

Assembly Bill No. 383—Assemblymembers Hansen, Dickman; Cole, Edgeworth, Gurr, Hafen, Hardy, Hibbetts, Nguyen and O'Neill

CHAPTER.....

AN ACT relating to education; authorizing the State Board of Education to adopt regulations establishing criteria that a vendor that provides a high-impact tutoring program must satisfy to contract with the board of trustees of a school district or the governing body of a charter school to provide such a program; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

This bill authorizes the State Board of Education to adopt regulations establishing the criteria that a vendor that provides a high-impact tutoring program is required to satisfy to contract with the board of trustees of a school district or the governing body of a charter school to provide such a program. The regulations must establish the criteria, consistent with evidence-based best practices for high-impact tutoring, concerning: (1) the frequency of interactions between a pupil and a tutor; (2) the standards used by the program to determine which pupils will be selected to receive tutoring under the program; (3) the methods of tutoring under the program; (4) the requirements for a person to be a tutor, including, without limitation, training requirements; (5) the instructional materials used by the program; (6) the collection and reporting of required data concerning the academic progress of a pupil receiving tutoring under the program; and (7) the security and privacy of data concerning pupils who are provided tutoring under the program.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~[omitted material]~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 388 of NRS is hereby amended by adding thereto a new section to read as follows:

The State Board may adopt regulations establishing the criteria that a vendor that provides a high-impact tutoring program must satisfy to contract with the board of trustees of a school district or the governing body of a charter school to provide such a program. The regulations adopted pursuant to this subsection must establish criteria, consistent with evidence-based best practices for high-impact tutoring, concerning:

1. The frequency of interactions between a pupil and a tutor under the program.

2. The standards used by the program to determine which pupils will be selected to receive tutoring under the program.



3. *The methods of tutoring under the program, including, without limitation, a maximum pupil-tutor ratio for the program.*

4. *The qualifications of a person to serve as a tutor under the program, including, without limitation, the training necessary for a person to serve as a tutor.*

5. *The instructional materials used by the program.*

6. *The data required to be collected by the program to monitor the academic progress of pupils who are provided tutoring under the program and a requirement to report the academic progress of each pupil to:*

(a) Administrators and teachers at the school in which the pupil is enrolled; and

(b) The parent or legal guardian of the pupil.

7. *The methods used by the program to ensure the security and privacy of data concerning pupils who are provided tutoring under the program, which must be consistent with relevant state and federal privacy laws, including, without limitation, the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g.*

Sec. 2. This act becomes effective on July 1, 2025.

