



Pacifica School District

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Preparing Students for an Evolving World

www.pacificasd.org

MEMORANDUM

Integrated Services and Human Resources

Meeting of

4/1/15

TO: Wendy S. Tukloff, Ed.D., Superintendent
For Board of Trustees

FROM: Ray Avila, Associate Superintendent

SUBJECT: Approval Signature for Specific Waiver Request for Resource Specialist Caseload at Ocean Shore School

Recommendation

It is recommended that the Board of Trustees approve the Specific Waiver Request for the Resource Specialist Caseload at Ocean Shore School for the remainder of the 2014-15 school year.

Background

The Ocean Shore Resource Specialist Program (RSP) caseload for the 2014-15 school year is at risk of exceeding the maximum caseload count of 28 students per Resource Specialist teacher. Currently the RSP caseload at Ocean Shore School is at 28 students. To be compliant, the waiver will allow for the RSP caseload to increase to 32 students. The RSP teacher at Ocean Shore School has agreed to sign the waiver and is aware that the RSP caseload could increase to 32 students by the end of the 2014-15 school year.

To prepare for a possible increase of the maximum caseload at Ocean Shore School, the authorization of a waiver is necessary as per Education Code Section 56101, and California Code of Regulations, Title 5, Section 3100, resource specialist caseload waiver: "A school district, special education local plan area, county office of education or any other public agency providing special education or related services may request the State Board of Education to grant a waiver of the maximum resource specialist caseload, as set forth in EC Section 56362(c), only if the waiver is necessary or beneficial to either; (1) to the content and implementation of a pupil's individualized educational plan (IEP) and does not abrogate any right provided individuals with exceptional needs by specified law or; (2) to the agency's compliance with specified federal law."

We thank the RSP teacher, Ms. Natalie Abinante, in agreeing to this waiver and we continue to investigate ways to support our students from the Response to Instruction and Intervention (RTI²) model that may lead to diminishing the identification of RSP students.