

4. Attendance Violations

		1 st Incident	2 nd or More Incident
C. Off Campus Violation	Leaving school grounds or being in an “off limits” area during regular school hours without permission of the principal.	School Level Actions (see page ___)	School Level Actions (see page 17), and: <ul style="list-style-type: none"> • Short-Term Suspension
D. Unexcused Absence	Failing to attend class school without an acceptable excuse for the absence parent permission;.	School Level Actions (see page ___), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page ___), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension (Where combined with other offenses)
<u>F. Leaving Class Without Permission</u>	<u>Leaving class without teacher permission.</u>	<u>School Level Actions (see page ___), and:</u> <ul style="list-style-type: none"> • <u>Short-Term Suspension</u> 	<u>School Level Actions (see page ___), and:</u> <ul style="list-style-type: none"> • <u>Short-Term Suspension</u> • <u>Long-Term Suspension (Where combined with other offenses)</u>

5. Harassment, Threats, Bullying and Intimidation

		1 st Incident	2 nd or More Incident
A. Harassment Nonsexual	<p>Communicating in a manner that harasses or annoys another;</p> <p>Repeatedly committing acts that harass another person;</p> <p>Following another person for no legitimate purpose after being asked to stop;</p> <p>Stalking a person;</p> <p>Making repeated false reports about someone. (A.R.S.13-2921)</p> <p><u>Any form of communication or conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed or harassed;</u></p> <p><u>Bullying (defined below) related to gender, race, ethnicity, socio-economic class, sexual orientation (real or perceived), disability or other aspects of human differences.</u></p>	<p>School Level Actions (see page __), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	<p>School Level Actions (see page __), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short Term Suspension (Mandatory) • Long-Term Suspension • Expulsion

5. Harassment, Threats, Bullying and Intimidation

		1 st Incident	2 nd or More Incident
B. Bullying And Cyberbullying	<p><u>Intentionally</u> Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person;</p> <p>Actions that contribute to a substantial risk of potential injury, mental harm, degradation, or societal exclusion or causes physical injury, mental harm or personal degradation.</p>	<p>School Level Actions (see page __), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	<p>School Level Actions (see page __), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

BULLYING requires an imbalance of power (real or perceived) between one or more persons and the victim.
~~includes a~~Actions that may include be:

- physical (pushing, hitting, kicking, spitting, stealing);
- verbal (making threats, taunting, teasing, name-calling); or
- psychological (spreading rumors, social exclusion, manipulating social relationships).

Harassment is different from bullying in that it is a form of discrimination.

CYBERBULLYING includes behavior that occurs through direct and indirect electronic acts (electronic mail, text messages, instant messaging, digital pictures or images, website / social media / blog postings, ~~blogs,~~ etc.).

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory) , which must be applied, absent a waiver; see page 10.	
9. Sexual Behaviors (continued)			
F. Inappropriate Public Display of Affection	Affectionate behavior between two consenting students that would reasonably offend another person.	1st Incident	2nd or More Incident
		School Level Actions (see page __), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page __), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

INDECENT EXPOSURE requires the presence of another person and **reckless** disregard about whether that other person would be reasonably offended or alarmed by the act.

SEXUAL HARASSMENT includes unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature.; [coercion of a third party to commit harassment towards another person](#)

7. Disruptions to the Academic Process

		1 st Incident	2 nd or More Incident
B. Dress Code Violation	<p>Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or district policy. The failure to comply with dress rules.</p> <p><u>Failure to wear or display student identification.</u></p>	<p>School Level Actions (see page 14)</p>	<p>School Level Actions (see page __), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension
<u>E. Gang-related clothing or accessories</u>	<p><u>Wearing or displaying clothing or accessories that represent gang affiliation or membership.</u></p>	<p><u>School Level Actions (see page __), and:</u></p> <ul style="list-style-type: none"> • <u>Revocation of Automobile Privileges</u> • <u>Short-Term Suspension (mandatory)</u> 	<p><u>School Level Actions (see page __), and:</u></p> <ul style="list-style-type: none"> • <u>Revocation of Automobile Privileges</u> • <u>Short-Term Suspension</u> • <u>Long-Term Suspension</u>

~~A **DRESS CODE** violation includes, but is not limited to, the failure to wear and display student identification.~~

7. Disruptions to the Academic Process		
A. Disruption Engaging in behavior which causes an interruption in a class, activity, or school business. Any behavior that requires involvement of law enforcement personnel.	1 st Incident	2 nd or More Incident
	School Level Actions (see page ____), <u>and</u> : <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page ____), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension
C. Insubordination Refusal to follow directions of school personnel; Talking back to or mocking school personnel; Delivering socially rude comments or conduct toward school personnel.	1 st Incident	2 nd or More Incident
	School Level Actions (see page ____), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page ____), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
D. Inappropriate Language or Gestures Verbal swearing, name - calling, making racial slurs, or use of words in an offensive or demeaning manner; Making gestures toward others intended to offend or annoy the other person; making gestures that communicate a hostile or sexual message.	1 st Incident	2 nd or More Incident
	School Level Actions (see page ____), <u>and</u> : <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page ____), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension
I. Safety Violation Acting in a manner that endangers the well-being of yourself or other persons	1st Incident	2nd or More Incident
	School Level Actions (see page ____), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page ____), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion

A **DISRUPTION** may include, but is not limited to:

- sustained ~~loud~~ talk ~~or~~; verbal outbursts, ~~yelling or screaming~~; horseplay or roughhousing; ~~or~~ being out of your seat repeatedly;
- an act that occurs off campus, including on the internet, which has a disruptive impact on the learning environment of a ~~to the~~ school campus.

10. Technology Abuses			
A. <u>Inappropriate Use of Technology Safety Violation</u>	Using District computers or other technology to post personal information about one's self or about others without prior permission from a teacher and parent to do so.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14)	School Level Actions (see page ___), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
B. Misuse of Technology	Making <u>or attempting</u> unauthorized access to <u>any</u> the Amphitheater Information System (AIS); Using <u>or attempting to use</u> the AIS to: <ul style="list-style-type: none"> • Access any other computer system, • Access any district-prohibited website, • <u>Bypass firewall or access proxy accounts,</u> • Perform any illegal or inappropriate acts; Attempting to dDisrupting or modifying the AIS or destroy data by spreading viruses or by any other means.	1 st Incident	2 nd or More Incident
		School Level Actions (see page ___), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page ___), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
C. Misuse of Personal Technology	Using personal technology, on- or off-district property, in a manner that has a disruptive impact in class, on a school campus or at school activities	1 st Incident	2 nd or More Incident
		School Level Actions (see page ___), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page ___), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion

~~TECHNOLOGY includes cell phones, internet, etc.~~

PERSONAL INFORMATION includes names, pictures, addresses, telephone numbers, school address, etc.

MISUSE OF TECHNOLOGY/PERSONAL TECHNOLOGY includes, but is not limited to:

- a student logging in through another person's account or accessing their files without their written permission;
- drug or alcohol purchase, distribution or sale;
- criminal gang activity;
- threatening conduct, bullying;
- posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language or pictures;
- posting false or defamatory information about a person or organization;
- posting or sending harassing messages or chain letters; or
- engaging in "spamming" (sending unnecessary messages to a large number of people).

What specific consequences can be imposed for violations of this Code of Conduct?

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code -- the types of discipline which school district personnel are permitted or – in some situations – are required to impose.

~~Unless the consequences listed in the table are designated as “(Mandatory)” for a given violation, t~~he school principal may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory)”, a principal must pursue its ~~the~~ implementation ~~of the listed consequence(s)~~, unless the principal requests and obtains a written waiver ~~of the mandatory consequence(s)~~. ~~Waivers may only be~~ approved by the ~~Associate to the~~ Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time. ~~In the absence of the Associate to the Superintendent, approvals of waivers must be made by the Associate Superintendent or the Superintendent.~~

If not waived as noted above, a “(Mandatory)” expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

District Level Disciplinary Actions:

Where appropriate or required, District level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** – Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer [may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions](#). During the term of a long-term suspension, the student must remain away from all district schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A Long-Term suspension may only be imposed following a hearing held by a district-level hearing officer. A student or parent has a right to appeal the decision of the district hearing officer to the Governing Board in accordance with District policy and regulation. Suspensions remain in effect pending the Board's review of any appeal.
- **Expulsion** – Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student's and the parent's compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an expulsion, the student must remain away from all district schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer [may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions](#). ~~If this action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, may recommend that the Governing Board also consider expulsion. In the event of such a recommendation, the Governing Board will determine whether to appoint a new (second) hearing officer to hold an expulsion hearing. In that case,~~ the expulsion hearing officer will ~~make a~~ recommendation ~~to the Governing Board as to~~ whether [or not](#) the student should be expelled, and if so, under what conditions (if any) the student might be able to re-apply for admission to the district. **Only the Governing Board can make the final determination of whether a student should be expelled and under what conditions the student might be able to re-apply for admission to the district.** Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family and their lawyer if any are present and choose to speak in accordance with District policy and regulation. ~~Also in accordance with District policy and regulation, the board can consider appeals to Long-Term suspensions and the conditions assigned to them by the suspension hearing officer.~~

SUGGESTED REVISIONS TO PARENT INFORMATION HANDBOOK:

AIMS/AzMERIT

The AzMERIT exam is a mandatory test given statewide to students in grades 3 – 8 to measure student proficiency in state standards for Writing, Reading, and Math. It is also given as an End of Course (“EOC”) assessment to those students enrolled in high school credit classes for Math (Algebra I, Geometry, and Algebra II) and English (9, 10, and 11).

In the elementary and middle school level, the Math test covers information taught at that grade level as well as related material covered in previous grade levels contained in that domain. Approximately 70%, for example, of the Math assessment content is taken from the grade’s major content; the remaining portion of the test comes from supporting domains. Test items are carefully aligned with standards to honor coherence across grade levels. The English/Language Arts (writing and reading) assessment measures content aligned with grade level standards.

At the high school, the test is designed as an EOC assessment. Any student enrolled in the high school credit bearing Algebra I, Geometry, or Algebra II classes either at the middle school or the high school takes the EOC assessment for that course. Likewise, any student enrolled in English 9, 10, or 11 takes the corresponding English EOC assessment. For now, the EOC assessments do not impact a student’s grade or their graduation.

Proficiency levels for the AzMERIT assessments are: [Minimally Proficient, Partially Proficient, Proficient, and Highly Proficient](#) being reviewed by the Arizona Department of Education. Practice tests and sample question types for all levels of the AzMERIT assessments are available at the ADE website: www.azed.gov.

The AIMS science test is still required for students in grades 4, 8, and [in high school 9](#).

Blended Learning Opportunities

Amphitheater School District recognizes that the traditional school program may not meet the needs, expectations or desires of some families and that both students and their parents may be looking for new or different learning options. To better serve diverse interests in this regard, the district now offers several different blended learning programs. These programs combine the best of online instruction with time in the traditional classroom setting as well. Students in such blended learning programs are known to learn better and demonstrate greater achievement than programs that only offer online instruction.

Parents will be responsible for providing appropriate computer and internet access for their students to use for the online component of these programs.

~~Amphi Academy at Donaldson is an elementary, Blended Learning opportunity for students in grades 4—5, combining the best of quality online instruction and face-to-face interactions in a Blended Learning model. Students in grades 4-5 will focus on their basic core classes (reading, writing, math, science, social studies, and modern languages) at home in an online environment, while attending Donaldson two days per week to work directly with teachers and interact with other students.~~

~~Students will work from home for three days per week. They will access course content online (readings, videos, animations, quizzes), and communicate with teachers via email, discussion boards, phone, and perhaps webcams. Each student will have a parent or responsible adult serving as a “teaching coach,” to monitor the student’s daily work schedule. Amphi Academy teachers will also monitor student progress and are responsible for all grading, testing, and student progress.~~

~~Although the Amphi Academy at Donaldson will not be self-paced, there will be some time flexibility within the weekly program.—Students attending the Amphi Academy at Donaldson will be required to complete coursework by working actively online for a minimum of 19 hours per week, when not in the Donaldson Learning Center.~~

Amphi Academy Online at El Hogar is an online learning opportunity for students ~~in middle school and high school~~ who are long-term suspended and therefore cannot attend classes on a traditional campus.

Students in the Amphi Academy Online ~~at El Hogar program~~ complete their coursework online. Amphi Academy teachers, while not providing direct instruction through the course curriculum, monitor student progress through the learning management system. If students are not making adequate progress or are struggling with assignments, tests and grades, they are contacted by Amphi Academy teachers to participate in scheduled onsite tutorial sessions. Students are

required to participate in tutorial sessions if they are not making satisfactory academic progress or are not maintaining grades of “C” or better. This requirement is set in place to ensure that students are working the required number of hours per day, meeting established timelines, and fulfilling all course requirements. Amphi Academy teachers may contact students and parents via computer, email, or phone.

Amphi Academy Online offers credit recovery and acceleration program options for students. ~~in high school through a blended learning model, combining both online instruction with classroom and tutoring support.~~

Career and Technical Education

In accordance with SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1962, Amphitheater Public Schools wishes to inform students, parents, employees and the general public that it provides an equal opportunity **CAREER AND TECHNICAL EDUCATION** for the high school students of the district. All courses, services and activities are offered without regard to race, color, religion/religious beliefs, gender, age, national origin, veteran status, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.

Program areas currently planned for the 2016~~7~~-2017~~8~~ school year include:

Sports Medicine	Architectural Drafting
Early Childhood Education	Animal Systems
Construction Technology	TV Video Production
Yearbook & Design	Bioscience
Automotive Technology & Automotive Diesel Technology	Graphic Design
Professional Sales and Marketing	Culinary Arts
Engineering	Technical Theater
Heating, Ventilation and Air Conditioning (HVAC)	Digital Photography
Information Technology Web Development & Software Design	Software Design
Electronic Technologies	Web Development
Cybersecurity	

Limited English-speaking skills will not be a barrier to admission or participation in vocational education. The primary requirements for admission are an established interest in pursuing a career in the chosen occupational field and the ability to meet the requirements for entry-level employment in that field of work.

Disabled students are encouraged to participate in vocational education programs in our district. In virtually all cases, accommodations can be made to modify the program or the facility to allow for participation by disabled students.

Pima County Joint Technical Education District

The Pima County JTED was established in July 2006 to provide students with expanded Career and Technical Education (CTE) options. The JTED provides students with additional CTE program offerings and the ability to learn using industry standard equipment at their home high school as well as an opportunity for students to participate in CTE programs outside of their home high school.

CTE programs that will be offered through the Pima County JTED at their central sites for the 2016~~7~~-2017~~8~~ school year include 3D Animation, Automotive Technologies, Aviation Technology, Certified ~~Caregiver~~ ~~Nursing Assistant~~, Cosmetology, Culinary Arts, Early Childhood Education, Electrical Utility Technologies, Emergency Medical Technician, Fire Service, Graphic/Web Design, Heavy Equipment Operations, [Healthcare Information Technology](#), Information Technology, Law, and Public Safety, [Licensed Nursing Assistant](#), Medical Assistant, ~~Multimedia Technologies~~, Physical Therapy [Technician Aide](#), Precision Manufacturing, Project Search, and Veterinary Science.

Free and Reduced Meal Program

Every school in the Amphitheater School District offers a choice of healthy meals each school day. Costs of meals are available from your student’s school. Children who qualify under U.S. Department of Agriculture guidelines may receive meals free or at a reduced price for lunch and breakfast.

All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal.

Please note, however, that the school is not required to make a substitution for a food allergy, unless it meets the definition of disability. Please call the school for further information.

Your child can get free school meals if you receive benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or from the Food Distribution Program on Indian Reservations (FDPIR). If your total household income is the same or below federal income guidelines for the size of your household, your child can either get meals free or at a reduced price. Children participating in their school's Head Start Program, foster children, and those who meet the definition of homeless, runaway, or migrant are also eligible for free meals.

The following list of frequently asked questions may provide you with other information you may need concerning the School Lunch Program.

How do I get free or reduced price school meals for my child? You have two options to consider. The fastest and most accurate method is to apply online at <http://www.EzMealApp.com>. If you do not have access to a computer, you may apply by completing the Meal Benefit Form and return it to the school or Food Service Department. The form is available from your child's school; from the District's Food Service Department, 200 E. Roger Rd., Tucson Arizona 85705; Telephone (520-696-5133), Fax (520-696-5035); or by email to bfragozo@amphi.com.

- ***For households receiving benefits from the Supplemental Nutrition Assistance Program (food stamps), Temporary Assistance for Needy Families, or Food Distribution Program on Indian Reservation.*** You only have to include your child's name and case number, and an adult household member must sign the form.
- ***For households that do not get food stamps, Temporary Assistance for Needy Families, or benefits from Food Distribution Program on Indian Reservation.*** If you do not have a case number, you must include the names of all household members, the amount of income each person received last month and where the income came from. An adult household member must sign the form and include his or her social security number, or indicate that he or she has none.
- **Households with a foster child.** You must include the child's name and the amount of "personal use" income the child received last month, and an adult must sign the form. In addition, you must indicate the child is a foster child, as indicated on the form.

Will the form be verified? Your eligibility may be checked at any time during the school year. School officials may ask you to send written evidence that shows that your child should get free or reduced price school meals.

What if my household income exceeds the federal guidelines, but I still feel that my child should receive free or reduced cost meals? The income guidelines are set by the federal government and must be adhered to. The school district cannot grant free or reduced meals to households which do not meet the guidelines.

Can I appeal the decision on my application for free or reduced lunch? You can talk to school district Food Service Department officials by calling (520) 696-5133 if you do not agree with the decision on your form. You also may ask for a hearing by writing to: Director of Food Services, 200 E. Roger Rd., Tucson Arizona 85705; Telephone (520-696-3783).

Must I report changes in my income or household? If your child gets free or reduced price meals because of your income, you must tell us if your household size decreases, or if your income increases by more than \$50 per month or \$600 per year.

Will the information I provide to the District on my free and reduced meal application form be kept confidential? We will use the information on your form to decide if your child should get free or reduced price meals. We may disclose eligibility information, without prior written consent, to officials connected with programs under the National School Lunch Act or Child Nutrition Act and to other Federal or State educational agencies and programs to help determine whether you may also qualify for benefits under those programs. We may also inform other child nutrition, health and education programs of the information on your form for funding and/or evaluation purposes. Disclosure of confidential eligibility information outside these programs is permitted only with written consent of the participants parent or legal guardian.

Must I apply now or can I apply later for free and reduced price meals? You may apply for free and reduced price meals at any time during the school year. If you are not eligible now but have a change, like a decrease in household income, an increase in household size, become unemployed or begin receiving benefits from the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families (TANF) or Food Distribution Program on Indian Reservations (FDPIR), you may complete a form then.

All applicants under the plan will receive notice as to whether or not their application is approved.

Free and Reduced Meal Program

Every school in the Amphitheater School District offers a choice of healthy meals each school day. Costs of meals are available from your student's school. Children who qualify under U.S. Department of Agriculture guidelines may receive meals free or at a reduced price for lunch and breakfast.

All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. Please note, however, that the school is not required to make a substitution for a food allergy, unless it meets the definition of disability. Please call the school for further information.

Your child can get free school meals if you receive [benefits from the Supplemental Nutrition Assistance Program \(SNAP\) food stamps](#), Temporary Assistance for Needy Families (TANF) or [benefits](#) from the Food Distribution Program on Indian Reservations (FDPIR). If your total household income is the same or below federal income guidelines for the size of your household, your child can either get meals free or at a reduced price. ~~The federal income guidelines are available from your student's school.~~ Children participating in their school's Head Start Program, [foster children](#), and those who meet the definition of homeless, runaway, or migrant are also eligible for free meals.

The following list of frequently asked questions may provide you with other information you may need concerning the School Lunch Program.

How do I get free or reduced price school meals for my child?

(1) [The fastest and most accurate method is to apply online at http://www.EzMealApp.com](http://www.EzMealApp.com).

(2) [If you do not have access to a computer, you may also apply by](#) ~~You must~~ [completing](#) the Meal Benefit Form and return it to [your child's](#) ~~the~~ school, [or the Food Service Department](#).

The [Meal Benefit Form](#) is available from your child's school; from the District's Food Service Department, 200 E. Roger Rd., Tucson Arizona 85705; Telephone (520-696-5133), Fax (520-696-5035); or by email to bfragozo@amphi.com.

- **For households [getting](#) [receiving benefits from the Supplemental Nutrition Assistance Program \(SNAP\) \(food stamps\)](#), [Temporary Assistance for Needy Families \(TANF\)](#), or [benefits from Food Distribution Program on Indian Reservation \(FDPIR\)](#).** You only have to include your child's name and case number, and an adult household member must sign the form.
- **For households that do not get food stamps, Temporary Assistance for Needy Families, or benefits from Food Distribution Program on Indian Reservation.** If you do not have a case number, you must include the names of all household members, the amount of income each person received last month and where the income came from. An adult household member must sign the form and include his or her social security number, or indicate that he or she has none.
- **Households with a foster child.** You must include the child's name and the amount of "personal use" income the child received last month, and an adult must sign the form. [In addition, you must indicate on the form that the child is a foster child.](#)

Will the form be verified? Your eligibility may be checked at any time during the school year. School officials may ask you to send written evidence that shows that your child should get free or reduced price school meals.

What if my household income exceeds the federal guidelines, but I still feel that my child should receive free or reduced cost meals? The income guidelines are set by the federal government and must be adhered to. The school district cannot grant free or reduced meals to households which do not meet the guidelines.

Can I appeal the decision on my application for free or reduced lunch? You can talk to school district Food Service Department officials [by calling](#) (520) 696-5133 if you do not agree with the decision on your form. You also may ask for a hearing [by writing](#) to: Director of Food Services, 200 E. Roger Rd., Tucson Arizona 85705; Telephone (520-696-3783).

Must I report changes in my income or household? If your child gets free or reduced price meals because of your income, you must tell us if your household size decreases, or if your income increases by more than \$50 per month or \$600 per year. ~~If your child gets free meals because your household gets food stamps, Temporary Assistance for Needy~~

~~Families (TANF) or benefits from Food Distribution Program on Indian Reservations (FDPIR), you must tell us when you no longer get these benefits.~~

Will the information I provide to the District on my free and reduced meal application form be kept confidential?

We will use the information on your form to decide if your child should get free or reduced price meals. We may ~~inform~~ disclose eligibility information, without prior written consent to officials connected with programs under the National School Lunch Act or Child Nutrition Act and to other Federal or State educational agencies and programs to help determine whether you may also qualify for benefits under those programs. We may also inform other child nutrition, health and education programs of the information on your form for funding and/or evaluation purposes. Disclosure of confidential eligibility information outside these programs is permitted only with written consent of the participants' parent or legal guardian.

Must I apply now or can I apply later for free and reduced price meals? You may apply for free and reduced price meals at any time during the school year. If you are not eligible now but have a change, like a decrease in household income, an increase in household size, become unemployed or begin receiving benefits from the Supplemental Nutrition Assistance Program (SNAP) ~~get food stamps~~, Temporary Assistance for Needy Families (TANF) or ~~benefits from~~ Food Distribution Program on Indian Reservations (FDPIR), you may complete a form then.

All applicants under the plan will receive notice as to whether or not their application is approved.

Homelessness

The McKinney-Vento Act identifies homeless students as “Children who lack a fixed, regular and adequate nighttime residence” due to loss of housing, economic hardship, or a similar reason. This includes preschool and school age children, and youth living on their own (unaccompanied youth not in the custody of a parent or guardian).

We are committed to ensuring that students experiencing homelessness ~~children~~ in the Amphitheater community have equal access to the same free, appropriate public education as provided to all students ~~other children~~ in our district, and we will work to eliminate barriers to their ~~a homeless child's~~ enrollment. Homeless students are never singled or separated from other students on the basis of their homelessness ~~from other students~~. Students and their families who are struggling with homelessness and who experience any difficulty obtaining access to education or other district services are encouraged to contact the District's McKinney-Vento Homeless Liaison at (520) 696-50616946. You may also be referred to the Liaison by school personnel.

The following paragraph is already included in the Parent Information Handbook, which is printed in English and Spanish. Staff recommend that, for the convenience of families, this phrase also be added to the inside of the front cover in the following languages: Arabic, Japanese, Somali, Swahili and Vietnamese.

Interpretation and Translation Services

The District will provide interpretation services so that all parents can participate meaningfully in meetings and conferences regarding their children's education. Please contact your child's school to request these services. Parents can also request translations of district documents by contacting their school office.