



# ISSUE PAPER

## HISTORY OF SELECTED COMPONENTS OF NEVADA'S PUBLIC ELEMENTARY-SECONDARY EDUCATION GOVERNANCE STRUCTURE

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### THE STATE BOARD OF EDUCATION

Although not established within the *Nevada Constitution*, the State Board of Education has existed since Nevada's territorial days. Its structure and authority have changed over time.

#### *Composition*

The State Board of Education has undergone significant structural changes from its first establishment under Nevada's Territorial Government in 1861 to the present day. In the course of its history, the composition of the Board falls into five main periods:

1. *Ex Officio* Membership: Until 1931, the members of the Board consisted exclusively of State officials serving *ex officio*. In the *Laws of the Territory of Nevada* (1861), the Territorial Legislature provided for a Territorial Board of Education consisting of the Territorial Superintendent of Public Instruction, who served as its president, the Territorial Auditor, who served as secretary, and the Territorial Treasurer. Much of the work of the Board during its earliest years concerned investing the State School Fund and adopting textbooks for school use. The Legislature created the first State Board of Education in 1864-1865 composed of the Governor, Superintendent of Public Instruction, and the Surveyor-General (Chapter 52, *Statutes of Nevada* 1867). In 1895, the Surveyor-General was replaced by the President of the University (Chapter 91, *Statutes of Nevada* 1895).
2. *Ex Officio* and Elected Membership: In 1931, the Legislature changed the composition of the Board to a mixed body of *ex officio* and elected membership. While the Governor and Superintendent still served *ex officio*, five lay members were to be elected from each of the State's education supervision districts for four-year terms (Chapter 211, *Statutes of Nevada* 1931).
3. Elected and Appointed Membership: In 1955, the Board was expanded to eight members, six of whom were elected and two of whom were appointed by the elected members. The Governor and the Superintendent were no longer members of the Board, although the Superintendent still served as secretary (Chapter 402, *Statutes of Nevada* 1955).

In 1969, the number of elected members was expanded to seven with an additional member elected from the largest education supervision district (Chapter 625, *Statutes of Nevada 1969*).

In 1971, the Legislature maintained the composition of the Board at nine members but prescribed that the two appointed members be representatives from the fields of labor and agriculture (Chapter 651, *Statutes of Nevada 1971*). The appointment of these representatives appears to be the result of unifying the State Board's powers and duties with respect to the State Board of Vocational Education which had been similarly composed (Chapter 171, *Statutes of Nevada 1917*, and Chapter 83, *Statutes of Nevada 1923*).

4. Elected Membership: In 1973, the Board became fully elective as a nine-member body (Chapter 93, *Statutes of Nevada 1973*). Although the Legislature subsequently amended provisions that deal with the manner of its elections, the Board did not undergo any significant structural changes between 1973 and 2011.

In 1991, the Board of Education was increased from 9 to 11 members (Chapter 411, *Statutes of Nevada 1991*). In 2001, it was decreased to 10 voting members.

5. Return to Elected and Appointed Membership: In 2011, the Board was returned to a blend of elected and appointed members (Chapter 380, *Statutes of Nevada 2011*), as follows:

One voting member is elected from each of Nevada's four Congressional Districts. Three additional voting members are appointed—one by the Governor and one each nominated by the Senate Majority Leader and the Speaker of the Assembly, and appointed by the Governor. Of the three appointments, one member must be a K-12 teacher at a Nevada public school selected from a list of three candidates provided by the Nevada State Education Association, one member must be the parent or legal guardian of a pupil currently enrolled in a public school, and one member must be a business person.

In addition to the seven voting members, four nonvoting members are appointed by the Governor as follows:

- One member of a local school board of trustees nominated by the Nevada Association of School Boards;
- One local school district superintendent nominated by the Nevada Association of School Superintendents;
- One person from the Nevada System of Higher Education nominated by the Board of Regents of the University of Nevada; and
- One public school student nominated by the Nevada Association of Student Councils.

## ***Powers and Duties***

Under the Territorial Government, the power and duties of the Board were not specified and, until 1885, the State Board was required to meet at least twice each year in order to “plan for the improvement and management of public school funds,” “to plan for the better organization of the public schools,” and “to supervise the State School Fund.”

In 1885, the Board’s powers were expanded to include the “development of a uniform system of textbooks” and a “uniform system of rules for State and county examinations,” and it was given authority in questions of teacher certification and also appellate jurisdiction over “all questions relating to schools referred to County Superintendents” (Chapter 87, *Statutes of Nevada 1885*).

Subsequently, the Legislature expanded and added the following powers and duties of the Board:

- In 1895, the selection of textbooks in accordance with the “principal studies to be pursued in public schools”;
- In 1907, the authority to define the powers and duties of deputy superintendents;
- In 1908, approval of all appropriations by the Superintendent from the Emergency School Fund;
- In 1915, authority to oversee the School Teachers’ Retirement Salary Fund;
- In 1923, regulation of private school curricula; and
- In 1979, authority to “govern the administration of all functions of the State relating to supervision, management, and control of public schools not conferred by law on some other agency.”

Finally, Assembly Concurrent Resolution No. 5 (File No. 49, *Statutes of Nevada*), which was passed in the 1967 Regular Session, expressed “confidence in and dependence upon the state board of education as the leader in and the coordinator of educational matters pertaining to the State of Nevada.”

## **THE SUPERINTENDENT OF PUBLIC INSTRUCTION**

Nevada, as with all other states, provides for an administrative head of its system of public schools. The position is referred to as the chief state school officer, with Nevada and most other states assigning the title of “Superintendent of Public Instruction” to this office. Although the exact role of a state’s superintendent of public instruction varies, most are granted similar responsibilities and authority.

In this State, the *Nevada Constitution* establishes the position of Superintendent of Public Instruction and requires the Legislature to prescribe, by statute, the manner of appointment, term

of office, and duties of the position (*The Constitution of the State of Nevada*, Articles 11.1 and 11.7). The Superintendent was an *ex officio* member of the State Board until 1955, and he was an *ex officio* member of the Board of Regents until 1905 when the Board of Regents became a fully elective body (Chapter 88, *Statutes of Nevada 1905*).

In the *Laws of the Territory of Nevada* (1861), the Territorial Legislature provided for a Territorial Superintendent of Public Instruction, appointed by the Governor and confirmed by the legislative counsel for a two-year term of office. The *Constitution* approved in 1864 provided for the statewide election of the Superintendent to a two-year term beginning in 1865. From 1865 to 1958 the position was an elective office. There were periodic attempts to make the position appointed, but it was not until the election of 1956 (following two constitutional amendment resolutions approved by the 1953 and the 1955 Legislatures) that the voters approved this change to the *Nevada Constitution*. Following the 1957 Legislature, the Board was granted the authority to appoint the Superintendent to a four-year term and to dismiss him “at its pleasure” (Chapter 49, *Statutes of Nevada 1957*).

Until 2011, the Legislature specified within statutes that the Superintendent be appointed by the State Board of Education for a three-year renewable term (in the unclassified service of the State); further, the Board was authorized to fill any vacancies occurring within that office. In 1999, the Legislature clarified the Board’s power of appointment to include the removal of the Superintendent for “inefficiency, neglect of duty, malfeasance in office or for other just cause” (Chapter 621, *Statutes of Nevada 1999*).

In 2011, the Legislature transferred responsibility for appointment of the Superintendent from the Board to the Governor (Chapter 380, *Statutes of Nevada 2011*). The Governor must appoint a Superintendent from a list of candidates submitted by the Board. The Superintendent serves at the pleasure of the Governor and is in the Executive Branch of State government.

The Superintendent has the power to enforce the observance of all laws relating to schools and education and is required to request a plan for corrective action from school districts, the board of trustees of a school district, charter schools, or the governing bodies of charter schools that have not observed all laws relating to schools and education. The Superintendent must, in consultation with the State Board of Education, compile and present an annual written report concerning the state of public education in Nevada. The report must be made public and be presented, at a minimum, to the Governor, the Legislative Committee on Education each interim, and to the standing Senate and Assembly Committees on Education during each legislative session.

To be qualified to serve, the Superintendent must be at least 21 years of age and possess the knowledge and ability to carry out the duties required by law. Once the appointment is accepted, the Superintendent is prohibited from holding any other office for profit or pursuing other business ventures without the approval of the Board.

The Superintendent is the executive head of Nevada’s Department of Education and serves as the secretary to the State Board of Education. In general, the Superintendent performs duties to promote the profession of teaching, including consultation activities with local education leaders

and conducting education conferences within Nevada. Major policy activities of the Superintendent include: directing the activities of Nevada's Department of Education; issuing licenses to teachers; coordinating educational activities with other agencies; and prescribing statewide education reporting requirements. In addition, as the executive head of the Department, the Superintendent has the authority to apportion payment of education funds from the State's Distributive School Account and to withhold payment of these funds to school districts that do not comply with State law, including constitutional prohibitions against sectarian instruction.

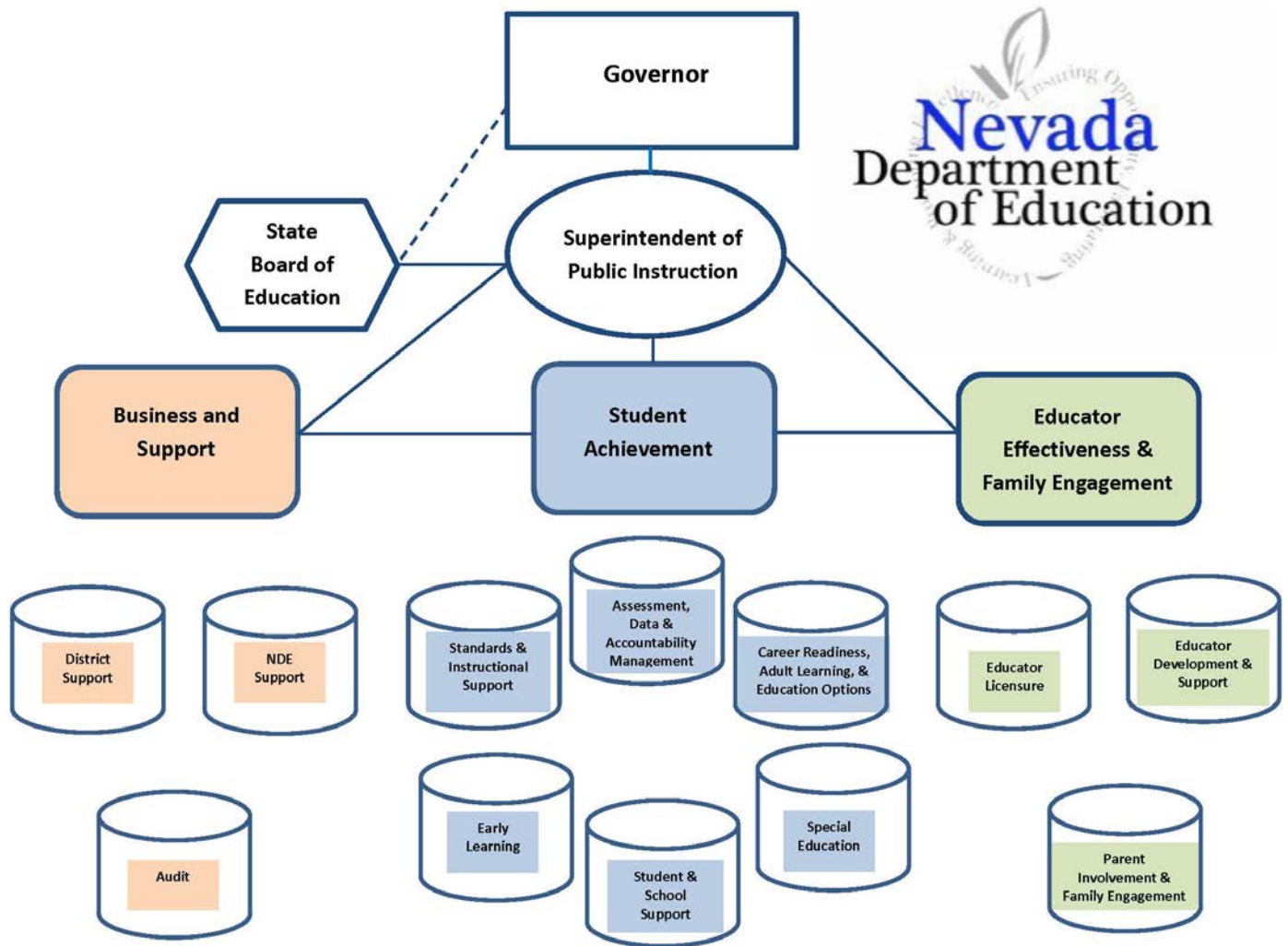
## NEVADA'S DEPARTMENT OF EDUCATION

The Department of Education is created in *Nevada Revised Statutes* (NRS) 385.010 and is defined as consisting of the State Board of Education, the State Board for Career and Technical Education, and the Superintendent of Public Instruction. The Department implements the State Board of Education policies, administers and regulates State and federal education programs, and provides technical assistance to local school districts and schools. Since the creation of the position of Superintendent of Public Instruction, various supervisors and deputy superintendents had been added under the Superintendent's purview, and the office had grown out of necessity. However, the Department as an agency had no legal recognition until the 1956 school code stated, "A State Department of Education is hereby created" (Chapter 1, *Statutes of Nevada 1956*). Previously, there had been frequent references to the Department in various pieces of legislation, in issues of the Superintendent's *Education Bulletin*, and in other State documents, but until then the Department existed without any legal status.

As an agency, Nevada's Department of Education acts as the administrative arm of the State Board and the Superintendent. While the Board maintains a policy role, the Department is responsible for carrying out the provisions of State statutes, implementing Board policies, and administering federal and State educational programs. The Department's chief executive officer is the Superintendent of Public Instruction. As noted in the previous section, the duties of this officer include recommending and implementing Board policy, supervising certain aspects of K-12 education in Nevada, developing proposed legislation, and directing departmental activities.

The Department, as an agency, fulfills five major policy roles, which include: (1) carrying out provisions in State statutes; (2) implementing Board policies; (3) administering federal and State programs; (4) providing technical assistance to local districts and schools; and (5) managing the teacher licensure program under policies set by the Commission on Professional Standards in Education.

In 2014, the Superintendent of Public Instruction implemented a substantial reorganization of the Department, aligning leadership and organizational units around three major functions: (1) Student Achievement; (2) Educator Effectiveness and Family Engagement; and (3) Business and Support Services. The chart below reflects these changes, as well as the current governance arrangement between the Governor, State Board of Education, and Superintendent of Public Instruction.



**Source:** Nevada's Department of Education, 2014.

The Department also provides administrative support to the Commission on Educational Excellence, the Council to Establish Academic Standards, and the Commission on Educational Technology. Additionally, the Department works with the Regional Professional Development Programs (RPDPs) by participating as nonvoting members of the RPDP governing bodies.

As of January 2016, the Department was comprised of 184.5 full-time equivalent staff. Of these, 48 percent were funded by the State. Four positions will be eliminated in Fiscal Year 2017, due to grant expiration.

Federal	65.25 FTE
State	88.25 FTE
Fees	13.50 FTE
<u>Indirect Costs</u>	<u>17.50 FTE</u>
<b>TOTAL</b>	<b>184.5 FTE</b>

## **THE LEGISLATIVE COMMITTEE ON EDUCATION (NRS 218E.605)**

Prior to the creation of the Legislative Committee on Education (LCE), the Legislature had conducted numerous interim studies concerning public education. Of the 30 education studies conducted between 1970 and 2010, 22 concerned topics about public elementary and secondary education and 8 concerned higher education.

The LCE is a permanent committee of the Nevada Legislature. Its authorization and duties are set forth in NRS 218E.600 through 218E.615. Created in 1997, this eight-member committee was created to oversee the Nevada Education Reform Act (NERA) as enacted in Senate Bill 482 (Chapter 473, *Statutes of Nevada 1997*).

The general powers of the LCE include evaluating, reviewing, and commenting on accountability programs, legislative measures affecting education, methods of financing public education, the condition of public education in elementary and secondary schools, class-size reduction programs, automation programs for educational data, and any other matter affecting public education. The Committee has the power to conduct investigations, administer oaths, depose witnesses, and issue subpoenas. It is also authorized to request Legislative Counsel Bureau (LCB) assistance in the Committee's work.

The Committee is charged with receiving statutory reports from the Department, Nevada System of Higher Education (NSHE), and other entities. In addition, each interim the Committee generally receives reports from special committees or panels created to review specific educational issues, such as school construction funding, governance, or charter schools.

During each interim, the Committee holds approximately six meetings and provides a forum for discussion of current education issues by the public, educators, and other affected interest groups, and for testimony by nationally recognized experts on education matters.



## THE COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION

Prior to 1979, the function of licensing teachers was handled first by county boards and then by the State Board of Education. Between statehood and 1885, county boards of examiners were responsible for most teacher certification in Nevada. As in most states at that time, certification examinations covered elementary school subjects for first through third grades. Since each county certified its own teachers, a teacher only held a certificate for teaching within that county. The 1885 Legislature enacted legislation directing the State Board of Education to adopt uniform examinations and to issue “Educational Diplomas” good for six years and other types of certification for elementary and high school teachers. Essentially, the Board shared certification authority with the county boards. It could also revoke a State diploma or a county certificate. In 1893, the Legislature required the State Board of Education to prepare teacher examinations for all counties in Nevada and, in 1907, it became the sole agency responsible for certifying teachers in Nevada. Teacher certification was a major theme at State Board meetings, considering each individual application. This practice continued until 1965 when it then became a matter of approving the recommendations of the Superintendent of Public Instruction (“Organization of the State Department of Education 1864” from *Inside Nevada Schools: A Challenge for the Future* by Nevada State Retired Teachers Association, 1976: p. 270).

The Commission on Professional Standards in Education was created by the 1979 Legislature to serve in an advisory capacity to the State Board of Education. At that time, the body made recommendations concerning teacher licensing matters to the Board. In 1987, the Legislature established the Commission permanently within statute and transferred to it the Department of Education’s responsibility for establishing licensing standards. The Commission consists of nine members appointed by the Governor. Four members must be teachers (from elementary, middle, secondary, and special education classrooms); two must be school administrators (at least one must be a principal); one member must be a school counselor or psychologist; one of the teachers, counselors, or administrators must be employed by a private school; one member must be a representative of the general public; and the final member must be one of the two deans from the Colleges of Education within the NSHE or a representative of a college nominated by the dean. The term of office is three years and no member may serve more than two terms. As with most boards and commissions, terms are staggered to ensure continuity. The Department is responsible for providing the staff necessary for the Commission to carry out its duties.

Under current law, the Commission adopts regulations prescribing the qualifications for licensing and relicensing teachers and other educational personnel in this State. It also sets forth the continuing education requirements necessary for teachers to be relicensed. Further, the Commission must establish the educational standards needed for teachers to obtain specialty endorsements to their licenses.

As a control mechanism, the State Board of Education may choose to reject a regulation made by the Commission within 90 days of adoption, if it determines that the regulation would: (1) cause any undue hardship on school districts or educational personnel; or (2) threaten the efficient operation of the State. In addition, the State Board of Education retains the authority to revoke



or suspend a license, and the Superintendent of Public Instruction is responsible to issue those licenses. The criteria for licensure and renewal, however, are set within regulations established by the Commission.

## **THE COMMISSION ON EDUCATIONAL TECHNOLOGY**

Prior to 1997, most technology funds appropriated by the Legislature were provided to the districts based upon a per-pupil formula. According to testimony from the 1997 hearings on the Nevada Education Reform Act, as a result of formula funding the smaller districts received so little they were unable to implement even basic level classroom-based technology. The larger districts tended to spend the funds on what was described as marginal items—not related to student applications in the classroom—such as attendance programs, out-of-state meetings, and teacher workstations. In addition, legislative members expressed frustration about the inability to track expenditures or determine whether the funds had made any impact upon students.

In 1997, the Commission on Educational Technology was established jointly by the Governor's Office and the Legislature through NERA. The measure created the 11-member Commission. The Superintendent of Public Instruction and the Administrator of the Division of Enterprise Information Technology Services serve *ex officio* as nonvoting members. Members serve two-year terms and must have knowledge and experience in the use of educational technology. The Commission includes representatives of the private sector, public libraries, parents, the NSHE, educational personnel, and the Legislature. Seven members must be selected by the Governor with four members appointed by the Legislature. The Commission is charged with developing a statewide plan for the use of educational technology within the public schools. The plan must make recommendations to incorporate technology within the schools, increase pupil access to the Internet, increase teacher access to continuing education opportunities through technology, improve pupil achievement, and incorporate teacher training needs associated with the new technology.

In addition, the Commission is required to allocate funds from the Trust Fund for Educational Technology and develop technical standards for educational technology and uniform specifications to ensure statewide compatibility. The Legislature usually appropriates one-shot funds for this purpose, so the amounts have varied each legislative session since the initial appropriation of \$27.5 million in 1997. State funding for educational technology was approved at approximately \$22 million for the 2015-2017 Biennium. The Commission typically distributes funds based upon the needs and relative wealth of each district as set forth in the statewide plan and subject to priorities established by the Legislature. The funds are provided based upon grant applications, which contain assurances of appropriate monitoring, and district evaluations of the impact upon student achievement and classroom instruction.

The Commission consists of technology experts from the school districts, libraries, business and industry, and the State. The Commission meets periodically and continues to make progress reports to the Legislative Committee on Education.

## **THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS**

The Nevada Education Reform Act also created the Council to Establish Academic Standards for Public Schools. The original nine-member panel was composed of the President of the State Board of Education; four members appointed by the Governor from parents, teachers, and business leaders; and four legislators appointed by legislative leadership. Under NERA, this panel originally was scheduled to sunset as of June 30, 2001. Senate Bill 466 (Chapter 621, *Statutes of Nevada*) of the 1999 Legislative Session made the Council permanent, and it now consists of an eight-member panel, with four members appointed by the Governor, including two parents and two licensed educators. The remaining four members are appointed by legislative leadership and include two legislators, one from each house, and two business or industry representatives.

The original nine-member Council was required to review and recommend statewide standards in English, math, and science before September 1, 1998. The State Board of Education was required to adopt standards and the statewide tests linked to these standards before January 1, 1999. These core standards were designed to take effect within the public schools during School Year 1999-2000. Standards in arts, computer education, health and physical education, and social studies were reviewed by the Council in its second phase. The State Board of Education was required to adopt standards related to these Phase II subjects before January 1, 2000. Social studies assessments also were to be adopted before that date.

During and since that time, the Council has reviewed and established performance standards for students in the core subjects linked to the academic standards and has recommended appropriate assessments for certain subjects. The Council meets periodically and continues to make progress reports to the Legislative Committee on Education.

## **THE REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS**

In response to a series of regional workshops conducted by the Legislative Committee on Education during the 1997-1999 Interim period, teachers, administrators, and others proposed a regional professional development model to help educators to teach the new State academic standards. The mission of the Regional Professional Development Programs is to provide high-quality professional training for administrators and teachers in order to implement Nevada's academic standards.

The original four programs were established statewide within an appropriations bill—Senate Bill 555 (Chapter 559, *Statutes of Nevada 1999*); the 2009 Legislature reduced the number to three. The RPDPs are charged with preparing teachers to teach to new, more rigorous academic standards and to evaluate the effectiveness of such programs. Each program is overseen by a governing body composed of superintendents of the school districts within the region, representatives of the NSHE, teachers, and an employee (nonvoting) of Nevada's Department of Education. It is the responsibility of the governing body to assess the training needs of teachers in the region and adopt priorities of training based upon the assessment of

needs. Additional duties of each governing board include budget review responsibilities with regard to the RPDP budget, oversight of the program's evaluation components, and responsibility for long-term and short-term program planning for the region.

In the 2001 Session, the mission of the RPDPs was expanded to include implementation of the Nevada Early Literacy Intervention Program, an initiative aimed at increasing literacy in grades K through 3 by providing teachers with strategies for teaching reading. Additionally, Senate Bill 3 (Chapter 13, *Statutes of Nevada*) from the 17th Special Session of the Nevada Legislature (2001) formalized the existence of the RPDPs within statute. In addition, S.B. 3 created the Statewide Coordinating Council, a group that had been meeting informally since shortly after the creation of the RPDPs. The Statewide Coordinating Council now consists of nine members: the Superintendent of Public Instruction; two nonlegislators appointed by the Legislature; a teacher, a school administrator, and another member appointed by the Governor; and a district superintendent appointed by each of the three regional programs.

The RPDPs' governing bodies meet periodically to refine their regional plans, and the Statewide Coordinating Council continues to meet and makes progress reports to the Legislative Committee on Education.

## **APPENDIX A: PRIOR STUDIES REGARDING THE COMPOSITION OF THE STATE BOARD OF EDUCATION**

### **Assembly Concurrent Resolution No. 54 (File No. 125, *Statutes of Nevada 1977*)**

This resolution directed a legislative subcommittee to study the structures and function of the State Board of Education and Nevada's Department of Education. The results were published in Legislative Counsel Bureau Bulletin No. 79-8, *Structures and Functions of the State Board of Education and State Department of Education*, August 1978. The principal recommendations with regard to the State Board were:

- A nine-member Board appointed by the Governor for staggered, four-year terms. The report states this is the "most difficult and sensitive" aspect of the study but that "a majority of the subcommittee's members concluded that the time has come" for the appointment of the State Board;
- Responsibility and authority for all policymaking for Nevada's Department of Education, whereas all administrative, technical, and procedural activities should be within the purview of the Superintendent. The Legislature appears to have acted on this recommendation by enacting Chapter 667, *Statutes of Nevada 1979*; and
- Clarification that the appointment of the Superintendent by the State Board be for a three-year term.

The subcommittee cited an Education Commission of the States' report which noted that 32 states have state boards to which the Governor appoints at least the majority of members. The subcommittee also gave the following points in support of its recommendation for an appointed Board:

- Minimal cost to the State by constituting the Board in this manner;
- Greater capacity to press for educational improvement and support through the Executive Branch than a board constituted by other means;
- Better geographic representation, especially for the rural areas of the State;
- Broader socioeconomic and ethnic representation;
- Less conflict in decision making;
- Greater ability to act in a unified manner due to its cohesive nature;
- More likely to act on volatile issues and to adopt unpopular positions for the sake of long-term educational improvement;
- Consensus among education policymakers that appointed boards are to be preferred; and
- Qualifications and expertise of members can be better ensured.

The subcommittee, however, denied that an appointed board would be a “panacea to solve all the educational governance problems in Nevada” and recognized the “strong tradition in Nevada for an elected state board.” Moreover, the subcommittee acknowledged that “elected boards may be more sympathetic to constituent concerns than are appointed boards.” It concluded, however, that the evidence for this was slight and not decisive.

#### **The Governor’s School Survey Committee Report of 1954**

Also known as the “Peabody Report,” this study recommended that the Board, which was then composed of the Governor, Superintendent, and five lay members, be composed of six elected members and two additional members appointed by the Board itself with one representing labor and one representing agriculture (Peabody Report, *Findings, Conclusions and Recommendations*, 11). The Legislature appears to have acted on this recommendation by enacting Chapter 402, *Statutes of Nevada 1955*. The Peabody Report’s recommendations were based on the following considerations:

- (a) The Governor should not be a member of any legislative or policymaking board;
- (b) The Superintendent is “placed in the awkward position of passing judgment on the manner in which he carries out his responsibilities” if he serves on the Board *ex officio*;
- (c) An elected board is best able to be “broadly representative of the general public and unselfishly interested in public education” which is based on an earlier, national study by the National Council of Chief State School Officers. This study emphasizes that state boards should:
  - i. Be a nonpartisan lay state board composed of 7 to 12 able citizens;
  - ii. Serve for long, overlapping terms without pay, and;
  - iii. Serve as the single board for determining state educational policies within the statutory framework provided by the legislature.

**Note:** The LCB Bulletin and the Peabody Report are available in the LCB Research Library.

## APPENDIX B: STATE BOARD OF EDUCATION GOVERNANCE, 1860-2016

EX OFFICIO	ELECTED	APPOINTED
<p><b>1861-1864</b> (3 Members)</p> <p>Superintendent of Public Instruction; Territorial Auditor; Territorial Treasurer</p>		
<p><b>1865-1895</b> (3 Members)</p> <p>Superintendent of Public Instruction; Governor; Surveyor General</p>		
<p><b>1895-1930</b> (3 Members)</p> <p>Superintendent of Public Instruction; Governor; President of the University</p>		
<p><b>1931-1954</b> (7 Members)</p> <p><u>Ex Officio</u> Superintendent of Public Instruction; Governor</p> <p><u>Elected</u> 5 elected members from State's Education Supervision Districts</p>		
		<p><b>1955-1969</b> (8 Members)</p> <p><u>Elected</u> 6 members elected from State's Education Supervision Districts</p> <p><u>Appointed</u> 2 members appointed by other 6</p>

EX OFFICIO	ELECTED	APPOINTED
	<div> <p><b>1969-1970</b> (9 Members)</p> <p>7 elected from school districts; 2 appointed by the other 7 members</p> <p><b>1971-1973</b> Added a requirement that the 2 appointees be from labor and agriculture</p> </div> <div> <p><b>1973-1990</b> (9 Members)</p> <p>All elected from population-based districts</p> </div> <div> <p><b>1991-2001</b> (11 Members)</p> <p>All elected from population-based districts</p> </div> <div> <p><b>2002-2011</b> (10 Members)</p> <p>All elected from population-based districts</p> </div> <div> <p><b>2012-Present</b> (11 Members)</p> <p>4 voting members elected from Nevada's Congressional districts; 3 voting members appointed by the Governor; 4 nonvoting members appointed by the Governor</p> </div>	