

Section S:

Special Education Staff

We value your feedback! Please click this feedback link to leave your comments on the Special Education Plan. All feedback must be received by February 28, 2027.

Purpose of the Standard

To provide specific details on board staff to the ministry and to the public

The charts below include information on the types of staff who provide special education programs and services, and outline the range of programs and services offered and the qualification required for the categories of staff listed. This is **projected staffing** for the 2026-2027 school year and may change throughout the school year.

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of Exceptional Students		
1.1. Teachers for Resource - Withdrawal Programs	704.5	• Special Education Additional Qualification
1.2. Teachers for Self-Contained Classes	1011.5	• Special Education Additional Qualification
2. Other special education teachers		
2.1. Itinerant teachers	72	• Special Education Additional Qualification • Teaching Students of the Deaf • Teaching Students of the Blind
2.2. Coordinators	16	• Special Education Additional Qualification • Other qualifications as required for program
2.3. Consultants	35	• Special Education Additional Qualification
3. Educational assistants in special education		



Special Education Staff	FTEs	Staff Qualifications
3.1. Educational Assistants	754	- Two-year community college diploma (ECE, DSW) 6 months related experience providing intensive support to children/adolescents with high-risk needs, or an equivalent combination of education and experience
3.2. Child and Youth Workers	400.5	Child and Youth Care or Child and Youth Worker Diploma with minimum one year's experience working with youth/adolescents in a school setting or equivalent combination of education and experience; experience working with children/ adolescents from equity seeking communities
3.3. Special Needs Assistants	993.5	Two-year community college diploma (e.g. ECE, DSW) with 3 months related experience providing intensive support to children/adolescents with moderate to severe special needs, or an equivalent combination of education and experience
4. Other professional resource staff		
4.1. Psychologists	127	- Psychologists - Doctorate and/or Master's degree in Psychology - Registration with the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) - Psychoeducational Consultants - Doctorate degree and/or Master's degree in Psychology and are not registered. They are in the process of being registered with the CPBAO
4.2. Speech-Language Pathologists	84.5	- Masters degree in Speech- Language - Registration with the College of Audiologists and Speech- Language Pathologists of Ontario (CASLPO)
4.3. Audiologists	1	- Master's degree in Audiology - Registration with the College of Audiologists and Speech- Language



Special Education Staff	FTEs	Staff Qualifications
		Pathologists of Ontario (CASLPO)
4.4. Occupational Therapists	30	• Master's degree or equivalent in Occupational Therapy • Registration with the College of Occupational Therapists of Ontario (COTO)
4.5. Physiotherapists	12	• Master's degree or equivalent in Physiotherapy • Registration with the College of Physiotherapists of Ontario (CPO), respectively
4.6. Social Workers	145	• Master's degree in Social Work • Registration with the Ontario College of Social Workers and Social Service Workers (OCSWSSW)
4.7. Registered Behaviour Analysts	13	• Master's Level Registered Behaviour Analysts (BAs)
4.8. Subtotal	412.5	
5. Paraprofessional resource staff		
5.1. Orientation and Mobility Personnel	4	• Two-year college diploma in related field and current certification by The Association for Education and Rehabilitation of the Blind and Visually Impaired • Two years' experience instructing visually impaired students to navigate independently, or an equivalent combination of education and experience
5.2. Oral Interpreters (for deaf students)	14	• Two-year community college diploma in related field (e.g., ECE, Educational Assistant, DSW) • 3 months related experience working with students with language delays, or an equivalent combination of education and experience. • Knowledge of hearing aid use and management and speech training



Special Education Staff	FTEs	Staff Qualifications
		communication.
5.3. Sign Interpreters (for deaf students)	16	- Two-year community college diploma in related fields (e.g., ECE, DSW) 3 months related experience working with students with language delays, or an equivalent combination of education and experience. - Fluency in sign language.
5.4. Transcribers (for blind students)	1	- Two-year Community College Diploma in related fields - Three years related experience or an equivalent combination of education and experience. - Certification in Literary Braille Transcription through the Canadian Institute for the Blind
5.5. Interveners (for deafblind students)	12	- Two-year community college diploma through an accredited program in deaf/blind studies (e.g., George Brown College) - Two years of experience working with students who are deaf/blind in an educational setting, or - An equivalent combination of education and experience
5.6. Subtotal	47	