

# A Family Guide for **Hybrid** Learning

## November 2020



---

## Hatboro-Horsham School District

### Elementary Schools

# Table of Contents

<b>A General Overview of Hybrid Learning</b>	<b>3</b>
<b>Basic Health and Safety Practices</b>	<b>5</b>
<b>Expectations and Responsibilities</b>	
<b>Students</b>	<b>6</b>
<b>Families</b>	<b>7</b>
<b>School Personnel</b>	<b>8</b>
<b>Daily Schedule and Guidelines</b>	<b>9</b>
<b>Online Learning Platforms and Programs</b>	<b>15</b>
<b>School Supplies for Hybrid Learning</b>	<b>16</b>
<b>Attendance Procedures</b>	<b>16</b>
<b>Grading and Homework Practices</b>	<b>17</b>
<b>Supporting Students</b>	<b>19</b>
<b>Hybrid Learning Terms and Vocabulary</b>	<b>20</b>
<b>Frequently Asked Questions</b>	<b>21</b>

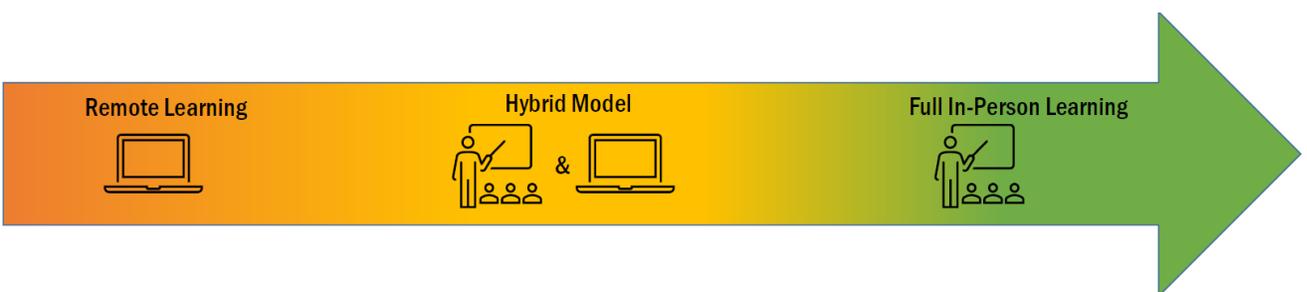
**On October 7, 2020, the School Board of Directors approved the recommendation of the administration that we offer a hybrid learning option for students at the elementary schools, with the first day of in-person instruction for students using this model being Thursday, November 5. Please note that Wednesday, November 4 will be the remote 'launch day' for both hybrid cohorts.**

### **Goals and Objectives for Hybrid Learning**

- 1. To help ensure that ALL students in the school district who utilize this model receive the full complement of instructional programs, services, supports and access to curriculum as is reasonably feasible in a hybrid learning environment.**
- 2. To ensure that all teachers provide opportunities for at home and in-person learning that allows ALL students of this model to build clearly identified skills and competencies through authentic engagement and interaction with specific and timely individual feedback.**
- 3. To provide clarity to all stakeholders about what a typical day and week will look like in a hybrid learning environment.**
- 4. To stipulate the needed areas of consistency across all grade levels and instructional models, both hybrid and remote.**
- 5. To leverage the extensive strengths and talents of all members of the professional teaching staff while maximizing the opportunities for the support staff to promote the continued growth and progress of all students.**
- 6. To provide the most seamless transition possible between the completely remote learning environment that has taken place since September and the hybrid learning environment that is now beginning.**

## Hybrid Learning Model: General Overview

- The hybrid model at the elementary schools will consist of **Mondays** being remote for all students, with **Cohort A** (Tuesdays and Thursdays) and **Cohort B** (Wednesdays and Fridays) taking place in-person.
- Mondays provide flexibility for whole group connection, extension, reinforcement, small-group conferencing, and the continuity of program as it is currently delivered.
- On Tuesdays through Fridays, students learning at home will have multiple opportunities to connect with the class and the teacher. They will not be involved in asynchronous, independent learning all day.
- Also, on Tuesdays through Fridays, after the in-person cohort is dismissed, the at-home cohort of students will receive dedicated instructional time and connection with their teacher at the end of the day.



## **Basic Health and Safety Practices**

**Masks are required to be worn by all students and staff while in the school building.** We are recommending that students bring multiple masks to school in case any of their masks were to become damaged or lost. Mask breaks will be provided throughout the day based on the school schedule. If your child has a specific need that may conflict with this requirement, a doctor's note is required and should be on file with the school nurse.

**We intend on taking the students outside, whenever possible, at different times during the day for a variety of purposes. Please make sure that your child dresses appropriately for the weather each day.**

The Montgomery County Office of Public Health (MCOPH) will notify the school immediately in the event we learn that a person with COVID-19 was present at school while infectious. The School Nurse will assist the MCOPH in identifying any close contacts within the school. The MCOPH will notify the families of those classmates identified as close contacts. They will assist the school with risk assessment, isolation and quarantine recommendations and other infection control measures. The school district will follow the MCOPH guidelines regarding any follow-up communication to families.

If you have specific questions regarding our district's Health and Safety Plan, please refer to the district website at the following [link](#).

## **Expectations and Responsibilities for Students**

- **Adhere to all the health and safety guidelines.**
- **Give your best efforts.**
- **When using technology, show good judgment and maintain proper online etiquette (via Acceptable Use Policies, which can be accessed [HERE](#)).**
- **Establish daily routines and good habits for engaging in the learning experiences, both at home and at school.**
- **When home, identify a comfortable, quiet space where you can work effectively and successfully.**
- **Check for announcements and feedback from your teachers and regularly monitor the online remote learning platforms.**
- **Complete assignments with integrity and academic honesty.**
- **Do your best to meet timelines, commitments, and due dates by setting realistic schedules.**
- **Communicate with your teachers or another trusted adult if you have questions or require additional support.**
- **Collaborate with and support your classmates in their learning.**

## **Expectations and Responsibilities for Families**

- **Review and reinforce the health and safety guidelines.**
- **Provide support for your children by:**
  - **Establishing clear routines and promoting good habits**
  - **Defining the physical space for your child to work when learning at home**
  - **Monitoring your child’s assignments and participation**
  - **Checking for communication from the school and teacher**
  - **Encouraging periodic breaks from screen time (e.g. physical activity and/or exercise)**
  - **Remaining mindful of your child’s stress levels and sleep patterns.**
- **Communicate with the school any technology-related issues.**
- **Notify the school if there are any concerns about your child’s social and emotional well-being.**
- **If your child is too ill to participate, please notify the school before scheduled classes or the hybrid learning day begins.**

## **Expectations and Responsibilities for School Personnel**

- **Adhere to all the health and safety guidelines.**
- **Communicate frequently with your students and their families.**
- **Establish clear routines and model good habits for your students.**
- **Remain mindful of your students' social and emotional well-being.**
- **Provide timely feedback to support your students' learning and understanding.**
- **Utilize and leverage the capabilities of the remote learning platforms and online communication tools.**
- **Facilitate collaborations and connections amongst your students to maximize the building based, in-person learning time.**
- **Collaborate with other members of your grade level team and/or department to design meaningful experiences for your students.**
- **Adhere to the guidelines as set forth in the master schedule.**
- **Communicate with your supervisor if you have questions, require additional support, or experience a technology-related issue.**

## Daily Schedule and Guidelines (Grades 1-5)

### Grade 1

Time	Monday (For Both Cohorts)
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-11:15 am	Academic Block: English Language Arts (ELA)
11:15-11:45 am	Academic Block: Science or Social Studies
11:45-12:30 pm	Lunch for All Students
12:30-12:45 pm	Quiet Time / Afternoon Transition
12:45-1:30 pm	Academic Block: Mathematics
1:30-2:00 pm	Special Area Classes
2:15-2:30 pm	<b>Closing Circle</b>

Time	In School (Tuesday – Friday)	At Home (Tuesday – Friday)
8:30-9:00 am	Student Arrival	Student In-School Arrival
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-11:05 am	English Language Arts (ELA) *10:00 Suggested Mask Break	Suggested: ELA *10:00 Suggested Movement Break *10:30 Title I Supports Available
11:05-11:50 am	Lunch and Recess	Suggested: Lunch
11:50-12:00 pm	Quiet Time / Afternoon Transition	Quiet Time / Afternoon Transition
12:00-12:30 pm	Science or Social Studies	Suggested: Science or Social Studies
12:30-1:45 pm	Mathematics *1:00 Suggested Mask Break	Suggested: Mathematics *12:45 Title I Supports Available
1:45-2:30 pm	Special Area Classes	*Suggested Movement Break
2:30-2:45 pm	<b>Closing Circle</b>	<b>Closing Circle</b>
2:45-3:15 pm	Student Dismissal	Student In-School Dismissal
3:15-3:45 pm	<b>Office Hours to Connect with At Home Cohort</b>	<b>Office Hours to Connect with At Home Cohort</b>

## Grade 2

Time	Monday (For Both Cohorts)
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:15 am	Academic Block: English Language Arts (ELA)
10:30-11:00 am	Academic Block: FLEX
11:00-11:30 am	Special Area Classes
11:45-12:30 pm	Lunch for All Students
12:30-12:45 pm	Quiet Time / Afternoon Transition
12:45-2:15 pm	Academic Block: Mathematics
2:15-2:30 pm	<b>Closing Circle</b>

Time	In School (Tuesday – Friday)	At Home (Tuesday – Friday)
8:30-9:00 am	Student Arrival	Student In-School Arrival
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:45 am	English Language Arts (ELA) *10:15 Suggested Mask Break	Suggested: ELA *9:45 Title I Supports Available *10:15 Suggested Movement Break
10:45-11:25 am	Science or Social Studies	Suggested: Science or Social Studies
11:25-12:10 pm	Lunch and Recess	Suggested: Lunch
12:10-12:30 pm	Quiet Time / Afternoon Transition	Quiet Time / Afternoon Transition
12:30-1:15 pm	Special Area Classes	*Suggested Movement Break
1:15-2:30 pm	Mathematics *1:45 Suggested Mask Break	Suggested: Mathematics *1:45 Suggested Movement Break *2:00 Title I Supports Available
2:30-2:45 pm	<b>Closing Circle</b>	<b>Closing Circle</b>
2:45-3:15 pm	Student Dismissal	Student In-School Dismissal
3:15-3:45 pm	<b>Office Hours to Connect with At Home Cohort</b>	<b>Office Hours to Connect with At Home Cohort</b>

## Grade 3

Time	Monday (For Both Cohorts)
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:00 am	Special Area Classes
10:15-11:00 am	Academic Block: FLEX
11:00-11:45 am	Academic Block: Mathematics
11:45-12:30 pm	Lunch for All Students
12:30-12:45 pm	Quiet Time / Afternoon Transition
12:45-1:15 pm	Science or Social Studies
1:30-2:15 pm	Academic Block: English Language Arts (ELA)
2:15-2:30 pm	<b>Closing Circle</b>

Time	In School (Tuesday – Friday)	At Home (Tuesday – Friday)
8:30-9:00 am	Student Arrival	Student In-School Arrival
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:15 am	Special Area Classes	*Suggested Movement Break
10:15-11:45 am	Mathematics *11:00 Suggested Mask Break	Suggested: Mathematics *11:00 Suggested Movement Break *11:15 Title I Supports Available
11:45-12:30 pm	Lunch and Recess	Suggested: Lunch
12:30-12:45 pm	Quiet Time / Afternoon Transition	Quiet Time / Afternoon Transition
12:45-1:15 pm	Science or Social Studies *1:15 Suggested Mask Break	Suggested: Science or Social Studies *1:15 Suggested Movement Break
1:30-2:30 pm	English Language Arts (ELA)	Suggested: ELA *2:00 Title I Supports Available
2:30-2:45 pm	<b>Closing Circle</b>	<b>Closing Circle</b>
2:45-3:15 pm	Student Dismissal	Student In-School Dismissal
3:15-3:45 pm	<b>Office Hours to Connect with At Home Cohort</b>	<b>Office Hours to Connect with At Home Cohort</b>

## Grade 4

Time	Monday (For Both Cohorts)
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:00 am	Academic Block: Mathematics
10:00-10:30 am	Special Area Classes
10:30-11:00 am	Academic Block: Mathematics
11:00-11:45 am	Academic Block: FLEX
11:45-12:30 pm	Lunch for All Students
12:30-12:45 pm	Quiet Time / Afternoon Transition
12:45-1:30 pm	Academic Block: English Language Arts (ELA)
1:45-2:15 pm	Science or Social Studies
2:15-2:30 pm	<b>Closing Circle</b>

Time	In School (Tuesday – Friday)	At Home (Tuesday – Friday)
8:30-9:00 am	Student Arrival	Student In-School Arrival
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:15 am	Mathematics	Suggested: Mathematics *9:45 Title I Supports Available
10:15-11:00 am	Special Area Classes	*Suggested Movement Break
11:00-12:05 pm	English Language Arts (ELA) *11:15 Suggested Mask Break	Suggested: ELA *11:15 Title I Supports Available
12:05-12:50 pm	Lunch and Recess	Suggested: Lunch
12:50-1:00 pm	Quiet Time / Afternoon Transition	Quiet Time / Afternoon Transition
1:00-1:30 pm	Mathematics *1:30 Suggested Mask Break	Suggested: Mathematics *1:30 Suggested Movement Break
1:45-2:30 pm	Science or Social Studies	Suggested: Science or Social Studies
2:30-2:45 pm	<b>Closing Circle</b>	<b>Closing Circle</b>
2:45-3:15 pm	Student Dismissal	Student In-School Dismissal
3:15-3:45 pm	<b>Office Hours to Connect with At Home Cohort</b>	<b>Office Hours to Connect with At Home Cohort</b>

## Grade 5

Time	Monday (For Both Cohorts)
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:15 am	Academic Block: Mathematics
10:30-11:00 am	Special Area Classes
11:00-11:45 am	Academic Block: FLEX
11:45-12:30 pm	Lunch for All Students
12:30-12:45 pm	Quiet Time / Afternoon Transition
12:45-1:30 pm	Academic Block: English Language Arts (ELA)
1:45-2:15 pm	Science or Social Studies
2:15-2:30 pm	<b>Closing Circle</b>

Time	In School (Tuesday – Friday)	At Home (Tuesday – Friday)
8:30-9:00 am	Student Arrival	Student In-School Arrival
9:00-9:30 am	<b>Attendance/Morning Meeting/Shared Reading</b>	<b>Attendance/Morning Meeting/Shared Reading</b>
9:30-10:15 am	Science or Social Studies *10:00 Suggested Mask Break	Suggested: Science or Social Studies *10:00 Suggested Movement Break
10:15-11:00 am	Mathematics	Suggested: Mathematics *10:30 Title I Supports Available
11:00-11:45 am	Special Area Classes	*Suggested Movement Break
11:45-12:25 pm	Mathematics	Suggested: Mathematics
12:25-1:10 pm	Lunch and Recess	Suggested: Lunch
1:10-1:15 pm	Quiet Time / Afternoon Transition	Quiet Time / Afternoon Transition
1:15-2:30 pm	English Language Arts (ELA) *1:45 Suggested Mask Break	Suggested: ELA *1:30 Title I Supports Available
2:30-2:45 pm	<b>Closing Circle</b>	<b>Closing Circle</b>
2:45-3:15 pm	Student Dismissal	Student In-School Dismissal
3:15-3:45 pm	<b>Office Hours to Connect with At Home Cohort</b>	<b>Office Hours to Connect with At Home Cohort</b>

### **Academic Blocks (English Language Arts, Mathematics, Science or Social Studies)**

- Over time, we intend to build the capacity for the first part of the academic block to be a synchronous introduction by the teacher for both cohorts, followed by small group guided practice and independent work. These synchronous connections at these times will be very limited in the beginning, however, and will consist of more independent practice for the at-home cohort. Information will be provided by the teacher to help guide the students when they are working more independently. Students can work at their own pace while at home, but we have provided some 'suggested' times to keep the students on more of a regular schedule and routine while learning at home.

### **Special Area Classes: Art, Library, Music, STEM, Health and Physical Education**

- Each homeroom class will have regularly scheduled art, music, STEM, health, and physical education classes when the cohort is learning in-person as well as every Monday while learning remotely. Library classes will also be scheduled for students. The specials will occur on a more rotating schedule to allow for both sets of cohorts to receive their special area classes each day they are learning in-person.

### **Office Hours**

- Classroom teachers will have office hours from 3:15 – 3:45 pm on Tuesdays through Fridays to be able to connect with their at-home cohort. This time can be used for students to receive additional assistance as well as provide some additional synchronous teaching time.

## Online Learning Platforms and Programs (CONTINUED APPLICATIONS)



- Seesaw (Grades K-2) accessed through Canvas LMS

Seesaw will continue to be used by younger students to record and share what they are learning. This platform gives students a place to document their learning, be creative and learn how to use technology. Each student will continue to have their own online journal to add elements like photos, videos, drawings, or notes.

Tutorial for Families [HERE](#)



canvas  
BY INSTRUCTURE

- Canvas LMS (Grades 3-12)

The Canvas Learning Management System (LMS) will continue to be the main vehicle for students to access their digital learning environment. Each teacher's Canvas page contains links to directly contact the teacher via email, open virtual Teams meetings, and access assignments and other resources. The homepage will also include buttons for teachers' individual subjects and courses.

Tutorial for Families [HERE](#)



Microsoft

- Microsoft Teams (Grades K-12)

Students, teachers, and staff have learned to work together, create content, and share resources via use of this platform. Virtual meetings with students while they are learning at home will continue to occur in Teams.

Tutorial for Families [HERE](#)

## **School Supplies for Hybrid Learning**

**As we plan for more building based, in-person learning with our students as a part of the hybrid model, it will be very important that each student brings their individual school supplies with them each day, as we are trying to minimize the amount of materials that are shared between students. This includes every student bringing their iPad or laptop with them to school each day when learning in-person. The device should be charged each night at home so that it is ready to use the following day.**

As a reminder, our recommended School Supply Lists can be found [HERE](#)

## **Attendance Procedures**

**We will continue to use the following procedures for attendance tracking purposes:**

- **At the Elementary Schools, the hybrid learning day begins for both cohorts at 9:00 am with a synchronous morning meeting. Attendance will be taken by the classroom teacher by 9:15 am daily and recorded in PowerSchool. Students learning at home will need to login to the morning meeting to begin their day. Teachers will monitor a child's participation throughout the day.**
- **Please note that any child who travels to a state/country that is designated as a 'hot spot' will have to quarantine when they return. Although they will not be marked as absent, the child will only be able to engage in the remote learning times being provided to the at-home cohort each day. There will be no full-day remote learning available to students who must be quarantined.**

The Family Attendance Manual can be found [HERE](#)

## **Grading and Homework Practices**

**Providing students with meaningful feedback has been proven to greatly enhance learning, understanding, and achievement. In addition to providing feedback to students throughout a lesson and after an assignment has been submitted, teachers will continue to formally assess student understanding.**

**Assessments might continue to look different in a hybrid learning environment to include performance tasks, written assignments, online discussions, presentations, and concept mapping strategies. Traditional quizzes and tests may still be given, but the in-person learning time is designed to emphasize effective pedagogy and student learning, not the assigning of grades.**

**Teachers will assign work to students that allow students opportunities to practice and explore essential skills and competencies. These assignments will be reviewed and discussed during guided practice sessions and/or asynchronous feedback loops with students.**

**Teachers will clearly articulate which assignments are being collected for grading purposes that include well-defined rubrics and multiple opportunities for feedback, and in the case of some performance tasks, chances to submit and revise one's work based on feedback.**

**Percentage grades will not be used on a child's progress report at the elementary level, regardless of instructional model, as we will use the existing standards on the report to inform families of their child's progress. Evidence of progress will be displayed through use of an integer system and scoring rubric, ranging from zero to four (see *below*).**

## **Scoring Rubric**

**4 = advanced, evidence of student understanding that exceeds the grade level expectations.**

**3 = proficient, meets the standard. Expected level of performance and understanding for the grade level.**

**2 = partially proficient, almost meets the standard. The work shows significant evidence that the student grasps aspects of the performance standard, but the entire work does not meet the parameters for success on the task.**

**1 = does not meet the standard. There is a significant lack of evidence that the student's current conceptual understanding and/or application of skills allow them to meet this standard.**

**0 = no evidence of student understanding of the concept or performance standard or the task itself is non-scorable. 0 should rarely if ever be used. Most work elicits enough evidence to at least merit a 1.**

## **Supporting Students**

**In a hybrid learning environment, it is extremely vital that we as a school district continue to employ a variety of tools, resources, and strategies to support student learning and well-being.**

**These support systems for students will include:**

- **Time with the classroom teacher while learning in-person and from home during office hours, guided practice sessions, and asynchronous feedback leading to whole class discussions and small group assistance.**
- **Check-ins and sessions with the school counselors and other related service personnel, such as literacy specialists, as part of further small group assistance and guidance.**
- **Referrals made through the Student Assistance Program (SAP) that could include virtual Student Resource Team (SRT) meetings as part of a child study team approach for student support. These meetings will include members of the child's family.**
- **For students with an identified disability, we will continue to hold Individual Education Plan (IEP) meetings with a child's case manager and members of the educational team that follow all state mandated requirements. These meetings will include members of the child's family.**

## **Hybrid Learning Model - Terms and Vocabulary**

- **Synchronous Learning (both for at home and in-person learning)**

**Refers to a scheduled time in which teachers and students are working simultaneously (or synchronously) toward course or learning objectives. Synchronous learning happens live and is organized by the teacher and set during a scheduled time. The duration and frequency of these sessions varies by grade and student developmental level and may look different at each grade level.**

- **Asynchronous Learning (primarily during at home learning)**

**Refers to lessons and materials that have been prepared in advance and made available to students throughout the course of a day. These materials will be available through the teacher's Canvas courses. Lessons are accompanied by explicit instruction and direction on what is required and when an assignment must be submitted.**

- **Office Hours**

**Each day, teachers will have scheduled office hours for the at-home cohort. During this time, teachers will be available to review lessons, provide additional guidance, answer questions, or to simply check-in for support.**

## **Frequently Asked Questions**

**Q: When should I keep my child home from school and when are they permitted to return to school after an illness?**

**A: The school district is requiring that students who are ill and exhibiting symptoms consistent with COVID-19, such as fever (100.4 degrees or higher), cough, shortness of breath, sore throat, body aches, nausea, vomiting, diarrhea, congestion, fatigue, headache or new loss of taste or smell to stay home. If your child has any of these symptoms, they may need to see their doctor who may recommend an office visit or testing for COVID-19. Please do not premedicate your child with Tylenol and Ibuprofen before sending them to school. They are sick and should stay home. They may return to school with a doctor's note *and* 24 hours after fever-free (less than 100.4 degrees) *and* improvement in symptoms.**

**Q: How will the school be monitoring students for illness?**

**A: All teachers and staff will be observing students for illness and symptoms of COVID-19 throughout the school day. Those students who appear ill will be sent to the School Nurse for further evaluation. If the School Nurse determines that the student is sick, a family member will be notified to pick their child up from school. Families should plan to arrive at school within an hour of the call. Families should call the School Nurse when they arrive at the school, and the School Nurse will walk the student to their family's car. Information will be provided to the parent by the School Nurse including: a list of**

**COVID-19 symptoms to watch for, “When to stay home and When to return to school” letter, a doctor referral form and a list of COVID-19 testing sites. A doctor’s note that lists a differential diagnosis will be required to return to school. Students that are being tested for COVID-19 should contact the School Nurse prior to returning to school and after meeting the Isolation and Quarantine Recommendations from the MCOPH.**

**Q: Will families be permitted in the school building during the hybrid learning period?**

**A: As part of the school district Health and Safety Plan, schools will be open to “essential” visitors only. You can view the list of essential visitors on the district website. If you are considered an “essential” visitor, you will be required to follow the district’s revised procedures for visitors. Visitors will report to the main entrance of the building, use hand sanitizer, enter information into the Easy Lobby Visitor Management System and complete a temperature check and a health screening questionnaire. Before you exit the building, check in at the front office, and use hand sanitizer.**

**Q: Will my child have access to the teacher or other academic supports, especially when learning from home?**

**A: Students learning from home will have access to their teachers and other staff members at different intervals during the day. Built into the master schedule are common office hours and daily connections with the classroom teacher where students can receive feedback and further support.**

**Q: Who do I turn to if my child is having difficulty or if I have a question about their learning and progress?**

**A: Questions that you may have about your child's educational experience, learning, and progress should start with their classroom teacher and/or case manager. If that is still proving to be a challenge, we encourage you to connect with your child's principal. We are here to support you and your child through this hybrid learning period.**

**Q: How do I reach my child's guidance counselor?**

**A: HHSD counselors are available to support our students. Counselors can be reached via email.**

**Q: Who do I connect with if my child is experiencing technology-related issues?**

**A: The school district technology department remains available to provide remote assistance and to chat offline. You may submit a ticket for support by following this [LINK](#) or you can contact technology support by phone 215-420-5600 or via email: [support@hatboro-horsham.org](mailto:support@hatboro-horsham.org)**