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

Hempfield School District

Tuesday, November 10, 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/Mekkai 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/Mekkai 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. Secondary Curriculum Updates (reference attachments)
    Kathy Deisley will present Secondary Curriculum Proposals.
    Note: Presentations will be posted within 24-hours following the meeting.
    Secondary Curriculum Updates 11.10.26 *3*

    3.B. Full Day Kindergarten Review (reference attachments)
    Doug Dandridge will present Full Day Kindergarten Review.
    Note: Presentations will be posted within 24-hours following the meeting.
    Full Day Kindergarten *14*

4. **Policies for First Reading Consideration**

4.A. Policy 126 Class Size (reference attachments)
Policy 126 Class Size *42*

4.B. Policy 249 Bullying/Cyberbullying (reference attachments)
Policy 249 Bullying/Cyberbullying *43*

5. **Schedule of Upcoming Meetings**

~~November 24, 2026 - 6:00 pm~~ - CANCELED
~~Regular Meeting~~
~~Buildings & Grounds/Finance Committee Meeting~~

December 1, 2026 - 6:00 pm
Reorganization Meeting
Regular Meeting
Education & Programs/Policy, Personnel, & Legal Committee Meeting

December 22, 2026 - 6:00 pm
Regular Meeting
Buildings & Grounds/Finance 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**

Hempfield School District

Secondary Curriculum Proposals

Katherine Deisley

November 10, 2026

English Language Arts
Lauren Lewis, secondary ELA coordinator

Name Change Proposal

Old Name	New Name
British Literature	**Literary Analysis: Heroes and Legends in British Literature**

English Language Arts
Current 11/12 English Course Offerings

AP Language and Composition	Literary Analysis: Sports Literature
AP Literature and Composition	Literary Analysis: Mystery Suspense and Horror
Literary Analysis: World Literature	Literary Analysis: Definition of Success
Literary Analysis: Modern American Voices of Resilience	Literary Analysis: Eco-Literature
Literary Analysis: Science Fiction and Dystopian Literature	Literary Analysis: Heroes and Legends in British Literature

English Language Arts
Current 11/12 English Course Offerings

Unit	Primary texts
Anglo Saxon: The Epic Hero	excerpts from *Beowulf*
Medieval: The Romantic Hero	knightly virtues in Arthurian Legends
Renaissance: The Tragic Hero	*Macbeth*
Neoclassical Era: the Anti-Hero	excerpts from *Paradise Lost* and *Gulliver's Travels* poetry by Robert Burns and William Blake
Romantic: The Byronic Hero	*Pride and Prejudice* poetry from Shelley and Byron and Wordsworth
Victorian Era: The Intellectual Hero	*The Importance of Being Earnest*
The Modern Era: The Everyday Hero	*Last Bookshop In London* (new text approved in 2023-24; implemented in 2024-25)
Writing / Research	library databases and resources

English Language Arts
Lauren Lewis, secondary ELA coordinator

Estimated Expense Summary:

	New Staff	Curriculum Prep.	Texts/ Materials	Equipment	Other	TOTALS (est.)
Literary Analysis: Heroes and Legends	0	0	0	0	0	0

English Language Arts
Book Proposal: AP Literature & Composition

Publisher	Text
Norton	***The Norton Guide to AP Literature: Writing and Skills***

English Language Arts
Lauren Lewis, secondary ELA coordinator

Estimated Expense Summary:

	New Staff	Curriculum Prep.	Texts/ Materials	Equipment	Other	TOTALS (est.)
AP Literature and Composition	0	0	$1820	0	0	$1820

Health and Physical Education

Mark Ashley, PE coordinator

Name Change Proposals

Old Name	New Name
Advanced Team Sports	**Team Sports**
Personal Fitness Design	**Strength Training & Conditioning**

Health and Physical Education
HPE classes offered 10-12

Meets 10/11 PE requirement or grade 12 elective	
Movement Exploration and Dance (10-12)	Net Sports (11-12)
Military Fitness (10-12)	Sports Officiating (11-12)
Sports Performance I, II, III (10-12)	Unified PE (11-12)
*Strength Training and Conditioning (10-12)	*Team Sports (10-11)

*new name

Additional Elective: Intro to Exercise Science CHS (11-12)

Health and Physical Education

Mark Ashley, PE coordinator

Estimated Expense Summary:

	New Staff	Curriculum Prep.	Texts/ Materials	Equipment	Other	TOTALS (est.)
Team Sports	0	0	0	0	0	0
Strength Training and Conditioning	0	0	0	0	0	0



THANK YOU!

ANY QUESTIONS?

Katherine Deisley
Supervisor of Secondary Curriculum
katherine_deisley@hempfieldsd.org

FULL DAY KINDERGARTEN

Presenter: Doug Dandridge

Date: November 10, 2026

Hempfield School District

AGENDA

- Overview of work
- Current enrollment projections
- Facility space
- Remaining conversations
  - Class Size
  - Aide support
  - HDK option
- Kindergarten Readiness
- Recommendation
- Financials
- Next Steps



OVERVIEW

- September 2024 – FDK Informational session with Ed Programs committee
  - Presentations to the board 2025 – Jan, Mar, Oct
  - Recommendation to the board 2026 – April
- FDK Committee – October 2025 – April 2026
  - 55 members
  - 3 Working committees
- 2025-26 – Expanded FDK to 1 classroom per building (6 classes) with 1 aide per classroom (6 aides)
- 2026-27 – Added 1 additional FDK classroom to every building (12 total)
- 2026-27 – Added an additional aide per building (12 total)

FDK EXPLORATION COMMITTEE

- Staffing & PD
  - Reviewed HSD schedules, curriculum, PD, and staffing
  - Reviewed instructional minutes
  - Discussed pros/cons of HDK/FDK
- Facilities, Operations, & Finance
  - District facility review
  - Examined financial costs
- Data Analysis, Success Targets & Evaluation
  - Researched HSD data and comparable districts
  - Developed success criteria
  - Administered kindergarten family survey

KINDERGARTEN ENROLLMENT – NUMBER OF STUDENTS

Nov. snapshot	26-27	25-26	24-25	23-24	22-23	5-year Average	Project 25% Growth
CES	47	46	81	77	92	68.6	86
EPE	67	45	56	51	49	53.6	67
FES	61	44	55	53	63	55.2	69
LPC	118	103	94	114	100	105.8	132
MES	72	61	72	64	78	69.4	87
RES	44	45	52	35	40	43.2	54
Total	409	344	410	394	422	395.8	495

EDK at CES prior to 25-26

CURRENT FACILITIES – ROOM NUMBERS

Current & Potential K Classrooms						
CES – 3 (4)	117*	118*	119*	116*		
EPE – 3 (4)	101	102	202	203*		
FES – 3 (4)	101	102	114*	115*		
LPC – 4 (6)	101	102	103	105	114	115
MES – 3 (5)	101	102	202*	203*	205*	
RES – 3 (3)	101	102	115*			

*Does not have a bathroom in the classroom

Wrap care

Used for other programs

WHAT RESEARCH SAYS ABOUT CLASS SIZE

- **Thresholds matter:** Outcomes become less predictable above about 27 students.
- **Small tweaks aren't enough:** Meaningful gains typically require cuts of 7 or more students.
- **Teacher quality is the catch:** Smaller classes help most when we can hire and keep strong teachers.
- **Proven in kindergarten**: In Tennessee's STAR experiment, K-3 students randomly placed in classes of 13-17 (versus 22-25) were more likely to attend college later.

Antoniou et al. (2024), Frontiers in Psychology; Whitehurst & Chingos (2011), Brookings; Jepsen & Rivkin (2009), Journal of Human Resources; Krueger & Whitmore (2001), The Economic Journal.

CLASSROOMS NEEDED BY CLASS-SIZE CAP

Current (Potential) K Rooms	25% Growth	20 / class	22 / class	25 / class
CES - 3 (4)	86	5 (4.3)	4 (3.9)	4 (3.4)
EPE - 3 (4)	67	4 (3.4)	4 (3.1)	3 (2.7)
FES - 3 (4)	69	4 (3.5)	4 (3.1)	3 (2.8)
LPC - 4 (6)	132	7 (6.6)	6 (6.0)	6 (5.3)
MES - 3 (5)	87	5 (4.4)	4 (4.0)	4 (3.5)
RES - 3 (3)	54	3 (2.7)	3 (2.5)	3 (2.2)

EDK at Hempfield prior to 25-26 | Workable - impacts some FLEX rooms | Uses all available space

Rooms needed (exact calculation)

TEACHERS NEEDED BY CLASS-SIZE CAP

Staff needs	Current	20 / class	22 / class	25 / class
CES	2.5	5	4	4
EPE	3	4	4	3
FES	3	4	4	3
LPC	4	7	6	6
MES	3	5	4	4
RES	2.5	3	3	3
Total	18	28	25	23

EDK at Hempfield prior to 25-26 | Workable - impacts some FLEX rooms | Uses all available space

CLASS SIZES – STAFFING COSTS

- Estimated cost of a Kindergarten teacher (salary + benefits) in 2027-28 = $140,000

- At a class size cap of 25 students per class
  - $700,000 (5 additional staff)
- At a class size cap of 22 students per class
  - $980,000 (7 additional staff)
- At a class size cap of 20 students per class
  - $1,400,000 (10 additional staff)

AIDE SUPPORT

- Aides provide critical instructional support to the classroom
  - Small group instruction
  - Increase engagement
  - Better adult to student ratios

- Survey of local FDK programs revealed:
  - 28% have 1 aide per classroom
  - 58% share aides between classrooms
  - 18% do not have aides for their FDK classrooms

- We currently have 2 aides per building. 1 for each FDK classroom
- Estimated cost of 1 aide in 2027-28 = $50,000
- Increasing to 1 aide per FDK would mean between 11 and 16 additional aides
- Sharing 1 aide per 2 FDK classes would mean 1 or 2 additional aides

HDK OPTION WITH FDK

- Pros to a HDK option include:
  - Gradual transition to school
  - More time with family
  - Wide range of development at that age, some may not be as developed emotionally, mentally and physically
  - Research shows FDK's academic edge over HDK typically fades by third grade.*
- Challenges to including a HDK option include:
  - Classroom disruptions
  - Additional building procedures needed
  - Scheduling and support service challenges
  - Additional planning for teachers
  - Gaps in first grade readiness

**Cooper, H., Allen, A. B., Patall, E. A., & Dent, A. L. (2010)*

EXPERIENCES TEACHING HALF DAY VS. FULL DAY

- Survey data from other school district Kindergarten teachers revealed:
  - Of those who have taught HDK and FDK, 100% preferred FDK
  - The 3 most important aspects of a successful FDK classroom are:
    - Small class size
    - Aides
    - Opportunities for play to benefit social/emotional learning

- HSD reflections - Mandee Hatcher – Rohrerstown Elementary School

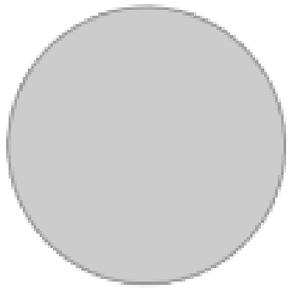
CONSIDERATIONS FOR THE KINDERGARTEN EXPERIENCE

- Approach to academic instruction
- Educating the whole child
- Relationships

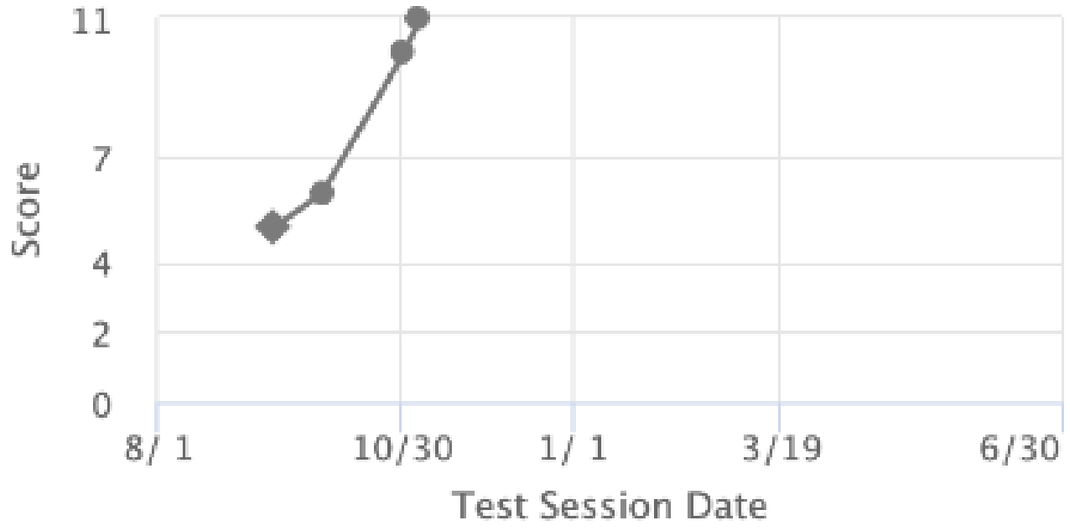


Number Writing 0-10

	B	1	2	3	4
Score	5	6	11	NT	NT



100%



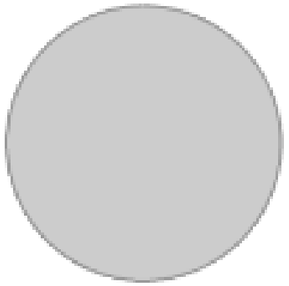
Correct

Number 0, Number 1, Number 10, Number 2, Number 3, Number 4, Number 5, Number 6, Number 7, Number 8, Number 9

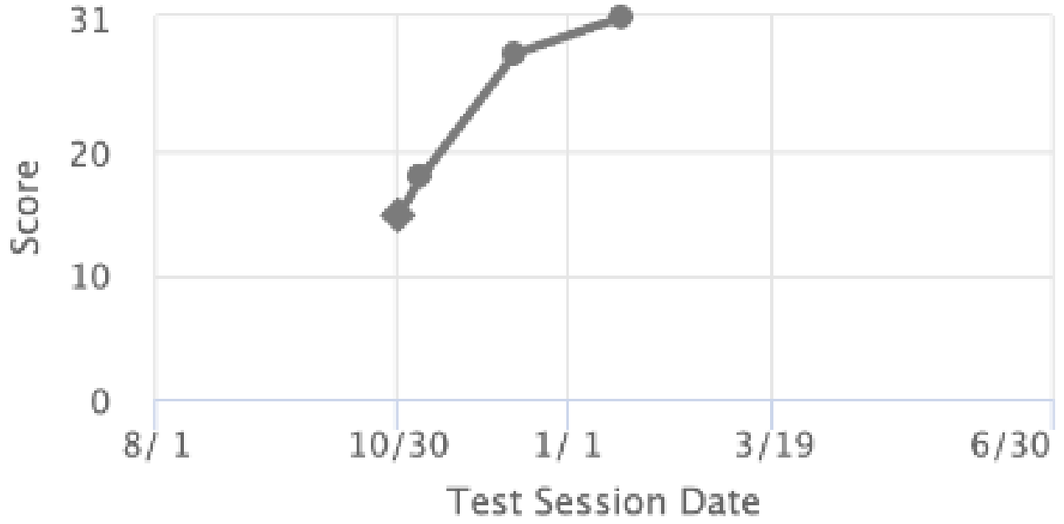
Incorrect

Number Recognition

	B	1	2	3	4
Score	15	NT	28	31	NT



100%



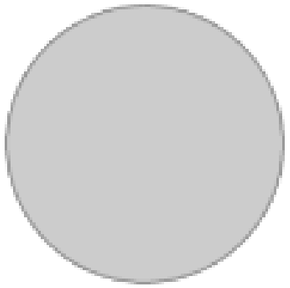
Correct

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

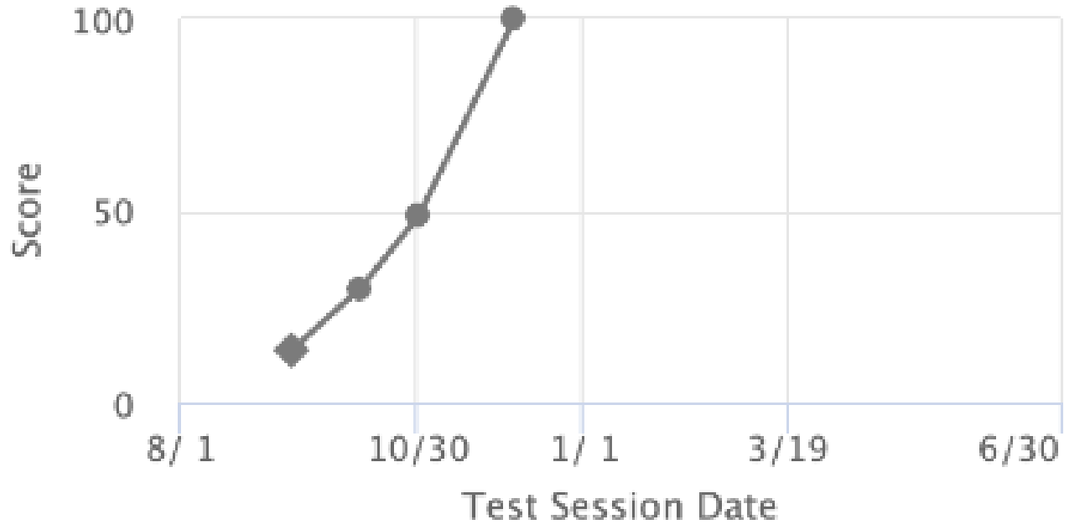
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Oral Counting

	B	1	2	3	4
Score	14	30	100	NT	NT



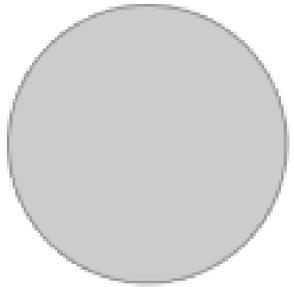
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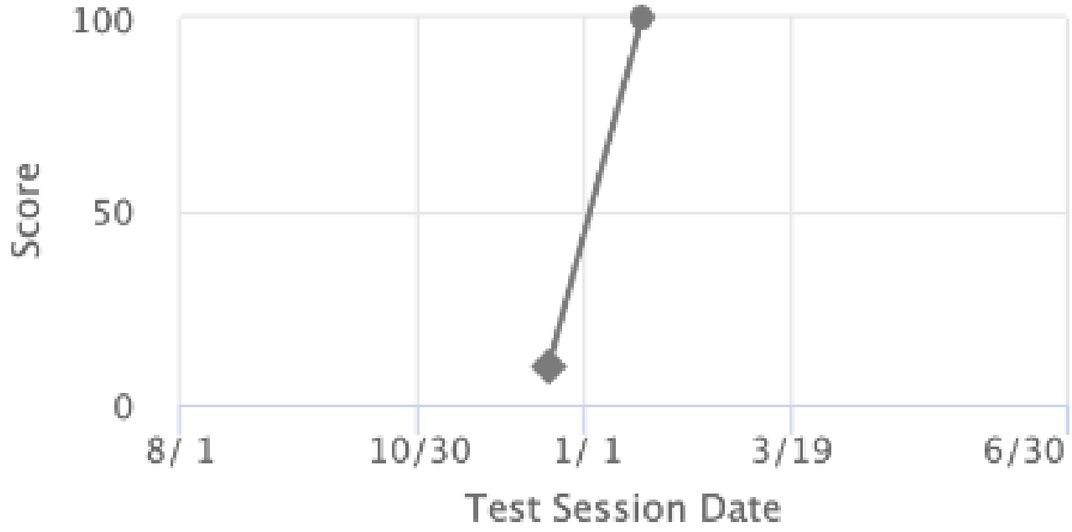
Score	Total Possible
100	100

Counting by 10s

	B	1	2	3	4
Score	10	NT	10	100	NT



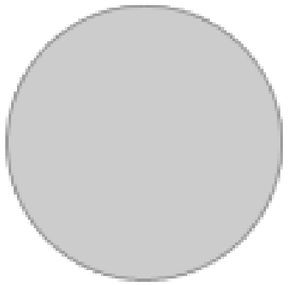
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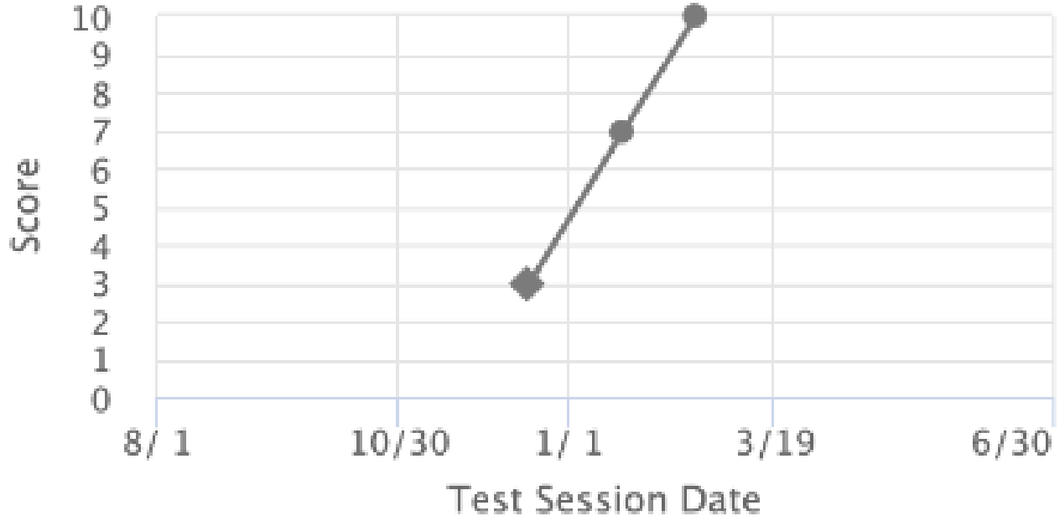
Score	Total Possible
100	100

Number Recognition 0-100

	B	1	2	3	4
Score	3	NT	3	10	NT



100%



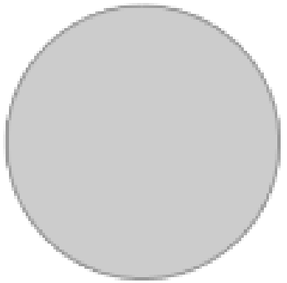
Correct

Identifies 0-10, Identifies 11-20, Identifies 21-30, Identifies 31-40, Identifies 41-50, Identifies 51-60, Identifies 61-70, Identifies 71-80, Identifies 81-90, Identifies 91-100

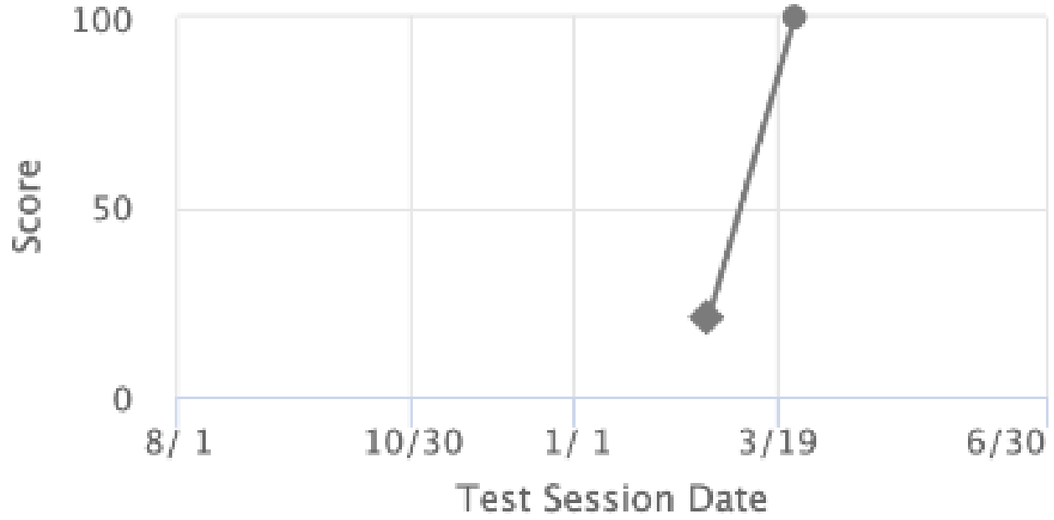
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Writing Numbers to 100

	B	1	2	3	4
Score	21	NT	NT	21	100



100%



Score	Total Possible
100	100

KINDERGARTEN READINESS – STUDENTS AND FAMILIES



- Preschool Connections Club
- Supermarket Literacy – March & April
- Lancaster Ready Kids Day – April 24, 2027 at Penn Cinema
- My First Desk
- Thrive to Five and PreK Counts (Owl Hill) – at Landisville Intermediate Center
- Black Knight Bookmobile



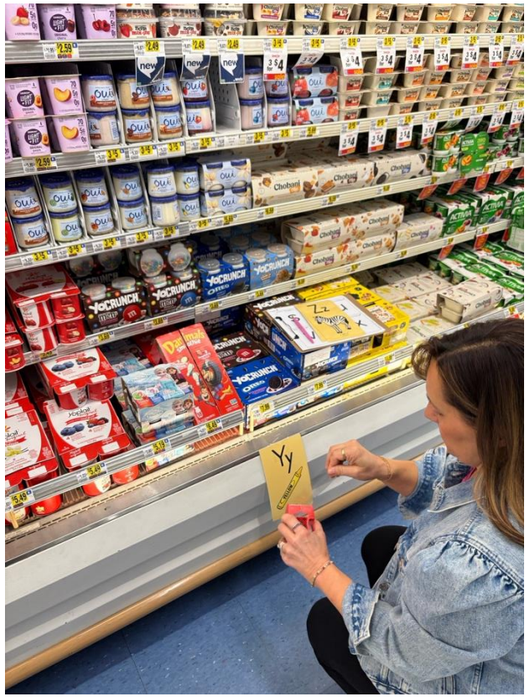
KINDERGARTEN READINESS – TEACHERS AND STAFF

- October Professional Development: *The Neuroscience of Play*
- Hempfield Early Learning Forum
  - Feb 20, 2026: Kindergarten at Hempfield
  - Jan 22, 2027: Supporting Our Youngest Black Knights
  - Apr 30, 2027: Number Sense for Preschoolers
- Millersville University Dyslexia Day
  - June 24, 2027
- Grade Level Collaboration Sessions (In-service Days)
  - August/October 2026
  - February 2027




INNOVATION
in Action
Umbrella
200 pcs




Yy


a b c d e f g
h i j k l m n
o p q r s t u
v w x y z

RECOMMENDATION

- Update HSD Kindergarten program to a full day experience for all students starting in 2027/28 SY
  - Including the 2 Diagnostic Kindergarten (DK) classrooms we currently run
- Update Kindergarten class size cap to 22
  - If a building runs out of space, we will review available options prior to determining a course of action
- All classes, outside of DK, will be heterogeneous – classes will be of mixed ability levels
- Add 1 or 2 additional aides to have a ratio of 1 aide per 2 Kindergarten classrooms

FINANCIALS

- Anticipated Costs
  - Up to 7 additional Kindergarten teachers = $980,000 - (7 x $140,000)
  - Up to 2 additional Kindergarten aides = $100,000 - (2 x $50,000) if/when needed
  - Desks, Furniture, and room renovations = $50,000+
    - Desks, chairs, bookshelves, small group spaces, etc.
    - Renovations TBD based on quotes/bids
  - Instructional Supplies = $140,000
  - Transportation Costs – $150,000

Total investment for 2027-28 = $1,420,000+

We would plan to budget most of these expenses in the Ready to Learn Grant

Desks, Furniture, and room renovation costs would come from the district budget

READY TO LEARN GRANT

- 2026-27 HSD Ready to Learn Grant
  - Total = $2,730,606
    - Foundation = $2,050,331 | Adequacy Supplement = $680,275
    - Charter School costs, Elementary librarian, FDK Teachers and Aides, MS ELA and Math Interventionists, Math tutors, STEM materials for library, Cursive program, After School Tutoring, Elementary Summer School, SAP Assessors, CPI training, Psychologist, Edgenuity (HVA), Magic School, Renaissance, School Links

- Need to discuss potentially budgeting new Adequacy Supplement during budget meetings. We have historically flat funded this line item.

NEXT STEPS

- December 1 – Vote on recommendation
- January – Communication to community on FDK changes
- February – Professional development in-service
- February – Kindergarten Registration
- March/April – Kindergarten Orientation/Screening
- Spring – Early Learning Forum
- July – Furniture/Supply ordering

THANK YOU

Presenter: Doug Dandridge

Email: Doug_Dandridge@hempfieldsd.org

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

249 Bullying/Cyberbullying

POLICY NUMBER	ADOPTED	REVISED	VERSION
249	1/1/2009	11/11/2025	v1
DOCUMENT STATUS	**PRINTED**		
ACTIVE	10/1/2026		

Purpose

The Hempfield School District is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

Bullying is an intentional electronic, written, verbal or physical act or a series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive, and has the effect of doing any of the following:[1]

1. Substantially interferes with a student's education.
2. Creates a threatening environment.
3. Substantially disrupts the orderly operation of the school.

Bullying, as defined in this policy, includes **cyberbullying,** which refers to an intentional act or acts committed via the use of email, text messaging, chat rooms, smartphones, smart watches, laptops and tablet computers, social media platforms, or other forms of information technology and which produce the results defined above.

School setting shall mean in the school, on school grounds, in school vehicles, at designated school bus stops, or at any activity sponsored, supervised or sanctioned by the school.[1]

Authority

The Board prohibits all forms of bullying by district students.[1]

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee. Further, the Board encourages bystanders to report incidents of bullying to the building principal or designee to ensure a safe learning environment for all.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Corrective action may include mandated intervention/counseling, discipline of detention, suspension, up to and/or including expulsion for pervasive acts. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy. [2] **[3]**

Discrimination/Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all reasonable allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying. **[4]** **[5]**

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

No reprisals or retaliation shall occur as a result of good faith reports of bullying. Any reprisals or retaliation associated with a report of bullying or cyberbullying will be defined as bullying.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students and appear in student handbooks where they exist.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. Board's Bullying Policy.
2. A report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students in either print or virtual form.[1][6][7]

This policy shall be reinforced in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.[1]

Education

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][8][9]

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include, but is not limited to:[1][6][10]

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

False Reporting

A student who is determined to have knowingly filed a false report accusing another student of bullying behavior shall be subject to disciplinary consequences.

Legal Footnotes

[1] **24 P.S. 1303.1-A**
LEGAL REFERENCE

[2] **24 P.S. 1302-E**
LEGAL REFERENCE

[3] **Pol. 236.1 — Threat Assessment**
POLICY REFERENCE

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

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

[6] **Pol. 218 — Student Discipline**
POLICY REFERENCE

[7] **22 PA Code 12.3**
LEGAL REFERENCE

[8] **20 U.S.C. 7118**
LEGAL REFERENCE

[9] **24 P.S. 1302-A**
LEGAL REFERENCE

[10] **Pol. 233 — Suspension and Expulsion**
POLICY REFERENCE