

SAN DIEGO CITY SCHOOLS  
Office of Instructional Support  
Special Education Programs Division

**REQUEST TO IMPLEMENT A YEAR-ROUND PROGRAM  
AT RILEY SCHOOL**

May 25, 2004

Issue/Concern

Request to implement a single-track year-round program at Riley School, a Special Education Center for seriously emotionally disturbed students.

Background/Discussion

Riley staff began investigating the year-round program in April 2003. In the fall of 2003 certificated and classified employees were surveyed. Two-thirds of both bargaining units supported a change to a year-round schedule. Three parent meetings were held in the fall of 2003. A parent survey received a 42% return rate with 64% supporting the year-round schedule.

The primary educational benefit of a year-round school is that it facilitates continuous student learning. According to a study done for the New York Board of Regents (1978), students forget much of what they learned in school while on a long summer break. This is particularly true of special education students. With year-round school less is forgotten over the shorter vacation, and teachers spend less time reviewing (Ballinger and others).

The flexibility of a year-round calendar also offers several other benefits. For example, schools can offer intersession programs where students participate in advanced, remedial, and enrichment classes (White, 1985). Shorter and more frequent breaks also allow seriously emotionally disturbed students to retain behavioral improvements achieved at Riley's unique program.

Instructional Implications

There is strong evidence to suggest that year-round schedules can have a positive impact on student achievement (Palmer and Benis, 1999). A year-round schedule will eliminate the long summer break during which students with Emotional Disturbance (ED) regress, both academically and behaviorally. It will also allow more frequent and shorter school breaks allowing the students to relax and regroup more frequently and, students who attend intersession will have an equal amount of educational time in a school year identical to those attending a traditional school offering summer school.

### Facilities Implications

None

### Budget Implications

A survey of all central office Divisions was conducted to determine the fiscal implications of Riley converting from a traditional school calendar to a single-track year-round calendar. It has been determined that the request to convert is cost neutral. School site staff will see a reduction in contract days by moving from a traditional to a single-track year-round program. Make-up days will be offered to those staff members affected during times identified by the school site in collaboration with Human Resource Services.

This conversion must remain in effect for a minimum of three years. In the event the school requests to return to a traditional calendar at the conclusion of the third year, the transition year costs must be paid by the school site (Administrative Procedure 4017, Section C.3.)

### Public Support and Engagement

Parent informational meetings were held September 25, 2003, October 15, 2003 and October 29, 2003. The parent survey showed a 42% response rate with two-thirds in support of the change to year-round. The primary impacts on the community are bus traffic and student occupancy of campus. In discussion with specific community leaders, there appears to be no significant difference in the impact on the community comparing a traditional schedule to a single-track year-round schedule.

### Policy Implications

This recommendation is in accordance with Board Policies F-1200 and F-1250 and complies with District Administrative Procedure 4017.

### Recommendation

The Superintendent recommends the Board of Education approve the request for Riley School to implement a single-track year-round program.

Prepared by MarySue Glynn, Special Education Director.