

West Virginia School Board Association November Statewide Training Session



@Stonewall Resort
Saturday, November 14, 2026
(5.75 Training Hours – Includes Pre-Conference Readings)

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Saturday, November 14, 2026
First General Session
9:00 a.m. – 10:45 a.m.

**“Now That We are Here, Where Are We?”: West Virginia County
Boards of Education Members Consider Matters Relating to
Various Strategies Relating to Board Governance Accountabilitiesⁱ**

Programmatic Prompt

Based on a survey of the state’s 275 county boards of education members as developed by the WVSBA staff, with input and guidance from appropriate state Department of Education Division staff as well as WVSBA’s 24-member Executive Board and designated public education

constituency interests, WVSBA's 16 regional directors will facilitate collection of survey results by not later than November 5, 2026.

The survey relates to county board accountability strategies related to these areas of board governance:

- County Board Accountability Strategies for Student Learning and Academic Achievement
- County Board Accountability for Strategies for Constitutional and Fiscal/Fiduciary Accountability
- County Board Strategies for Governance Effectiveness Accountability
- County Board Strategies for School District Schools and School District Educational Facilities, Transportation and Programmatic Accountability
- County Board Strategies for West Virginia Board of Education Rule Compliance Accountability

The November 14 training will include a brief overview of survey results as a whole and by WVSBA Regions – the Association uses the former Regional Education Service Agency Regions – with facilitated discussions led by the five WVSBA Executive Committee members. The format includes an interactive process that involves designation of county board of education members and county superintendent resource persons. The approach will flow with purpose in terms of time management as enhanced by county boards of education members and county superintendents having received survey results in advance and related readings, including, but not limited to, “30 Ideas for Fixing U.S. Schools, Ranked by Experts.”

Notes:

1. County Board includes consideration of the county superintendent who acts as the county board chief executive officer and/or the as the chief instructional leader and executive officer of the school. (Refer to §18-4-10 and related Codes and West Virginia Board of Education Rules, Including But Not Limited to, System of Support and Accountability <https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=57255&Format=PDF>ⁱⁱ and Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders and <https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=29951&Format=PDF>
2. The five subject areas will be informed by Code and State Board Rules as determined in cooperation with state Board of Education S.T.R.I.V.E and designated county superintendent mentors as well as the WVDE Office of External Operations.

Second General Session
11:00 a.m. – 12:00 p.m.

Programmatic Prompt

Revisiting The McKinney-Vento Homeless Assistance Act (codified at [42 U.S.C. § 11431 et seq.](#))ⁱⁱⁱ

"Amid all the moves, one thing has been constant for Dayana: her school. That's because a federal law, known as the McKinney-Vento Homeless Assistance Act, allows students like her to stay in their school even when their housing takes them far from where they originally enrolled."^{iv}

Presenters:

- Rodd Monts, Director of State Policy at SchoolHouse Connection / <https://schoolhouseconnection.org/>
- Representative(s), West Virginia Department of Education

Note: Includes county board / county superintendent and other resource persons

Third General Session 1:00 p.m. – 3:30 p.m. Programmatic Prompt

One-Hour Fireside Chat Theme: *Governance That Works: Trust, Clarity, and Stewardship*

"This conversation is not about catching mistakes. It is about learning from patterns that have emerged in school systems across the state and asking a more useful question: What practices help a board and superintendent work well together, preserve public trust, and keep the focus on students?"

Note: During the past several years, county boards of education and county superintendents have received training designated as “staying in your lane.” That training, while important in terms of county board members maintaining proper statutory roles, including actions and behaviors that may result in improper school district interventions, may be best approached through efforts to develop philosophies of governance that lead to effective but accountable county board/county superintendent relations.

This ideal, dating back almost a quarter-century, has some relating to Carver Governance Design,^v a means of governance that emphasis empowerment of an organization CEO who, except for specified organizational boundaries – expressed in the negative, ‘the county superintendent, in fulfillment of her or his role, shall not . . .,’ meaning greater emphasis on board monitoring and oversight to ensure accountability so as to avoid improper if not unlawful county board “system interventions.

While not directly related to Carver's Governmental Design, this effort sees an effective county board/county superintendent relationship emerging from, as stated, a "fireside chat" session or sessions to determine shared values, shared accountabilities and a shared desire for the county board and county superintendent, given a longitude of time as enhanced by heightening expectations in the county board/county superintendent relationship and greater latitudinal (escalating) accountabilities and flexibilities to promote student learning and achievement.

Presenters:

- Ryan S. Saxe, EdD, EdS, Berkeley County Schools Superintendent
- Dr. Diana Greene | Chief Executive Officer / Children's Literacy Initiative
- Representative Berkeley County Board of Education
- Jeffrey S. Kelley, Associate Superintendent West Virginia Department of Education
- Kimberley S. Croyle, Partner Bowles Rice LLC, Facilitator

ⁱ Paraphrasing Janis Joplin, of course.

ⁱⁱ §126-165-4. Standards of Professional Practice for County Superintendents.

4.1. Role. The standards of professional practice for county superintendents establish the superintendent as the chief instructional leader and executive officer of the school system who works in collaboration with the county board of education to ensure that all elements of system operations come together to advance student learning. This requires a leader absolutely dedicated to student academic achievement and well-being who can create fiscally responsible systems and processes that improve the quality of learning in each school. **Today's superintendents must understand the broad national and global economic/social context to which schools must respond but must work within the context of the local community to address these issues in a coherent and viable strategic direction for the school system. The overall direction of the system must ultimately be realized within each school and classroom; the progress made by each school can be profoundly influenced by the quality of district operations, fiscal management, support, culture and systems of accountability.** Thus, the superintendent must not only ensure that district systems and processes are of the highest quality but that they are differentiated and orchestrated to address each school's improvement needs. Within this context, the superintendent must establish clear goals and benchmarks of accountability while supporting the work of collaborative teams to find the best ways of improving professional practice within each school. The work of a county superintendent is multifaceted and relies on both technical knowledge and interpersonal skill. However, by forming stakeholder coalitions and staff communities of professional practice, the superintendent, working with the county board, can be the necessary transformational change agent able to influence the progress and success of student in each school.

ⁱⁱⁱ McKinney-Vento Considerations

- **Definition and living situations:** The statute protects individuals who lack a fixed, regular, and adequate nighttime residence [42 U.S.C. § 11434a\(2\)\(A\)](#), encompassing children sharing housing due to economic hardship, living in motels, hotels, trailer parks, campgrounds, emergency shelters, or abandoned in hospitals 42 U.S.C. § 11434a(2)(B)(i).

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- **Equal access and barriers:** The law mandates equal public education access and requires agencies to review and revise policies acting as barriers [42 U.S.C. § 11431\(1\)](#), [42 U.S.C. § 11431\(2\)](#). It further asserts that homelessness is insufficient reason to segregate students from mainstream environments [42 U.S.C. § 11431\(3\)](#).

School Stability, Enrollment, & Participation

- **School of origin:** Students have the right to remain in their school of origin for the duration of homelessness and through the academic year if permanently housed [42 U.S.C. § 11432\(g\)\(3\)\(A\)](#), with a statutory presumption favoring this placement unless contrary to parent or youth preference [42 U.S.C. § 11432\(g\)\(3\)\(B\)\(i\)](#).
- **Immediate enrollment and access:** Schools must immediately enroll homeless youth despite missing documentation like academic records, immunization records, or proof of residency [42 U.S.C. § 11432\(g\)\(3\)\(C\)\(i\)](#), and ensure participation in academic and extracurricular programs without administrative barriers [42 U.S.C. § 11432\(g\)\(1\)\(F\)\(ii\)](#).

^{iv} <https://www.npr.org/2025/05/22/nx-s1-5406330>

^v <https://charneykeyse.com/the-carver-model-explained-why-policy-governance-still-matters-for-modern-boards/>

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