Generally, a teacher would flag a student as having exceptional needs or that they were struggling. A parent could also report that the student was struggling. The student would then be brought to the school team's attention and they would meet to discuss supports. They do not use categories but do divide into intensity of needs.

The territory is moving away from using IEPs for students with special needs. IEPs will now only be used for students who have a modified curriculum and are not expected to graduate high school. Student Learning Plans (SLPs) will be used for all other students. SLPs will be reviewed yearly and up-dated when needed.

Strength

Allowing educators and parents to flag a student's struggles will increase the number of students identified as having needs and using a team approach to developing supports will allow for access of expertise.

Concerns

In 2019, the Auditor General of Canada issued a report stating that "the Department did not monitor its delivery of services and supports to students who had special needs, nor did it monitor these students' outcomes,". This was followed by a review of services. Parents and organizations have expressed concerns that taking students off IEPs will mean that schools and boards will be less accountable since IEPs are part of the Education Act but SLPs are not.

General lack of educator training.

Assessment Criteria	Provinces													
List of Concerns	AB	BC	MB	NB	N&L	NT	NS	NU	ON	PEI	QC	SK	YT	
Inconsistent and inequitable access of disability accommodations and other educational supports for those with ADHD when compared to students with other neurodevelopmental disabilities.		*							*		*			
ADHD students with learning needs are <u>not</u> recognized as students with disabilities under the Ministry’s designated categories and codes and therefore do not routinely receive special education supports.		*							*		*			
Students' level of need or performance / being deemed at-risk / the ability to receive an IEP is dependant on school interpretation and educators ADHD knowledge		*			*		*		*	*	*			
Reports of insufficient monitoring of outcomes / insufficient resources to meet the needs				*									*	
Some concern over change of term away from IEPs and the limiting of IEPs						*				*			*	
Insufficient educator training	*	*	*	*	*	*	*	*	*	*	*	*	*	
Grading Criteria														
Excellent	No concerns													
Good	1 or minimal concerns													
Satisfactory	2 concerns													
Satisfactory with Concerns	3 concerns													
Unsatisfactory/Fail	4 concerns													

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