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Year-Round Education

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Year-Round Education

Abstract

This study looks at the operations of year-round education. Discussions will go into the benefits of year-round education, as well as the problems of such a program. Guidelines for establishing a calendar for a year-round school will be presented. Lastly, conclusions and recommendations will be made for the future of year-round education for our state and nation.

Year-Round Education

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This study looks at the operations of year-round education. Discussions will go into the benefits of year-round education, as well as the problems of such a program. Guidelines for establishing a calendar for a year-round school will be presented. Lastly, conclusions and recommendations will be made for the future of year-round education for our state and nation.

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CHAPTER 1

INTRODUCTION

Background

The concept *year-round education* (YRE) seems to frighten some people; they hear the words *year-round*, and they think there are not any breaks or vacation times. Year-round education was instituted in Bluffton, Ohio in 1904 (Shields & Oberg, 2000). Administrators in Bluffton, Ohio began the first *All Year School Program* because of its rapid growth and schools were facing space shortages (Glines, 1995). “The notion of extending the school year with student rotation may have originated with others, but Willim Wirt made education history by using the concept to help resolve the Bluffton classroom shortage” (Glines, 1995, p. 1). This concept seems to be growing year after year in some districts.

The traditional calendar year (September-June) has been in place since the 1800s. The numbers of people who had agricultural-related jobs needed their children to help during the summer and early fall on their family’s farms. In addition, schools were uncomfortable with the hot and humid weather since there were no air conditioners. (Haser & Nasser, 2005)

The traditional way of doing things can become a habit; people can have a hard time letting go of traditions, such as going to a 12-month calendar school. This attitude was evident in the 1960’s with the following statement.

And yet we hold on to this old school calendar at a time when the country as a whole is confronted with a serious shortage of teaching personnel, when school-building facilities are grossly overcrowded or sorely lacking; and when there are insistent pressures on children, youth, and adults to learn more and to learn it better. (*Year-Round School*, 1960, p. 8)

Countries around the world have instituted year-round schooling in the following places: England, Switzerland, Germany, and Russia are in school for 220 days. Japan and other Asian countries are in school for 240 days. (Haser & Nasser, 2005). In the United States year-round education dates back to 1904 in Bluffton, Ohio. During the period between 1928-1938, “the first mandated K-12 YRE program was implemented in Aliquippa, PA.” (NAYRE, 2005, p. 1); also the States of Texas, New Jersey, North Dakota, Nebraska, Tennessee, and Pennsylvania have had different forms of YRE to help with space needs, quality of instruction, and to help European children learn to speak English. (NAYRE, 2005). Then from 1938 to 1945 attention was given to other priorities than to YRE because of World War II (WW II). During that time children did not go to school in the summer and early fall so they could help with their family’s farming needs. After WW II, year-round education was discussed again but the focus shifted to rebuilding America and fighting the Korean and Vietnam wars. Therefore, YRE did not increase again until 1968 (NAYRE, 2005).

In 1968, the first YRE school after WW II was opened at Hayward, California at the Park Elementary School. They implemented the 50/15 calendar, which required going to school for 50 days and having a break for 15 days, but it later changed to the 45/15 calendar, going to school for 45 days and off for 15 days. This school has the distinction of being the longest-running YRE school in the nation (NAYRE, 2005). One year later the Francis Howell School District in St. Charles, Missouri implemented the first multiple track calendar, which is now called the 45/15 Plan. A milestone was reached when the Valley View district in Romeoville, IL adopted a multi-track 45/15 plan in 1971, which is now mandated for kindergarten through 12th grade (K-12). San Diego County became the

first district in California to have the first multi-track YRE programs. After a successful YRE program in the Valley View School in Romeoville, IL, California was "...on its way to a national leadership role as their 45/15 programs caused a change in legislation, and in turn became the immediate model for 13 other California districts that began in 1974" (NAYRE, 2005, p 1). Year-round education still continues to increase steadily adding new schools and districts to the NAYRE list. By the 2000-2001 school year the YRE programs has been in its "15th consecutive year of growth" (NAYRE, 2005). In 2000, Shields and Oberg stated that there are 2931 year-round schools in 597 districts in the United States that house more than two million students. Each year NAYRE updates the statistics of the public schools, public districts, private schools, and charter schools that are open all year. Since the last update of the 2004-2005 calendar year, there are 483 districts, 3009 public schools, 119 charter schools, and 78 private schools in the United States, Canada, and the Pacific Region that are now year-round schools (NAYRE, 2005). Therefore, it seems that from the year 2000 to 2004 some districts have dropped the year-round program.

Two Designs of YRE

The two main models of YRE are the single-track calendar and the multi-track calendar. The single-track calendar "...is most often used to provide a more balanced educational opportunity to students" (Haser & Nasser, 2005, p. 1), while the multi-track calendar is usually used to help alleviate the overcrowding in schools. In both designs, schools are in session for the same amount of days as in a traditional-calendar. These two designs "...distribute summer vacation more evenly throughout the twelve months" (Haser & Nasser, 2005, p. 2). The difference in these two calendar designs is that the

single-track calendar gives more attention to diminishing summer learning loss and for this reason seems to be the more popular design; whereas the multi-track calendar used by schools focuses more on overcrowding (Haser & Nasser, 2005). Once the design is selected; a calendar option is next. Districts may choose from a 45/15 plan, a 60/15, or a 60/20 plan.

Purpose of the Study

The purpose of this review of literature is to examine the effects of year-round education and to see if the benefits outweigh the problems. In addition, guidelines for establishing year-round schools will be developed. To accomplish this purpose, the following questions will be addressed:

1. How did year-round education develop?
2. What are the benefits of year-round education?
3. What are the problems with year-round education?
4. What are the guidelines that need to be followed in order for year-round education to work effectively?

Need for the Study

Year-round education is growing in popularity. Since 1990, there have been 859 schools that have chosen the YRE over the traditional calendar year. Every year after 1990, more schools have decided to go with a YRE calendar, making a total of 3009 schools in the United States, Canada, and the Pacific Region to become YRE schools for the year 2004-2005 (NAYRE, 2005). With this much growth and interest in YRE, teachers, parents, and school administrators should look into research concerning year-round schooling. If year-round schooling can positively affect children's achievement,

then educators should look more closely at YRE and see what the research says about student learning loss during the summer break. With the *No Child Left Behind Act* (NCLB) in place, educators need to look at all the avenues to make student learning more effective and to maintain that learning.

Limitations

One major limitation for this review of the literature was finding the history of year-round education. One source that was identified in the reference section would have been helpful, but it was unavailable at the library. The history that was found was through the NAYRE. They reported on schools that have joined year-round schooling; however, they may be expressing their own bias opinion about the increase in membership.

Definitions

Traditional calendar year: A school year usually starting at the beginning of September and ending around the beginning of June. This traditional calendar year lasts nine months and students and staff receive a three-month summer vacation.

Year-round education: NAYRE (2005) defines year-round education as “revising the traditional nine-month calendar into a year-round calendar that allows for continuous education with a shorter summer vacation and more frequent breaks during the periods of instruction.”

Single Track: A single-track concept provides a balanced calendar for a more continuous period of instruction. Students and staff follow the same school and break schedule. (NAYRE, 2005)

The 45/15 Plan: Four equal sessions of 45 days in school and 15 days on vacation. Still providing students with 180 days of school.

Multi-track: This track is used to relieve overcrowding issues in a district. The teachers and students are split into approximately the same size groups or tracks. Each track is assigned its own schedule.

The 45/15 Multitrack Plan: Students are put into four groups; when three groups are in session, one group is on vacation. The rotation continues for three weeks and each group has its own 45/15 schedule.

The 60/20 Plan: This plan can be used in either the single or multi-track. Students have three 60-day sessions in school and three 20-day breaks. (NAYRE, 2005)

The 60/15 Plan: This is different from the 60/20 Plan by giving all students and staff a summer vacation of three to four weeks.

Intersessions: These are the vacation or break periods that happen throughout the year. During these breaks the schools offers a variety of academic opportunities for students. These intersessions are not mandatory but are encouraged for the learners who need extra help. (Haser & Nasser, 2005)

Intersession Coordinator: A person who is in charge of planning and running classes during the break period. The intersession coordinator is usually a teacher working towards their administration degree. (Haser & Nasser, 2005)

Extended Year Calendars: This calendar is lengthened from 180 school days to up to 240 school days.

CHAPTER 2

The Benefits of Year-Round Education

With all the changes in education that have occurred in the United States, it should be noted that educators have not made major changes in the educational school calendar. For example, with the NCLB in place, it is surprising that Year Round Education has not become a top news headline to reform the traditional school calendar to benefit the learning of children. John Hodge (2005) made this clear in the following statement:

Research and what we know about how the brain learns and the framework for learning are largely ignored. Time is used inefficiently at the beginning and ending of each school year. The last three weeks are spent *closing down*, while the first six weeks are used to review and *get acquainted*. Little if any new learning is taking place during those nine weeks. (NAYRE, p. 1)

This statement identifies one of the advantages of YRE for teachers, school districts, and families.

Teachers will need to spend less time reviewing material at the beginning of the year with shorter break periods in the summer. In this respect, one advantage of YRE is that there is continuous learning without interruption during the traditional calendar with three months off for summer breaks. Some children forget over the summer break what they have learned the prior academic year. "Although year-round education exists in many different forms, it involves essentially the reorganization of the traditional school calendar so that the long summer vacation is replaced by several smaller breaks evenly spaced throughout the year" (McMillen, 2001, p. 67-68). Therefore, with the shorter breaks, children are less likely to lose what they have learned. This also helps with students who learn and forget at different rates. It could also help children whose language is not English by giving them more exposure to the English language. With the

flexibility of a YRE calendar, migrant families could be helped since their work causes their children to be in and out of school many times a year. To allow migrant families to choose their children's schedule for their vacations may allow them to stay in school (Ballinger, 1987). Alcorn (1992) stated that students should get more help with educational support because students can acquire knowledge more slowly, but they also can lose it more rapidly.

Another advantage for YRE is the use of intersessions. During intersessions, teachers are given the chance to earn extra money by being substitutes for schools that have a traditional school calendar. In addition, teachers can work with children who need help or enrichment during school breaks (Hoke, 1992). This schedule could be an advantage for some teachers who follow a traditional calendar and have to look for another job during the summer that are usually not in their field of work. Haser and Nasser's (2003) article on the Timber Lane Elementary School in Virginia stated that teachers who worked during the intersessions received the following benefits; earning extra money, experiencing an opportunity to work with other age groups, and sharing a skill or hobby without the pressures of the curriculum. During breaks, teachers, as well as students, can get over colds or even decrease how many colds they may get. In addition, teachers can be compensated for coming back during their break for professional development opportunities.

Using a multi-track calendar is an advantage for some school districts that are experiencing overcrowding in their schools. Therefore, some districts have gone to the multi-track calendar to help with this problem instead of building another school. Using the multi-track calendar frees up space in schools by having teachers and students rotate

through a series of tracks. There can be up to five tracks in one school with "...only four tracks being present at any one time" (Gandara & Fish, 1994 p. 69). NAYRE explained a 45-15 multi-track plan in which students are put into four groups named A, B, C and D. When A, B, C are in school, group D is on break. Then when D returns to school, group A goes on break. The rotation continues using this pattern. With using the multi-track calendar, YRE can "accommodate more students because the facility is utilized for a greater portion of the day and/or the year" (Wildman, Arambula, D.Bryson, T. Bryson, Campbell, Dominguez, Flores, Jackson, Killberg, Lara, Letlow, Pitts, Shoop, Waterman, & Watkins, 1999, p.467). Another advantage for using the multi-track is the district can save on costs by not having to build new schools to reduce overcrowding. Instead, school administrators can use the same school and rotate students and teachers using different tracks.

Year-round schooling seems to help teachers in attitude, absenteeism, and having an opportunity to earn extra cash during their break. Shields & Oberg (2000) wrote that one principal's perception was that "...the additional breaks had enabled students and teachers to renew their motivation and enthusiasm, resulting in less burnout and fatigue" (Shields & Oberg, 2000, p. 4). Teachers in YRE can also be substitutes during their intersessions. "When regular teaching staff who are familiar with the school and the curriculum serve as substitutes, the quality, momentum, and continuity of instruction can be maintained at a higher level than with non-staff substitutes" (Kneese, 2000, p. 4). With the extra breaks throughout the year, absenteeism may be reduced by the teaching staff as well as by their students. During breaks, teachers who do not work in intersessions, can become well rested and able to accommodate their students better when they get back

from the break because they are refreshed and more energized. In addition, teachers as well as students, can get over colds, or illnesses, or even decrease the number of illnesses they may get.

Families can also benefit from YRE. Family vacation times can be at various times throughout the school year, not just during the summer break, which usually is the peak time for travel; therefore, is more expensive. Also, school districts can offer families more breaks throughout the calendar year rather than one long summer break. "The calendar change has been called the 'four vacation plan' in several communities, rather than year-round education" (Glines, 1990, pg. 52) With more breaks, parents can arrange their work schedule and school schedules to plan vacations that are more convenient for them (Pederson, 1997).

Year-round schools can help teachers, school districts, and families. The program can help teachers by earning extra money by substituting in other schools or with helping during intersessions. Children and teachers can benefit by perhaps reducing the number of colds they get that could result in missing school. School districts can benefit by using the multi-track calendar to help with overcrowding, therefore reducing the need for building extra schools. Lastly, families can plan their vacations at different times during the year not just during the summer.

CHAPTER 3

Problems Associated with Year-Round Education

There are advantages and disadvantages concerning year-round education. Year-round education has its supporters as well as people who oppose it. Thus, educators need to look at the advantages and disadvantages to see which would work best for their school district. On a Website entitled *Summer Matters*, some reasons are given for not using the year-round calendar and why schools should continue to use the traditional school calendar (TSC). One of the reasons to continue with the TSC is because of health and safety reasons. For example, parents were presented information from the San Joaquin Air Pollution Control District, Environmental Protection Agency, the National Weather Service and the American Lung Association about the ill effects of YRE. Some of the health concerns were with children with asthma and allergies; parents were worried about sending their children to school in the heat and when ozone levels were high, which can cause health risks, especially those who suffer from asthma and allergies (Summer Matters, retrieved 2005).

Having a year-round calendar interrupts summer experiences. Some summer experiences that are affected are Vacation Bible School, sports, other recreational programs, and camps that "...help children establish roots that strengthen the community. Many of these are life-changing, opening career paths or providing direction for young lives" (Summer Matters, 2005, p. 17). However, Wildman (1999) observed that the advantage of going to camp and having extra summer sports activities may not be advantageous for all children, because some children do not have opportunities as other children.

Year-round education can cause problems or challenges for teachers. For teachers who teach in a multi-track setting, there are organization problems. Teachers in a single-track school can stay in the same room; whereas, teachers in the multi-track school might share their classroom with other teachers on different tracks. "Many teachers are required to pack up their materials and move out of their classrooms for the three week break and into a different room on their return" (Kneese, 2000, p. 4). Teachers who need to pack up their supplies will need extra assistance, such as carts, custodial support, and storage space. Teachers also have the fear of lost material during the moving process. Educators say that before each break they have to pack up rooms (if in a multi-track calendar) and get grades completed. While teachers are preparing for the break, children are usually doing things that are not academic.

In a year-round school setting, teachers may find it difficult for continuing education for themselves. Teachers are required to recertify or they may want to "acquire additional licensure" (Kneese, 2000, p. 4) and scheduling these classes could prove difficult because some courses are only offered during the summer months. If you are in a YRS calendar, the educator may still be teaching. Also finding courses at local colleges could be hard to find "...because courses are offered to coincide with the traditional system's calendar" (Opheim, Mohajer, Read, 2001, p. 116).

The website, *Summer Matters*, also says that YRE has an affect on our economy for industries that are based on summer weather. These industries include the following: boat and boat equipment manufacturers, hotels, food providers, gas stations and auto repair shops. These industries employ both full and part-time employees. "A Texas comptroller's office released a study in 2000 showing early school start dates which

shorten the summer tourist season cost the states tourist related industries an estimated \$332 million a year” (*Summer Matters*, 2005, p. 18).

Year-round education may not always save money. For overcrowding, the multi-track can help with districts contemplating whether to build a new school or to implement the multi-track program. To build a new school would cost money, while implementing a multi-track program would save money. However, school districts also have to look at summer cooling as a cost factor for implementing year-round programming, to see which would cost less: summer cooling for several summers, or building a new school.

Does having YRE help student achievement or not? Lewis and McDonald (2001) have shown a significant difference in student achievement for those who attend a year-round school versus a traditional calendar. “On standardized tests, the schools’s students are outscoring their peers in traditional-calendar schools with similar demographic profiles” (Lewis & McDonald, 2001, p. 25). Other researchers, such as Gandara and Fish (1994), wrote that children attending a YRS verses a traditional calendar school show no difference in achievement when it comes to math and reading achievement. Wildman et al. (1999) found that in six comparisons there was no significant difference in achievement and in three other comparisons, the results revealed lower scores in year round schools. Wildman et al. (1999) concluded that there are strong arguments to support both sides of student achievement.

Parent may have some frustrations with having children on different tracks. Families with multiple children will be on different schedules; therefore, it would be difficult to plan vacation time around the school’s calendar. If a parent is an educator, they might have a different calendar than their children and again making it difficult to

plan any vacations. If the child and educator are on different calendars, "...the teacher will need to pay for childcare during times when the children are on break but the teacher is not" (Kneese, 2000, p. 4). Along the same lines, children may be unable to interact with friends from other schools with different calendars.

According to the *Summer Matters* Website, taxpayers are paying more for year-round schools in the following areas:

1. higher utility bills to cool classrooms in summer
2. added administrative costs and for wear and tear on buildings
3. added costs for additional instructional days from remediation sessions that occur during frequent vacation breaks throughout the year.
4. added costs for administration salaries and support staff. (Summer Matters, retrieved 6/27/05, p. 11).

Maintenance on schools would be harder to do in an YRS compared to having three months to do maintenance in a traditional nine-month school. During the summer months, maintenance workers would have sufficient time to make major repairs needed instead of doing them in shortened breaks throughout the year. Administrators interviewed in the Wildman et.al (1999) article stated that they thought the maintenance level had been lowered. Proponents of YRE think that with shortened breaks the maintenance crew could get to seasonal cleaning and make the major repairs that are needed instead of waiting for the summer break. They also think that schools could hire workers to come in at night to do repairs, which in turn would cost more money.

Along with the advantages of YRE there are also the disadvantages. The disadvantages can also be a problem for teachers, school districts, and families. Year-

round education can disrupt the summer activities such as sports and Vacation Bible School. It can cause organizational problems for teachers who teach in a multi-track school. Teachers may also find it difficult to continue their own education because a lot of educational programs for teachers are offered during the summer months. If school districts went to a YRE program they would have to look at their budget closely and possibly look into adding air conditioning to some schools. Families might have problems if their children are on different schedules or tracks. Along with teachers, school districts, and families, the maintenance workers would also find YRE difficult in some ways such as cleaning and fixing major repairs. Year-round education does have its advantages but school districts would also have to look at the disadvantages.

CHAPTER 4

Guidelines for Developing a Year-Round School

There are some important guidelines that are necessary for developing a year – round school. These guidelines have to be considered by districts that may implement a year- round calendar. Districts wanting to implement YRE should adhere to these sets of rules or guidelines if they wish to be successful in their implementation.

- 1.) “Find out what is involved in initiating year-round schooling” (www.eringordon.com, p. 1).

Districts wanting to implement YRE should look into the research concerning it. “Do your homework before seriously initiating the idea of YRE with your community” (Knox, 1994, p. 188). When researching YRE, school districts should decide what track would work best for them, either a single-track or multi-track. Mutli-track would be a better solution if the district was looking at options for overcrowding. After the track is decided, the district should look into the different calendars that are available in YRE. In summary, “Know the difference between real problems and false perceptions” (Knox, 1994, p. 189).

- 2.) Develop a committee to oversee the development of YRE.

People involved with the committee for developing YRE should consist of community members, teachers, administrators, representatives from the superintendent’s office, PTA members, and of course, parents. “Include everybody in the change process- especially those who may not agree” (Lewis & McDonald, 2001, p. 24). This committee would have to work together to accomplish their goals for implementation, create a timeline, develop times and places to meet, seek a good leader to keep things going, and above all, to keep the focus of their goal. The committee members may also form

subgroups, which would be divided evenly. According to Lewis and McDonald (2001) the different subgroups brainstorm ideas on how to go ahead with the planning process. One subgroup could research, another could develop plans to encourage the community to get involved, and other subgroups could be whatever the committee thinks is feasible.

3.) Schedule meetings at a time when everyone in the committee could attend.

A convenient time for committee members needs to be set up at each meeting for goals to be reached. Poll all committee members for their best time and days to meet. Everyone should be in attendance for making the goal of year-round schooling a reality. Times that should be avoided are mornings and probably afternoons due to the committees work schedules. If school board members are part of the committee, school board meeting dates should also be avoided. Saturdays should be avoided because of families traveling or outings that they may schedule. Sunday afternoon or early evenings may be an option for everyone on the committee. Lastly, it would have to be determined how often the committee would want to meet, weekly (which would be good at first so members could implement a timeline), bi-weekly, or monthly.

4.) "Involve the community in making decisions about changing to year-round schooling" (www.eringordon.com, p. 1).

Public forums should be held to discuss YRE with community residents, businesses, parents, and school personnel. Participants should be selected "...for their open minds, not for their positions on year-round education" (Knox, 1994, p. 189). These discussions should address concerns and possible solutions to problems at hand. They should also be available to answer any questions the community may have about YRE. These people could join the committee on starting up the year-round schools. Fliers and questionnaires should be sent out to the community to let them know of the plans that are

being developed and to let community members ask questions that could be addressed in a committee meeting. "Include school board members to get a feel for their thoughts; after all, if they don't approve, you've lost already" (www. eringordon.com, p. 1).

- 5.) Select the proper staff involved in the year-round school and make sure they are committed to this approach.

Teachers, administrative leaders, and community members may want to attend conferences on year-round schools to learn more about this type of calendar. Some teachers from Timber Lane Elementary School in Fairfax County, Virginia went to a conference on year-round schools and came back very eager to talk to everyone at their school sharing, "the conference had captured the essence of our complaints and suggested that modifying the school calendar might be the answer we were seeking" (Lewis & McDonald, 2001, p. 23). All staff should be committed to this approach otherwise there are going to be more problems or roadblocks to fix along the way of implementing YRE.

- 6.) Visit other schools that have implemented YRE.

In order for a district to implement YRE into their school or schools they should be in contact with a district which has already implemented YRE. They should plan on going to the school and visit with teachers and administrators about the process, pros and cons, barriers they had to overcome, and their overall success with the program.

- 7.) Select a leader, or leaders, who are committed to this approach.

If you do not have the support of the leader, or leaders, then the plan of YRE is in trouble. The leaders have to take initiative to move forward and to be a support person when roadblocks occur. The leader, or leaders, need to have a new plan if problems arise and to be able to move forward without giving up.

- 8.) Do not develop year-round schools solely for budget purposes and not just for the purpose of saving money.

The community looks at children's success in YRE and the benefits of it; they will not be on board if the committee just talks about saving money. The committee needs to look at all aspects of YRE, research it, and develop a good plan that will make the community open their minds and start listening. "Year-round education should not be stated as a saving money plan, it is 'not a solution in search of a problem' (Year-round education: A collection of articles, 1996, p. 193).

- 9.) Monitor the community and school community for any problems that arise during implementation (www.eringordon.com)

The committee should address major issues that could include the schedule and summer months. If questions arise in the community, the YRE committee should start to collect data on those questions that occur in the public. Members of the group should survey and reviews records and discuss these findings openly with the public. With some issues, collecting data can verify "the findings and predictions of those who had initially recommended year-round education" (Knox, 1994, p. 192).

- 10.) Develop a timeline to implement year-round education.

The committee would have to set up goals to accomplish over time and create a timeline. The committee members should be specific about each step and when and what should be implemented. The committee should be looking at the big picture and moving to take care of all the details (Lewis & McDonald, 2001).

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

The purpose of this study was to examine the effects of year-round education and to see if the benefits outweigh the problems associated with implementing YRE into districts looking for ways to improve their schools. Guidelines were also established for districts interested in implementing year-round education. This paper addressed the following four questions:

1.) How did year-round education develop?

Year-round education developed in 1904 in Bluffton, Ohio. The traditional calendar had become more of a habit for people, for children needed to have their summers off to help families work in the fields on the farm. Then YRE was delayed because of WWII . Children were needed to help on the farm again during the time of war. Year-round education became known again in 1968 in Hayward, California, which is the longest running year-round school. Year-round education continues to grow steadily and NAYRE updates the school districts moving to a year-round calendar on a yearly basis.

2.) What are the benefits of year-round education?

Some benefits of YRE are that less time is needed at the beginning of the school year reviewing material and at the end of the school year in closing down the classroom. With YRE there is continuous learning without a long interruption as with the long summer months in a traditional school calendar. With shorter break periods, children are less likely to loose information that was learned and this could help with children who are

learning English. Teachers benefit because they have the chance to earn extra money by teaching children who need extra help or enrichment during intersessions. Teachers can also earn money by substituting in other schools that follow a different calendar. Year-round education can help educators with their attitude and not getting *burned out* and also it can decrease their absences. Children may also benefit with not missing much school due to illnesses.

Going with a multi-track calendar a school can help ease overcrowding. This can free up space while teachers are on an intersession or on a different track. Using a multi-track calendar can also save money for a district by not having to build a new school due to overcrowding. Families can benefit from a YRE calendar by taking vacations at various times throughout the year not just during the summer months, where it may be harder for families to have off.

3.) What are the problems with year-round education?

Some disadvantages with YRE are health and safety reasons because of sending children to school without air conditioning during the summer months, particularly for children with asthma and/or allergies. Recreational activities that are held during the summer months would have to be looked at if implementing YRE. Some activities that would be affected are Vacation Bible School, summer camp, and summer sports activities.

There are disadvantages for teachers as well. Organizational problems exist for teachers who teach in a multi-track setting such as packing up their materials for another teacher coming in with whom they share a room. Maintenance workers would also be needed to move material to a different area so teachers could lose some things during the

transition. Educators would find it difficult to go to school themselves because some courses are offered during the summer months.

Industries such as, boat manufacturers, hotels, food providers, and auto repair shops may be affected if schools were on a YRE calendar due to shorten summer tourist season. Schools may not save money because of cooling costs during the hot summer months. Administrative costs, wear and tear on buildings, costs for additional instructional days, and support staff may be costly to school districts. Student achievement has been sighted as an advantage but also as a disadvantage. Some studies such as Wildman et al. (1994) showed no significant difference in achievement in math and reading.

Families may find it difficult when their children are on different schedules and it would be difficult to plan vacations. If the parent is an educator, they may have to find childcare if the teacher and children are on different schedules.

- 4.) What are the guidelines that need to be followed in order for year-round education to work effectively?

The following guidelines were developed as a result of this study:

1. Find out what is involved in initiating year-round schooling (www.eringordon.com).
2. Develop a committee to oversee the development of YRE.
3. Hold meetings need to be at a time where everyone in the committee can attend.
4. Involve the community in making decisions about changing to year-round schooling (www.eringordon.com).
5. Select the proper staff involved in the year-round school and make sure they are committed to this approach.

6. Visit other schools that have implemented YRE.
7. Select a leader or leaders who are committed to this approach.
8. Do not develop year-round schools just for budget purposes and not just for the purpose of saving money.
9. Monitor the community and school community for any problems that arise during implementation (www.eringordon.com)
10. Develop a timeline to implement year-round education.

Conclusions

The following conclusions were drawn from this review:

1. The traditional school calendar has been the norm for most states and YRE has been a relatively new concept. YRE calendars open the doors to different opportunities to children, teachers, administration, parents, and community members.
2. Teachers can benefit from YRE with different work schedules. They can teach in a YRE calendar and then teach intersessions to earn extra income or they can even substitute in a traditional calendar school. School districts can benefit from the teacher's choices financially and educationally.
3. Student achievement has not been proven to be an advantage or a disadvantage. More research would have to be done to see if YRE would benefit the student's achievements.
4. Programs such as intersessions can be an important addition to the school curriculum, for it may provide time for enrichment activities or support for some children who need that extra boost in academics.

Recommendations

Based on a review of the literature, the following recommendations are suggested:

1. Extensive research should be done if a school district is considering implementing a year-round school and calendar.
2. The school district that wants to implement YRE should seek out other schools to see how implementation went there, and to get a time line started for their own implementation of YRE.
3. Support from parents, community, educators, and school administration is necessary before and during the implementation of year-round schools.
4. Establish a calendar that would work best for your community.
5. Establish a school that will be the pilot school for the new calendar.
6. Other literature studies need to be done to discuss this topic in the future.

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