

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, 2026.](#)

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 2025-2026 school year and may change throughout the school year.

Special Education Staff	FTEs	Staff Qualifications
Centrally Assigned Principals		
1.1 Centrally Assigned Principals - Family of Schools	4	Special Education Additional Qualification
1.2 Centrally Assigned Principals - Central Supports (Blind/Low-Vision and Deaf/Hard of Hearing, Autism Spectrum Disorder, Assistive Technology and Special Equipment Allocation, Education and Community Partnership Program)	3	Special Education Additional Qualification
Teachers of Exceptional Students		
2.1 Teachers for resource-withdrawal programs elementary	604.5	Special Education Additional Qualification
2.2 Teachers for resource-withdrawal programs secondary	137	Special Education Additional Qualification

Special Education Staff	FTEs	Staff Qualifications
2.3 Teachers for self-contained classes elementary	824	Special Education Additional Qualification/Other qualifications as required for program
2.4 Teachers for self-contained classes secondary	328.5	Special Education Additional Qualification/Other qualifications as required for program
Other Special Education Teachers		
3.1 Itinerant teachers <ul style="list-style-type: none"> • Tier 1 & 2 Intervention Teachers • Blind/Low Vision • Deaf/Hard of Hearing • Special Education Teachers (Alt Schools) 	(68) 8 19 29 12	Special Education Additional Qualification, Teaching Students of the Deaf, Teaching Students of the Blind
3.2 Coordinators	16	Special Education Additional Qualification/Other qualifications as required for program
3.3 Consultants	31	Special Education Additional Qualification
3.4 Assistive Technology/Special Equipment Amount Teachers	11	Special Education Additional Qualification

Special Education Staff	FTEs	Staff Qualifications
Educational Assistants and Support Staff		
4.1 Educational Assistants	852.5	Two-year community college diploma (ECE, DSW) with 6 months related experience providing intensive support to children/adolescents with high-risk needs, or an equivalent combination of education and experience
4.2 Special Needs Assistants	981	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
4.3 Child and Youth Workers	400.5	Child and Youth Care or Child and Youth Worker Diploma with minimum

Special Education Staff	FTEs	Staff Qualifications
		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
4.4 Noon hour assistants in Developmental Disability (DD) and Diagnostic Kindergarten (DK) Intensive Support Programs (ISPs)	370	<ul style="list-style-type: none"> • Noon hour assistants are responsible for supervising students with a developmental disability during the lunch period. • Completion of Grade 10 • Three months related experience supervising children with special needs, or an equivalent combination of education and experience • Ability to use adaptive equipment (e.g. wheelchair operation, walkers)
4.5 Lunchroom Supervisors for Mild Intellectual Disabilities	74	<ul style="list-style-type: none"> • Completion of Grade 10 • Related experience supervising children

Professional Resource Staff in Special Education		
Special Education Staff	FTEs	Staff Qualifications
5.1 Psychology Managers	4	Psychologists - Doctorate and/or Master's degree in Psychology with registration with the College of Psychologists and Behaviour Analysts of Ontario (CPBAO)
5.2 Psychologists, Psychological Associates, Psycho-Educational Consultants	122	<p>Psychologists - Doctorate and/or Master's degree in Psychology with registration with the College of Psychologists and Behaviour Analysts of Ontario (CPBAO)</p> <p>Psychological Associates - Master's degree in Psychology & are registered with the CPBAO</p> <p>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</p>

Professional Resource Staff in Special Education		
Special Education Staff	FTEs	Staff Qualifications
5.2 Speech-Language Pathology Managers	2	Master's degree in Speech- Language
5.3 Speech-Language Pathologists	87.5	Master's degree in Speech- Language Pathology & registration with the College of Audiologists and Speech- Language Pathologists of Ontario (CASLPO)
5.4 Audiologists	1	Master's degree in Audiology & registration with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)
5.5 Physical Therapy and Occupational Therapy Manager	1	Master's degree or equivalent in Occupational Therapy & registration with the College of Occupational Therapists of Ontario
5.6 Occupational Therapists and Physiotherapists	39	Master's degree or equivalent in Occupational Therapy or Physiotherapy & registration with the College of Occupational Therapists of Ontario (COTO) or College of Physiotherapists of Ontario (CPO), respectively.
5.7 Social Workers	141	Master's degree in Social Work & registration with the Ontario College of Social Workers and Social Service Workers (OCSWSSW)
5.8 Child and Youth Counselors	23	Bachelor degree in Child and Youth Care or Social Work with one to two years experience working with children/ adolescence in a school setting

Paraprofessional Resource Staff		
Special Education Staff	FTEs	Staff Qualifications
6.1 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 plus two years' experience instructing visually impaired students to navigate independently, or an equivalent combination of education and experience

Paraprofessional Resource Staff		
Special Education Staff	FTEs	Staff Qualifications
6.2 Oral Interpreters (for deaf students)	13	Two-year community college diploma in related field (e.g., ECE, Educational Assistant, DSW) with 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 communication.
6.3 Sign Interpreters (for deaf students)	18.5	Two-year community college diploma in related fields (e.g., ECE, DSW) with 3 months related experience working with students with language delays, or an equivalent combination of education and experience. Fluency in sign language.
6.4 Sign Language Facilitators	10	Three-year community college diploma (English ASL Diploma) with two years' experience working with deaf persons of all ages in an educational setting, or an equivalent combination of education and experience.
6.5 Transcribers (for blind students)	1	Two-year Community College Diploma in related fields plus three years related experience or an equivalent combination of education and experience. Certification in Literary Braille Transcription through the Canadian Institute for the Blind
6.6 Interveners (for deaf-blind students)	13	Two-year community college diploma through an accredited program in deaf/blind studies (e.g., George Brown College) with two years of experience working with students who are deaf/blind in an educational setting, or an equivalent combination of education and experience
6.7 Registered Behaviour Analysts (BAs)	12	Master's Level Registered Behaviour Analysts (BAs)
6.8 ABA Facilitator	4	Bachelor's Degree in related field with one to two years' related work experience or equivalent combination of education and experience; training in Applied Behaviour Analysis principles from a recognized institution