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Governor

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**STATE OF NEVADA**  
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**GUIDANCE MEMORANDUM 22-02**

**TO:** School District Superintendents  
Charter School Sponsors

**FROM:** Jhone M. Ebert, Superintendent of Public Instruction

A handwritten signature in black ink, appearing to read "Jhone M. Ebert".

**DATE:** March 16, 2022

**SUBJECT:** Alternative Calendar Reporting Requirements

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**Background**

Nevada Administrative Code (NAC) 387.125 requires that each school district operating under an alternative schedule must submit to the Nevada Department of Education (NDE or Department) a report detailing the alternative schedule and the impact of that schedule on pupils, parents and/or legal guardians, and community members. This report must be submitted by December 31 of each year and summarize the preceding school year. This memorandum seeks to provide further clarification regarding the information contained in this report as the Department continues to align its reporting requirements to reduce the burden on LEAs and to ensure compliance with all applicable statutes and regulations.

The criteria outlined in this memo for Alternative Calendar Reporting will additionally contribute to data-driven and evidence-based research the Department will use to shape policy for the 2023 Legislative Session and the work of the Blue Ribbon Commission for a Globally Prepared Nevada.

**Reporting Requirements**

The minimum requirements per NAC 387.125 state that this report be submitted in a form prescribed by the Department and must include:

- A description of the alternative schedule; and
- An evaluation of the effect of the alternative schedule on the pupils, parents and legal guardians, and the community

***Description of the Alternative Schedule***

As districts and schools consider the summary description of an alternative schedule that best reflects their district and/or school, please consider the following elements to inform your summary:

- How many schools operate under an alternative schedule;
- The average length and time period of school days by grade;
- The average length of class times by grade;
- The average length of additional recess or time between activities built into the day to accommodate the alternative schedule;

- The number of school days scheduled to meet required school days in session; and
- The number of school days scheduled in excess of required school days in session.

### ***Evaluation of the Effect of the Alternative Schedule***

Regarding the evaluation of the effect of the alternative schedule on the districts' and/or schools' pupils, parents and legal guardians, and community, NDE recommends considering the following domains related to student outcomes and community supports:

- Under an alternative calendar, are your schools extending class times for specific subjects in a given school day, or extending the number of subjects taught in a given school day?
  - How have these factors impacted students' understanding and retention of the information being taught?
  - Do these factors differ by grade level? If so, which grades?
- Are there comparable differences in achievement (i.e. graduation rates, assessment results, etc.) between those schools using an alternative calendar versus a traditional calendar?<sup>1</sup>
- Are there comparable differences in school discipline (to include bullying incidents) between those schools using an alternative calendar versus a traditional calendar?<sup>1</sup>
- Are there comparable differences in Social, Emotional, and Academic Development (SEAD) between those schools using an alternative calendar versus a traditional calendar?<sup>1</sup>
- Under an alternative calendar, are there additional opportunities for students to receive one-on-one instruction, remedial instruction, tutoring, study halls, or other targeted interventions and supports that may assist them in meeting or exceeding grade-level competencies?
  - If so, how are these opportunities applied to English learner students?
  - Are these opportunities used to drive integrated classrooms?
- If school days are scheduled in excess of the minimum number of school days in session, are these used as an opportunity for students to make up missed instructional days or remediate other issues related to chronic absenteeism or truancy?
- Does an alternative calendar provide more or fewer options for after-school activities in your community?
- How does your alternative calendar impact community concerns such as childcare?
- Does an alternative schedule factor into your recruitment strategies when hiring?
- Have your school staff expressed preferences for one schedule over another that may be a substantive consideration as a retention policy?
- Does an alternative schedule impact your operational costs, specifically your auxiliary education services costs such as school transportation or facilities maintenance?
- How does your alternative calendar impact nutritional services, if at all?
- Does an alternative schedule support responsiveness at the school level to circumstances such as snow, smoke, or other extenuating circumstances?
- How has an alternative calendar contributed to your response to COVID-19, if at all?

### **Report Submission**

In an effort to minimize the burden of this requirement, NDE invites districts to submit the information described below via [Smartsheet Form](#) for school year 2020-21, with an extended deadline of **Friday, April 22, 2022**. If you have any questions or concerns, please contact Amelia Thibault, Division Compliance, via email at: [acthibault@doe.nv.gov](mailto:acthibault@doe.nv.gov) or by phone at (775) 687-2451.

cc: Dr. Jonathan Moore, Deputy Superintendent for Student Achievement  
 Heidi Haartz, Deputy Superintendent for Student Investment  
 Amelia Thibault, Division Compliance, NDE

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<sup>1</sup> If you are a district with all schools under an alternative calendar or a charter school, please provide a narrative regarding how you believe an alternative calendar has contributed to this factor.