

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

Hempfield School District

Tuesday, August 11, 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.

Education and Programs Committee Leadership

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.

Policy, Personnel, and Legal Committee Leadership

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

District Leadership Representative: Dr. Tab Musser, Assistant Superintendent

This meeting is being audio recorded by the District solely for the purpose of compiling minutes. The audio recording will be destroyed after approval of the meeting minutes. 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. Ready to Learn Block Grant (reference attachments)

Doug Dandridge will present Ready to Learn Block Grant

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

Ready to Learn Block Grant

3.B. 2026-27 School Year Focus (reference attachments)

Doug Dandridge will present 2026-27 School Year Focus

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

26-27 School Year Focus	13
4. Policies for First Reading Consideration	
4.A. Policy 105 Curriculum (reference attachments) <i>Current Policy 105 Curriculum</i>	22
4.B. Policy 117 Homebound Instruction (reference attachments) <i>Current Policy 117 Homebound Instruction</i>	26
4.C. Policy 118 Independent Study (reference attachments) <i>Current Policy 118 Independent Study</i>	29
4.D. Policy 121 Field Trips (reference attachments) <i>Current Policy 121 Field Trips</i>	31
4.E. Policy 122 Extracurricular Activities (reference attachments) <i>Current Policy 122 Extracurricular Activities</i>	34
4.F. Policy 124 Summer School (reference attachments) <i>Current Policy 124 Summer School</i>	39
5. Schedule of Upcoming Meetings	
August 25, 2026 - 6:00 pm Regular Meeting Buildings & Grounds/Finance Committee Meeting	
September 8, 2026 - 6:00 pm Regular Meeting Education & Programs/Policy, Personnel, & Legal Committee Meeting	
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	
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	

READY TO LEARN BLOCK GRANT

Presenter: Doug Dandridge

Date: August 11, 2026

A LONGSTANDING EQUITY PROBLEM

- 2015: Pennsylvania adopted a bipartisan “Fair Funding Formula” (Act 51 of 2014) to distribute new basic education dollars based on student need.
- The formula only applied to new state dollars — the large majority of Basic Education Funding stayed locked into distributions set decades earlier.
- Result: districts serving similar students received very different levels of state support, largely unrelated to actual student need.
- These structural gaps became the basis for a legal challenge from school districts, families, and statewide advocacy groups.



WILLIAM PENN V. PA DEPT. OF EDUCATION



The Holding

Commonwealth Court — in a nearly 800-page decision by Judge Renée Cohn Jubelirer — found that Pennsylvania's school funding system violates both the state Education Clause and the Equal Protection Clause. The court held that education is a fundamental right and placed the responsibility to fix the system on the Legislature and Executive branch.

Legislative leaders did not appeal by the July 21, 2023 deadline — the ruling is now final.



THE BASIC EDUCATION FUNDING COMMISSION

- The court's ruling didn't set a dollar figure — it left that to the Legislature and Executive Branch to determine.
- In response, the bipartisan Basic Education Funding Commission (BEFC), including legislators and the Shapiro Administration, studied the issue through 2023 and into 2024.
- Its January 2024 report established “adequacy targets” for every district — the funding level needed to serve students at an acceptable standard.
- The report passed on an 8–7 vote. The underlying formula remains a point of ongoing debate.

\$5.4 B

statewide adequacy gap identified

\$5.1 B

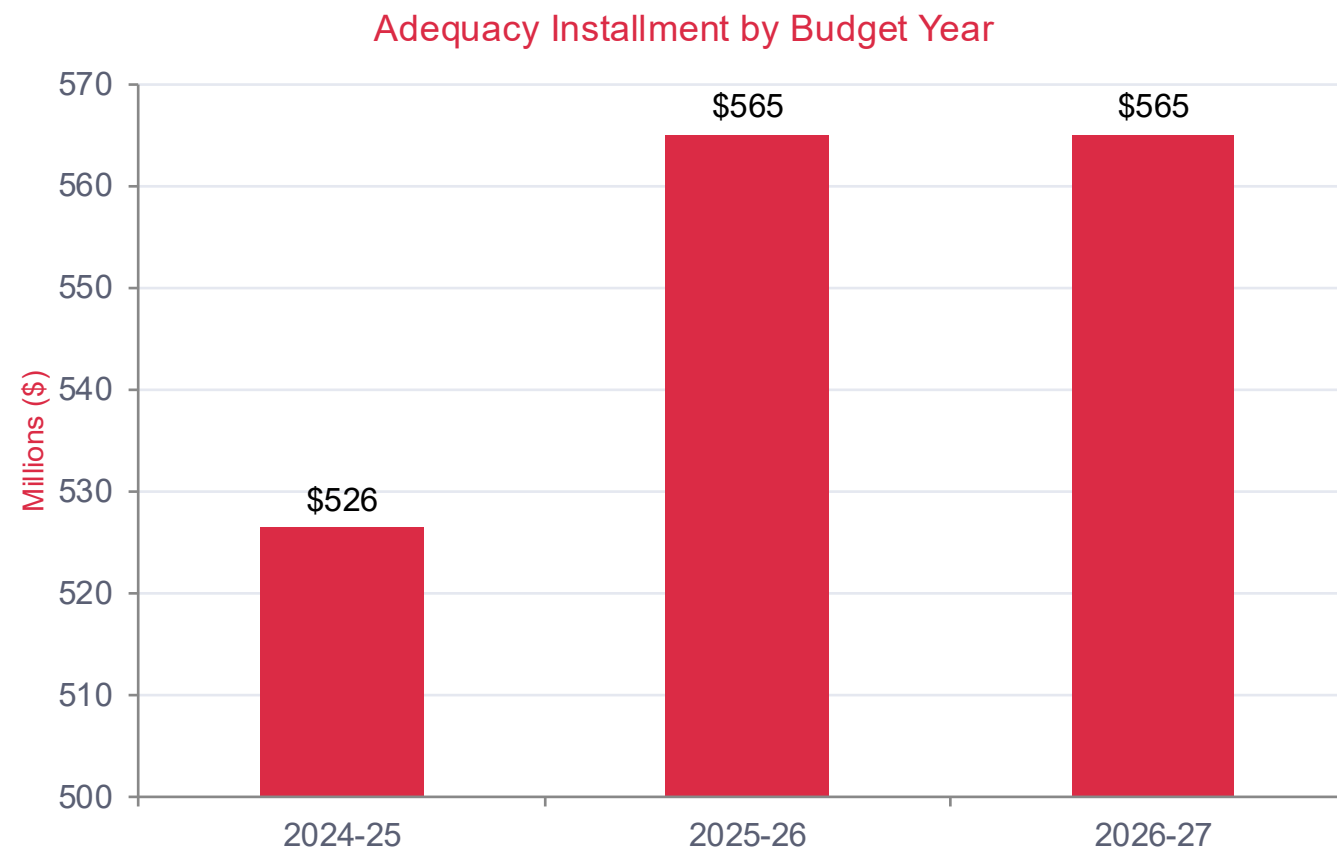
state responsibility

7 years

recommended timeline to close it



THREE BUDGETS, THREE INSTALLMENTS



\$1.66 B

- Invested toward the \$5.1B state share of the adequacy gap identified in 2024 — leaving roughly \$3.4B still to be closed under the Commission's 7-year timeline.
- *Basic Education Funding and Special Education have also grown each year, separate from this adequacy line.*



READY TO LEARN (RTL) BLOCK GRANT

- Comprised of 4 parts
 - Foundation - Base allocation to every school district and charter school
 - Adequacy Supplement - Targeted to districts furthest from their adequacy target
 - Tax Equity Supplement - For districts with high local tax effort relative to wealth (not Hempfield)
 - Minimum Adequacy Supplement - Ensures a baseline increase for qualifying districts (not Hempfield)

Approved uses include full-day pre-K/kindergarten, tutoring, evidence-based reading instruction, mental health and social services, and school libraries, among others.



HSD 2025-26 READY TO LEARN BLOCK GRANT

\$1,360,691

Foundation

\$689,640

Adequacy Supplement

- Funds spent on:
 - Math and literacy Programs
 - NewsELA
 - Get More Math
 - Renaissance
 - Elementary Summer School
 - Science Program
 - PhD

- Library Books and Software
- Career Readiness
 - Second Step
- High School Curricula
 - Edgenuity – HVA
- Charter School Tuition increase
- Student Services Infrastructure
 - ELL Psychologist services
- ELD Books and Software



WHAT THIS MEANS FOR HEMPFIELD – 2026-27

- Hempfield received an increase of \$680,275 adequacy to the Ready to Learn grant

\$2,050,331

Foundation

\$680,275

Adequacy Supplement



2026-27 READY TO LEARN BLOCK GRANT

- Full Day Kindergarten
 - 6 FDK Aides (New)
 - FDK teachers for 26-27
- Math and Literacy Programs
 - Cursive Program - Learning Without Tears (New)
 - Great Minds Instructional Coaches (New)
- Elementary Summer School (Expand)
- Elementary Librarian (New)
- Library Books and Software
 - STEM Materials for libraries (New)
- After School Tutoring
- Student Services Infrastructure
 - ELL Psychologist services
 - SAP Assessor (Expand)
 - CPI Training (New)
- Elementary Math tutors
- MS Math/ELA Interventionists
- MS Math Interventionist (New)
- Elementary Instructional Coaches (New)
- Charter School Tuition Increase



THANK YOU

Presenter: Doug Dandridge

Email: doug_dandridge@hempfieldsd.org



Hempfieldsd.org

2026-27 SCHOOL YEAR FOCUS

Presenter: Doug Dandridge

Date: August 11, 2026

ADMINISTRATIVE FOCUS

- Focus on “Connections That Matter”
- Goal 1 – Customer Service
- Goal 2 – Long-Term Facilities & Financial Plan
- Goal 3 – Educational Planning
- Goal 4 – Growing Leaders

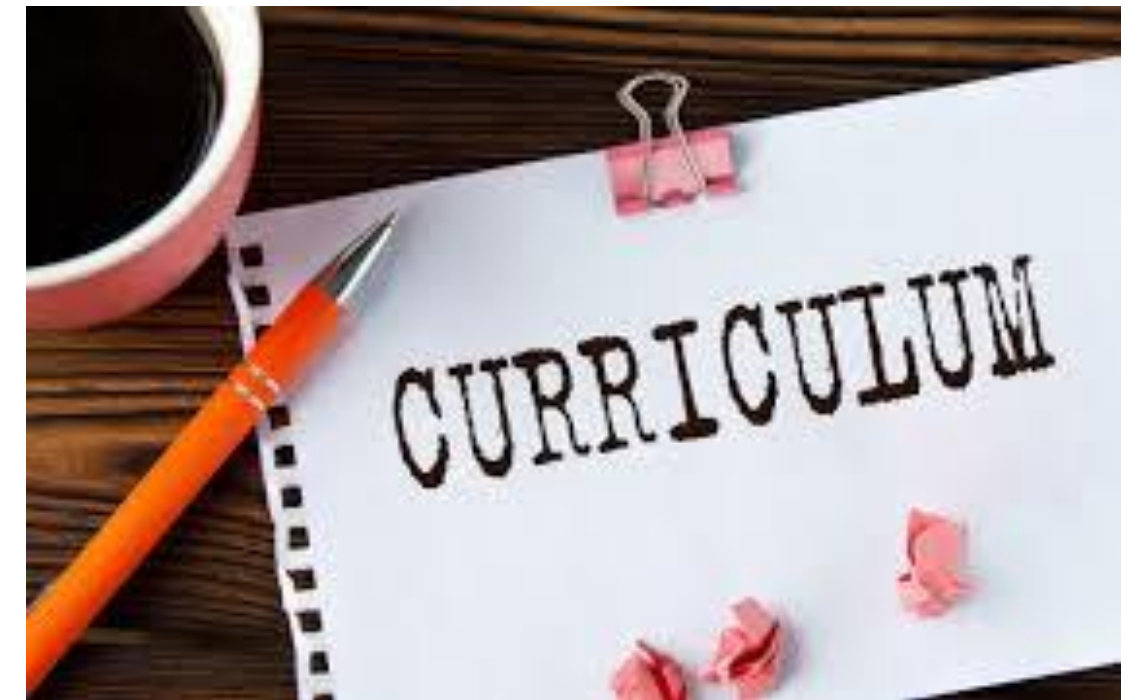
Our Vision – Learning together, shaping tomorrow.



CURRICULUM CYCLE

7-12 Science

K-12 Counseling



ELEMENTARY FOCUS

Elementary Schedule

Full Day Kindergarten

Social Studies Curriculum Adoption

Leadership Transitions

NYSTROM

ENC@MPASS

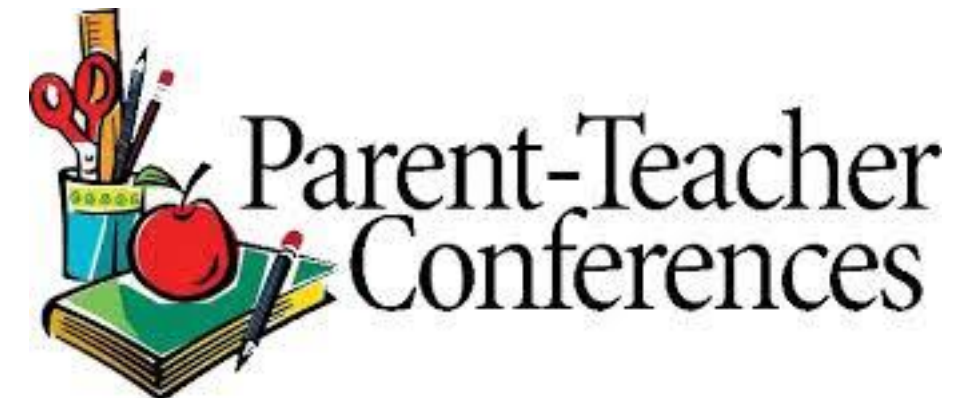


MIDDLE SCHOOL FOCUS

Schedule and Program Offerings

Parent Teacher Conferences

Leadership Transitions



HIGH SCHOOL FOCUS

Connections That Matter

High School Project

Schedule and Program Offerings

Parent Teacher Conferences



HIGH SCHOOL FOCUS

Connections That Matter

High School Project

Schedule and Program Offerings

Parent Teacher Conferences



DISTRICT FOCUS

- Learning together, Shaping tomorrow
- Connections that matter
- Operational efficiencies
- Use of A.I.
- Clarity for Learning
- Professional Learning Plan
- Data use – LinkIt!



THANK YOU

Presenter: Doug Dandridge

Email: Doug_Dandridge@hempfieldsd.org



Hempfieldsd.org



Policy Number	105
Title	Curriculum
Adopted	10/11/2005
Revised	2/9/2016
Version	v1 · 6/21/2026

Curriculum

Purpose

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum improvement.[\[1\]](#)

Definition

For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[\[1\]](#)[\[4\]](#)[\[5\]](#)

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[\[1\]](#)[\[6\]](#)[\[4\]](#)[\[26\]](#)[\[7\]](#)[\[25\]](#)

Guidelines

The district's curriculum shall provide the following:

1. Continuous learning through effective articulation among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[8]
3. Guidance and counseling services for all students to assist in career and academic planning. [9]
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[10]
5. Limited English Proficiency programs for students whose dominant language is not English, pursuant to law and regulation.[11][12]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation.[13][27]
8. Career awareness and vocational education, pursuant to law and regulation.[14]
9. Educational opportunities for exceptionally gifted students, pursuant to law and regulation. [15]
10. Regular and continuous instruction in required safety procedures.[16]

Delegation of Responsibility

The Superintendent or designee shall be responsible to the Board for the development of curriculum. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators and teaching staff members.[1]

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[1][28]

With prior Board approval, the Superintendent or designee may conduct pilot programs deemed necessary to the continuing improvement of the instructional program.[1][24]

The Superintendent or designee shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent or designee to pursue actively state and federal aid in support of research activities.

Footnotes

[1]

22 PA Code 4.4

pacodeandbulletin.gov

pacodeandbulletin.gov

Legal Reference

View source

[3]

22 PA Code 4.3

pacodeandbulletin.gov

pacodeandbulletin.gov

Legal Reference

View source

[4]

22 PA Code 4.12

pacodeandbulletin.gov

pacodeandbulletin.gov

Legal Reference

View source

[5]

Pol. 102

Policy Reference

Open policy

[6]

24 P.S. 1512

palegis.us

palegis.us

Legal Reference

View source

[7]

Pol. 107

Policy Reference

Open policy

[8]

Pol. 109

Policy Reference

Open policy

[9]

Pol. 112

Policy Reference

Open policy

[10]

Pol. 113

Policy Reference

Open policy

[11] **22 PA Code 4.26**
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference [View source](#) 

[12] **Pol. 138**
Policy Reference [Open policy](#) 

[13] **Pol. 103**
Policy Reference [Open policy](#) 

[14] **Pol. 115**
Policy Reference [Open policy](#) 

[15] **Pol. 114**
Policy Reference [Open policy](#) 

[16] **Pol. 805**
Policy Reference [Open policy](#) 

[24] **22 PA Code 4.82**
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference [View source](#) 

[25] **Pol. 127**
Policy Reference [Open policy](#) 

[26] **24 P.S. 1511**
palegis.us
palegis.us
Legal Reference [View source](#) 

[27] **Pol. 103.1**
Policy Reference [Open policy](#) 

[28] **Pol. 105.1**
Policy Reference [Open policy](#) 



Policy Number	117
Title	Homebound Instruction
Adopted	10/11/2005
Revised	3/8/2016
Version	v1 · 6/21/2026

Homebound Instruction

Purpose

Homebound instruction provides for educational instruction, in the home or hospital, for students who are deemed physically incapable of attending any potentially modified, daily educational program in the school setting by a medical health professional. The in home instruction is designed not to replace regular or special education, but rather to ensure that the student's academic skill level is maintained and to prevent the regression of skills.

Authority

The Board shall provide, pursuant to law and regulations, homebound instruction to students confined to home or hospital for physical disability, illness, injury, psychological/psychiatric condition, or urgent reasons deemed appropriate by a medical health professional. Homebound instruction can be applied for when the durations of these confinements will exceed three (3) weeks of school instructional time and shall not exceed three (3) months.[\[1\]](#)[\[2\]](#)

Delegation of Responsibility

Application for homebound instruction shall include: a Homebound Instruction Request Form, completed by the school counselor; a physician's letter that must be obtained by the parent/guardian that certifies the specific diagnosis of the illness or disability, states how the diagnosis prohibits physical attendance in the school setting, and lists the dates outlining the probable duration of the confinement.

The Director of Student Services or designee will review the application and determine if tutoring in the home is appropriate. In order to determine the appropriateness of homebound instruction, the district reserves the right to contact the recommending doctor to verify/clarify the doctor's orders. If needed the district may request a second opinion and require the student to be seen by the district's physician at district expense. Based upon the school physician's assessment, the

district could deny homebound instruction, at which time the student would be required to return to school. The Superintendent or designee shall develop procedures to safeguard the privacy of each child placed on homebound instruction.

The Director of Student Services or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated after the initial three (3) months of service and every three (3) months thereafter.^[2]

The district reserves the final decision on course content and credit. Course credit and student promotion of grade is at the discretion of the district based on academic standards set forth by the Pennsylvania Department of Education. It is the responsibility of the district to provide a certified tutor and any related services needed to address student needs. Homebound assignments are provided by the student's current teachers and based upon work in the current course of study.

Parents/Guardians of the student must provide specific requirements for at home learning such as: adult supervision of the child during instruction, uninterrupted sessions, no eating unless medically necessary, and should work cooperatively with the tutor so that sessions do not require frequent cancellation or rescheduling. Inability to provide these requirements could lead to termination of homebound services.

Due to the need for homebound students to be removed from the traditional school setting for medical reasons, for the duration of the student's homebound experience, the child is not permitted to participate in any school related activities at the school such as, but not limited to, school sponsored sports, dances, play practices, or musical arts based programs.

Guidelines

The parent/guardian shall contact the building principal concerning a request for homebound instructional service for his/her child. The parent/guardian shall submit to the school a physician's letter that certifies the specific diagnosis of the illness or disability, states how the diagnosis prohibits physical attendance in the school setting, and lists the dates outlining the probable duration of the confinement. Once the documents have been completed, they will be forwarded to the Student Services Office at the district Administration Building.

Upon receipt of the completed Homebound Instruction Request Form, the Director of Student Services or designee will review and collect any needed documentation. Upon approval, the Director of Student Services or designee will notify the appropriate building principal/counselor who will secure and recommend for employment fully certified teachers to provide instruction for the homebound student. Such teachers will be paid at a rate approved by the Board and will follow the curriculum prescribed by the district.

The number of hours of instruction per week shall be set by state guidelines.

Concerns regarding specific homebound related issues either from the student's family or the certified instructor assigned to work with the family should be directed to the district's Student Services Office for review/resolution.

Footnotes

[1] **24 P.S. 1329**

palegis.us

palegis.us

Legal Reference

[View source](#) 

[2] **22 PA Code 11.25**

pacodeandbulletin.gov

pacodeandbulletin.gov

Legal Reference

[View source](#) 



Policy Number	118
Title	Independent Study
Adopted	11/9/1993
Revised	1/15/2019
Version	v1 · 6/21/2026

Independent Study

Purpose

The Board may consider approval of a course of independent study for a properly qualified student, as recommended by the Superintendent, on the condition that the student shall demonstrate achievement of established educational goals and academic standards as a result of participation in the independent study.

Authority

The Board may approve each course of independent study and may designate the number of credits toward graduation to be awarded upon successful completion of each such course, except that the Board reserves the right to assign no credit for such an approved course.[\[1\]](#)[\[2\]](#)

Courses of independent study may not be limited to participation by a single student but may involve a group of students, subject to Board approval.

Each course of independent study must meet the requirements of applicable laws and regulations.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement independent study programs.

The Superintendent shall prepare recommendations for Board approval of courses of independent study, based on the recommendation of the building principal.

Footnotes

[1] **22 PA Code 4.24**
pacodeandbulletin.gov [View source](#) 
pacodeandbulletin.gov
Legal Reference

[2] **22 PA Code 4.4**
pacodeandbulletin.gov [View source](#) 
pacodeandbulletin.gov
Legal Reference



Policy Number	121
Title	Field Trips
Adopted	10/11/2005
Revised	5/10/2016
Version	v1 · 6/21/2026

Field Trips

Purpose

The Board recognizes that field trips, when used for teaching, are an educationally sound component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

Definition

For purposes of this policy, a **field trip** is conducted as a first-hand educational experience for an entire grade level, not available in the classroom, and is supervised by a teacher or district employee.

Authority

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent or designee. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the operation of field trips.

Guidelines

Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.
4. Each field trip is properly planned and connected with the curriculum, and followed up by appropriate activities that enhance its value.[1]
5. Students will bear no cost of trips planned during the school day.

Administration of Medication

The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.

Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.[2][3]

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.[4][5]

Footnotes

[1] **Pol. 105**
Policy Reference [Open policy](#) 

[2] **Pol. 103.1**
Policy Reference [Open policy](#) 

[3] **Pol. 113**
Policy Reference [Open policy](#) 

[4] **Pol. 210**
Policy Reference [Open policy](#) 

[5] **Pol. 210.1**
Policy Reference [Open policy](#) 



Policy Number	122
Title	Extracurricular Activities
Adopted	10/11/2005
Revised	11/10/2020
Version	v1 · 6/21/2026

Extracurricular Activities

Purpose

The Board believes that the district's goals and objectives are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular curricular program of the schools.

All learning experiences offered by the schools, curricular and extracurricular, shall be planned and integrated toward attainment of the district's educational objectives.

Definition

Extracurricular Activities - Those activities that are sponsored by the Board, but are not offered for credit toward graduation; voluntary participation in an activity where students serve as leaders and representatives of the district, both within the school and in the community, and for which participation is not required as a condition of passing a graded course. Extracurricular activities are considered a privilege and not a right.

Authority

Any activity shall be considered sponsored by the Board when it has been approved by the Superintendent or designee and reported to the Board for its information. A list of extracurricular activities is included in the Student Handbook and may be supplemented during the year, as approved by the Superintendent or designee and reported to the Board.^{[1][2][3][4]}

The Board shall maintain the programs of extracurricular activities in a fiscally responsive manner for participating students. Where applicable, a fee structure for supplies, participation, and/or necessary staffing shall carry the same exemptions as listed in the Board's policy on regular school activities.^[5]

Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.

Where eligibility requirements are necessary or desirable, the Board shall be informed and must approve the establishment of eligibility standards before they are operable.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:[6]

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

Delegation of Responsibility

The Superintendent or designee shall develop and disseminate procedures to implement the extracurricular activities program.

Extracurricular activities shall not be organized or instituted without the approval of the administration.

Announcements made by students, placed on public display, made as part of the daily news show, or sent via electronic media, must be approved by the building principal.[7]

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of and is responsive to district students.
2. Involves students in developing and planning extracurricular activities.
3. Ensures provision of competent guidance and supervision by staff who maintain appropriate clearances.
4. Guards against the exploitation of students.
5. Provides a variety of experiences and diversity of organizational models.
6. Provides for continuing evaluation of the program and its components.
7. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them.[\[8\]](#)[\[9\]](#)

Students in the school buildings and on the school grounds must at all times be under the general supervision of the appropriate credentialed staff during the school day.

Students are expected to conform to the policies, rules, and regulations of the administration and the Board; obey instructions of staff; maintain proper conduct in school buildings and grounds; and refrain from use of improper language. Upon dismissal at the end of the day each student shall immediately leave school property unless they are waiting for transportation, are under the supervision of a teacher, or are attending a regularly scheduled event.

Students who go on school-sponsored trips must be accompanied by a sponsor teacher(s). Each student shall submit to the building principal's office written permission from his/her parent/guardian to be absent from school and to attend the school-sponsored activity where applicable.

Eligibility

Because participation in extracurricular activities is a privilege, the school administration, together with the advisors, shall determine requirements for eligibility for participation in extracurricular activities.

A student who violates Board policy or school rules and regulations jeopardizes his/her opportunity to continue participation in an extracurricular activity.[\[6\]](#)[\[10\]](#)[\[11\]](#)

A student who has been prosecuted under Act 29 shall not be eligible to participate in any extracurricular activity for the following marking period.

Academic Eligibility

A student must meet basic academic requirements to be eligible to participate in extracurricular activities.

The school administration shall determine the academic requirements for participation.

Attendance Eligibility

To be eligible to participate in an extracurricular activity substantial attendance is required on the day of the activity. A student who is absent from school on Friday may participate in Saturday or Sunday activities only with a note from his/her doctor explaining the student's absence.

A student who has received a failing grade in any course as a direct result of the attendance policy shall not be eligible to participate in any extracurricular activity for the following marking period.

Equal Access Act

The district shall provide secondary students the opportunity for non-curriculum related student groups to meet on the school premises during non-instructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary and student-initiated and not sponsored in any way by the school, its agents, or employees. Non-instructional time is the time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.[\[2\]](#)

The meetings cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

The Superintendent or designee shall establish the necessary parameters of feasible operation.

The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.

Footnotes

[1] **24 P.S. 511**
palegis.us
palegis.us
Legal Reference [View source](#)

[2] **20 U.S.C. 4071**
uscode.house.gov
uscode.house.gov
Legal Reference [View source](#)

[4] **Pol. 103.1**
Policy Reference [Open policy](#)

[5] **Pol. 110**
Policy Reference [Open policy](#)

[6] **Pol. 218**
Policy Reference [Open policy](#)

[7] **Pol. 220**
Policy Reference [Open policy](#)

[8] **22 PA Code 12.1**
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference [View source](#)

[9] **22 PA Code 12.4**
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference [View source](#)

[10] **Pol. 227**
Policy Reference [Open policy](#)

[11] **Pol. 227.1**
Policy Reference [Open policy](#)



Policy Number	124
Title	Summer School
Adopted	10/11/2005
Revised	5/10/2016
Version	v1 · 6/21/2026

Summer School

Purpose

Hempfield School District's summer school program provides opportunities for students to enrich their understanding of basic learning skills, to acquire additional knowledge, and to achieve their fullest academic potential as a result of summer class experience.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Guidelines

Students who completed grades 8-11 may enroll in advance credit courses, thus enabling them to accelerate or to elect other courses during the regular school term.

Students who completed grades 7-12 have an opportunity to take remedial (make-up) courses for subjects previously failed or to correct deficiencies.

Due to the comprehensive nature of summer school courses, students must attend all classes. One (1) class absence will be allowed for illness.

Planned instruction offered in summer school may be designed as credit or noncredit offerings.[\[4\]](#)

Footnotes

[1] 24 P.S. 502
palegis.us
palegis.us
Legal Reference

[View source](#)

[2] **24 P.S. 1901**

palegis.us

[View source](#) 

palegis.us

Legal Reference

[3] **24 P.S. 1906**

palegis.us

[View source](#) 

palegis.us

Legal Reference

[4] **22 PA Code 4.41**

pacodeandbulletin.gov

[View source](#) 

pacodeandbulletin.gov

Legal Reference