

Education & Programs/Policy, Personnel, & Legal Committee Meeting

Hempfield School District

Tuesday, September 8, 2026 Immediately following the Regular Board Meeting at 6:00 pm
District Administration Building, 200 Church Street, Landisville, PA 17538

Education and Programs Committee

Purpose: The Education and Programs Committee provides the School Board with a high-level overview of the educational and extra-curricular programming of the district; acts as a sounding board for various potential changes in programming, while providing a conduit of communication and recommendations back to the full School Board.

School Board Representatives: Megan Eshleman (Chair)/Kait Linton/Patrick Wagner/Mekhai Williams

District Leadership Representative: Dr. Doug Dandridge, Assistant Superintendent

Policy, Personnel, and Legal Committee

Purpose: The Policy, Personnel, and Legal Committee provides the School Board with a venue to fully vet policies and address legal matters of concern.

School Board Representatives: Erin Small (Chair)/Grant Keener/Kait Linton/Mekhai Williams

District Leadership Representative: Dr. Tab Musser, Assistant Superintendent

This meeting is being recorded by the District solely for the purpose of compiling minutes. The recordings will be destroyed after the meeting minutes are approved. All participants attending a public meeting should presume that the meeting is being recorded.

The School Board may take official action on any matter of agency business advertised as an action item on the agenda published at least 24-hours prior to the meeting. Additionally, in accordance with exceptions permitted by the Sunshine Act, the Board may take official action on other matters of agency business so long as the agenda is amended, and the public is given the opportunity to comment.

Note: Presentations will be posted within 24 hours following the meeting.

1. Meeting Opening

1.A. Call to Order

2. Residents' Request to Address the Board (3-minute limit)

The Board provides a time of public comment at committee meetings for residents and taxpayers to bring their thoughts on specific agenda items to the Board, but it is not a time for exchange between the Board, administration, and speaker. We ask that speakers refrain from identifying specific students, staff, or community members by name. **Each resident is provided up to three (3) minutes to speak at a committee meeting on a topic identified on the meeting agenda.**

Residents and taxpayers who are interested in making public comments must complete the electronic registration form prior to 3:00 PM on the day of the meeting.

3. Education & Programs

3.A. Full Day Kindergarten Timeline (reference attachments)

Dr. Dandridge will present Full Day Kindergarten Timeline

Note: Presentations will be posted within 24-hours following the meeting.

Full Day Kindergarten Timeline

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4. Policies for First Reading Consideration

4.A. Policy 125 Adult Education (reference attachments)

Policy 125 Adult Education

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4.B. Policy 126 Class Size (reference attachments)

<i>Policy 126 Class Size</i>	10
4.C. Policy 127 Assessments (reference attachments) <i>Policy 127 Assessments</i>	11
4.D. Policy 130 Homework (reference attachments) <i>Policy 130 Homework</i>	14
4.E. Policy 138 English as a Second Language Education Program (reference attachments) <i>Policy 138 English as a Second Language Education Program</i>	15
4.F. Policy 142 Migrant Students (reference attachments) <i>Policy 142 Migrant Students</i>	20

5. Schedule of Upcoming Meetings

September 22, 2026 - 6:00 pm

Regular Meeting

Buildings & Grounds/Finance Committee Meeting

October 13, 2026 - 6:00 pm

Regular Meeting

Education & Programs/Policy, Personnel, & Legal Committee Meeting

October 27, 2026 - 6:00 pm

Regular Meeting

Buildings & Grounds/Finance Committee Meeting

November 10, 2026 - 6:00 pm

Regular Meeting

Education & Programs/Policy, Personnel, & Legal Committee Meeting

All meetings are held in the Public Board Room at the Administration Building unless otherwise announced.

Committee Meetings will be held immediately following the adjournment of the Regular Meeting.

6. Adjournment

FULL DAY KINDERGARTEN TIMELINE

Presenter: Doug Dandridge

Date: September 8, 2026

2026-27 – WHAT HAVE WE BEEN WORKING ON?

- Expanded to 6 additional FDK classrooms across the district
 - Now serving 180 students in FDK
 - Adjusted 5 new classrooms to support Kindergarten classes
- Hired 3 additional Kindergarten teachers to support remaining Half-day Kindergarten classrooms
- Worked with the Hempfield Rec to offer wrap care for families in our half-day Kindergarten classrooms
- Posting for 6 additional FDK aides to support the additional FDK classrooms.
 - Using Ready to Learn grant money for this expense. We plan to include it in the Foundation money in future years.



NEXT STEPS

- Goal remains FDK for all students by 2027-28
- Ongoing work:
 - Reviewing enrollment trends
 - Reviewing facility needs (Desks/Tables/Furniture, supplies, etc.)
 - Reviewing programmatic needs
 - Reviewing scheduling impact (core, intervention, specials, recess, lunch, etc.)
 - Reviewing transportation needs
 - Reviewing professional development needs
 - Reviewing financial impact
 - Reviewing class size implications



TIMELINE

- Our goal is to bring a a full presentation back to this committee by November 10.
- This timing would allow:
 - The board to provide feedback and still vote on a final plan before the second half of the year.
 - Families time to plan for 2027-28 SY
 - Buildings time to prepare for additional classrooms
 - District time to order supplies, offer professional development/collaboration, hire staff, and outfit rooms for additional classes



THANK YOU

Presenter: Doug Dandridge

Email: Doug_Dandridge@hempfieldsd.org



Hempfieldsd.org



BOARD POLICY

125 Adult Education

POLICY NUMBER	ADOPTED	LAST REVIEWED	VERSION
125	10/11/2005	4/12/2016	v1
DOCUMENT STATUS	PRINTED		
ACTIVE	9/1/2026		

Purpose

The Board recognizes the value of educational growth and advancement to adult members of the community and the need of both adults and minors for educational programs.

Authority

The Board may establish and maintain a program of adult education based upon the needs and interests of the residents, consistent with the educational goals and policies of the district.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board may employ staff, utilize available facilities, supply instructional and supplementary materials, and provide administrative leadership required to maintain the adult education program. The Board shall establish the tuition rate for each course offered in the adult education program.[\[4\]](#)[\[5\]](#)

Adult education programs shall be consistent with the policies and objectives of the Board.

Delegation of Responsibility

The Superintendent or designee shall:

1. Utilize appropriate staff members.

2. Assess the needs and resources of the community.
3. Develop a program of adult education and present that program to the Board for approval.
4. Prepare a calendar of adult education activities.
5. Develop and implement means to inform the public of adult education offerings.

Legal Footnotes

[1] 24 P.S. 502
LEGAL REFERENCE

[2] 24 P.S. 1901
LEGAL REFERENCE

[3] 24 P.S. 1906
LEGAL REFERENCE

[4] 24 P.S. 1923
LEGAL REFERENCE

[5] 24 P.S. 1903
LEGAL REFERENCE

Legal References

No additional references listed.



BOARD POLICY

126 Class Size

POLICY NUMBER	ADOPTED	REVISED	VERSION
126	10/11/2005	3/8/2016	v1
DOCUMENT STATUS	PRINTED		
ACTIVE	9/1/2026		

Authority

Class size shall be determined by the Board after consultation with the Superintendent and designated administrators.

Delegation of Responsibility

The Superintendent or designee shall prepare guidelines for class size, which shall take into account:

1. Subject matter.
2. Type of instruction.
3. Ability of students.
4. Age group of students.
5. Use of aides.

Legal References

No additional references listed.



BOARD POLICY

127 Assessments

POLICY NUMBER	ADOPTED	REVISED	VERSION
127	10/11/2005	11/10/2015	v1
DOCUMENT STATUS	PRINTED		
ACTIVE	9/1/2026		

Purpose

The Board recognizes its responsibility to develop and implement an assessment system that will determine the degree to which students are achieving academic standards and will provide information for improving the educational program.[\[1\]](#)

Authority

The Board shall approve an assessment system for use in district schools to assess individual attainment of state and local academic standards, and to identify those students not attaining academic standards and provide assistance. The assessment system shall be described in the district's Comprehensive Plan.[\[3\]](#)[\[1\]](#)[\[9\]](#)

The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents/guardians.[\[1\]](#)[\[5\]](#)

The Board directs the Superintendent or designee to grant requests by parents/guardians to determine whether the state assessments conflict with the parents'/guardians' religious beliefs. Parent/Guardian requests shall be submitted within the district's designated time frame, during regular district office hours. The district shall ensure the security of the assessment documents.[\[6\]](#)

If, upon inspection of a state assessment, a parent/guardian finds the assessment to be in conflict with their religious beliefs, the parents/guardians shall have the right to have their child excused from that state assessment, upon receipt of a written request to the Superintendent or designee stating the objection.[\[6\]](#)

Delegation of Responsibility

The Superintendent or designee shall recommend methods of assessment and evaluation based on his/her professional judgment, generally accepted professional practice, and staff input.^{[1][3][9]}

The Superintendent or designee shall provide summary information to the public regarding student assessment achievement, including results of assessments, in accordance with federal and state law and regulations.^{[7][1]}

The Superintendent or designee shall provide information regarding the achievement of academic standards to the PA Department of Education when requested; such information shall not include student names, identification numbers, or individually identifiable information.^[1]

The Superintendent or designee shall recommend improvements in the curriculum and instructional practices based upon student assessment results.^[1]

Guidelines

Parents/Guardians shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel.^{[8][10][11]}

The district shall provide assistance to students not attaining academic standards at the proficient level. The district shall inform students and parents/guardians about how to access such assistance.^{[1][5]}

Students with disabilities and students participating in ESL education programs shall participate in assessments, with appropriate accommodations when necessary.^{[3][10][12][13]}

Legal Footnotes

[1] 22 PA Code 4.52
LEGAL REFERENCE

[3] 22 PA Code 4.51
LEGAL REFERENCE

[5] 22 PA Code 12.41
LEGAL REFERENCE

[6] 22 PA Code 4.4
LEGAL REFERENCE

[7] Pol. 919
POLICY REFERENCE
Referenced policy is not available in this policy book.

[8] 20 U.S.C. 6311
LEGAL REFERENCE

[9] 22 PA Code 4.12
LEGAL REFERENCE

**[10] Pol. 138 — English as a Second Language
Education Program**
POLICY REFERENCE

[11] Pol. 212 — Reporting Student Progress
POLICY REFERENCE

**[12] Pol. 103.1 — Nondiscrimination - Qualified
Students With Disabilities**
POLICY REFERENCE

[13] Pol. 113 — Special Education
POLICY REFERENCE

Legal References

No additional references listed.



BOARD POLICY

130 Homework

POLICY NUMBER	ADOPTED	REVISED	VERSION
130	10/11/2005	3/8/2016	v1
DOCUMENT STATUS	PRINTED		
ACTIVE	9/1/2026		

Purpose

Homework assignments should be an extension of classroom instruction that will reinforce the curriculum, will teach good work habits, and enable the student to learn to produce ideas and develop skills.

Guidelines

Each student shall be responsible for completing homework assignments as directed.[\[1\]](#)

The amount of homework assigned must consider factors such as age, grade, or ability level of the student and the balance of school and non-school activities in a student's life.

Homework will not be assigned as a form of punishment.

Legal Footnotes

[1] 22 PA Code 12.2
LEGAL REFERENCE

Legal References

No additional references listed.



BOARD POLICY

138 English as a Second Language Education Program

POLICY NUMBER	ADOPTED	REVISED	VERSION
138	10/11/2005	11/10/2015	v1
DOCUMENT STATUS	PRINTED		
ACTIVE	9/1/2026		

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]](#) [\[2\]](#) [\[3\]](#)

Authority

The Board shall approve a written program plan of educational services for students whose dominant language is not English. The program plan shall include English as a Second Language (ESL) instruction. The ESL education program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically. [\[3\]](#) [\[4\]](#)[\[5\]](#) [\[6\]](#)

The Board may address LEP students and programs in the district's comprehensive planning process, and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate ESL education program in compliance with law and regulations. [\[7\]](#) [\[8\]](#)

The Board may contract with Lancaster-Lebanon Intermediate Unit No. 13 for ESL education services and programs.

Delegation of Responsibility

The Superintendent or designee shall implement and supervise an ESL education program that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the ESL education program.

Guidelines

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the district, and shall be filed in the student's permanent record folder through graduation.[\[5\]](#)[\[9\]](#) [\[10\]](#)

The ESL education program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. [\[2\]](#)

Certified employees and appropriate support staff, when necessary, shall provide the ESL education program. The district shall ensure that all teachers in the ESL education program hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom. [\[11\]](#)

The ESL education program shall be evaluated periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement.[\[12\]](#)[\[13\]](#)[\[14\]](#)

Students who are English Language Learners (ELL) may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. [\[6\]](#) [\[15\]](#)

Students who are ELL may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as LEP, that may be masking gifted abilities. [\[16\]](#)

Students participating in ESL education programs who are eligible for special education services shall continue receiving ESL education instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level. [\[6\]](#) [\[15\]](#) [\[16\]](#)

Students participating in ESL education programs shall be required, with accommodations, to participate in assessments and meet established academic standards and graduation requirements adopted by the Board. [\[2\]](#) [\[12\]](#) [\[13\]](#) [\[14\]](#) [\[17\]](#) [\[18\]](#) [\[19\]](#) [\[20\]](#) [\[21\]](#) [\[22\]](#) [\[23\]](#) [\[24\]](#)

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available to district students. [\[25\]](#) [\[26\]](#) [\[27\]](#) [\[28\]](#)

Students shall exit from the ESL education program in accordance with state required exit criteria. [\[13\]](#)

The district shall monitor ELL students who exit from the ESL education program. [\[14\]](#)

Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians. [\[1\]](#) [\[29\]](#)

At the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students enrolled in ESL education programs regarding the instructional program provided to their student. [\[29\]](#)

Parents/Guardians shall be regularly apprised of their student’s progress, including achievement of academic standards and assessment results. [\[23\]](#) [\[30\]](#)

Parents/Guardians shall be notified of their right to opt the student out of supplemental ESL education programs/opportunities provided through federal funding, in accordance with applicable law. [\[29\]](#)

The district shall notify parents/guardians of students in ESL education programs within thirty (30) days, or within fourteen (14) days of enrollment, if the district fails to meet annual measurable performance objectives, as required by law. [\[29\]](#)

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children. [\[12\]](#) [\[13\]](#) [\[29\]](#)

Legal Footnotes

[1] 42 U.S.C. 2000d
LEGAL REFERENCE

[2] Pol. 102 — Academic Standards
POLICY REFERENCE

[3] Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students
POLICY REFERENCE

[4] 22 PA Code 4.26
LEGAL REFERENCE

[5] 20 U.S.C. 6801
LEGAL REFERENCE

[6] Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities
POLICY REFERENCE

[7] Pol. 100 — Comprehensive Planning
POLICY REFERENCE

[8] Pol. 333 — Professional Development
POLICY REFERENCE

[9] 22 PA Code 11.11
LEGAL REFERENCE

[10] Pol. 200 — Enrollment in District
POLICY REFERENCE

[11] Pol. 304 — Employment of District Staff
POLICY REFERENCE

[12] 20 U.S.C. 6812
LEGAL REFERENCE

[13] 20 U.S.C. 6826
LEGAL REFERENCE

[14] 20 U.S.C. 6841
LEGAL REFERENCE

[15] Pol. 113 — Special Education
POLICY REFERENCE

[16] Pol. 114 — Gifted Education
POLICY REFERENCE

[17] 20 U.S.C. 6842
LEGAL REFERENCE

[18] 22 PA Code 4.51
LEGAL REFERENCE

[19] 22 PA Code 4.51a
LEGAL REFERENCE

[20] 22 PA Code 4.51b
LEGAL REFERENCE

[21] 22 PA Code 4.51c
LEGAL REFERENCE

[22] 22 PA Code 4.52
LEGAL REFERENCE

[23] Pol. 127 — Assessments
POLICY REFERENCE

[24] Pol. 217 — Graduation
POLICY REFERENCE

[25] 20 U.S.C. 1703
LEGAL REFERENCE

[26] Pol. 115 — Career and Technical Education
POLICY REFERENCE

[27] Pol. 122 — Extracurricular Activities
POLICY REFERENCE

[28] Pol. 123 — Interscholastic Athletics
POLICY REFERENCE

[29] 20 U.S.C. 7012
LEGAL REFERENCE

[30] Pol. 212 — Reporting Student Progress
POLICY REFERENCE

Legal References

No additional references listed.



BOARD POLICY

142 Migrant Students

POLICY NUMBER	ADOPTED	LAST REVIEWED	VERSION
142	10/11/2005	3/8/2016	v1
DOCUMENT STATUS	PRINTED		
ACTIVE	9/1/2026		

Authority

The Board establishes a program to address the needs and provide appropriate services to migrant students attending district schools.[\[1\]](#)[\[2\]](#)[\[8\]](#)[\[4\]](#)

Guidelines

The district program for migrant students shall include procedures to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Ensure migrant students have the appropriate educational opportunities to meet the same academic standards required of all students.
3. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. [\[3\]](#) [\[6\]](#) [\[7\]](#) [\[8\]](#) [\[9\]](#)
4. Provide parents/guardians an opportunity for meaningful participation in the program.
5. Provide advocacy and outreach programs for migrant students and their families.
6. Provide professional development for district staff. [\[10\]](#)

The district shall provide materials to parents/guardians regarding their role in improving the academic achievement of their child.

Delegation of Responsibility

The Superintendent or designee shall develop procedures to notify and involve parents/guardians in the development, implementation and evaluation of the district's program for migrant students.

Legal Footnotes

[1] 24 P.S. 1326 LEGAL REFERENCE	[2] 24 P.S. 1327 LEGAL REFERENCE
[3] Pol. 105 — Curriculum POLICY REFERENCE	[4] 34 CFR 200.81-200.88 LEGAL REFERENCE
[6] Pol. 112 — School Counseling POLICY REFERENCE	[7] Pol. 113 — Special Education POLICY REFERENCE
[8] 20 U.S.C. 6391 LEGAL REFERENCE	[9] Pol. 115 — Career and Technical Education POLICY REFERENCE
[10] Pol. 333 — Professional Development POLICY REFERENCE	

Legal References

No additional references listed.