

NEW DOCUMENT

ATTACHMENT T - 9		
Permanent Appropriations FY 16/17		
Summary by Fund Number		
FUND NAME	FUND #	TOTAL / FINAL APPROPRIATIONS
GENERAL FUND CLASS		
GENERAL FUND	001	\$36,909,003.00
Total General Fund Class		\$36,909,003.00
SPECIAL REVENUE CLASS		
PUBLIC SCHOOL SUPPORT	018	\$194,500.00
LOCAL GRANTS	019	\$22,354.62
DISTRICT MANAGED ACTIVITY	300	\$394,000.00
AUXILIARY SERVICES	401	\$373,328.33
IDEA / SPECIAL EDUCATION	516	\$910,328.16
TITLE III LEP	551	\$0.00
TITLE I	572	\$324,332.82
IDEA Early Childhood	587	\$10,224.92
TITLE II-A TEACHER QUALITY	590	\$81,621.46
Total Special Revenue Fund Class		\$2,310,690.31
DEBT SERVICE FUND CLASS		
BOND RETIREMENT	002	\$10,459,807.33
Total Debt Service Fund Class		\$10,459,807.33
CAPITAL PROJECTS FUNDS CLASS		
PERMANENT IMPROVEMENT	003	\$2,000,000.00
BUILDING	004	\$8,523,977.26
OHIO NETWORK K-12	451	\$7,200.00
Total Capital Projects Fund Class		\$10,531,177.26
ENTERPRISE FUND CLASS		
FOOD SERVICE	006	\$888,150.00
UNIFORM SCHOOL SUPPLY	009	\$160,000.00
SPECIAL ENTERPRISE	020	\$0.00
SPECIAL ROTARY	014	\$6,112.00
Total Enterprise Fund Class		\$1,054,262.00
INTERNAL SERVICE FUND CLASS		
EMPLOYEE BENEFITS	024	\$45,358.00
Total Internal Service Fund Class		\$45,358.00
TRUST FUND CLASS		
STUDENT ACTIVITY TRUST	007	\$47,353.11
ENDOWMENT	008	\$150.00
Total Trust Fund Class		\$47,503.11
AGENCY FUND CLASS		
DISTRICT AGENCY HEALTH CARE	026	\$1,502,200.66
STUDENT MANAGED ACTIVITY	200	\$140,300.00
UNCLAIMED FUNDS & ATH TOURNAMENTS	022	\$12,483.77
Total Agency Fund Class		\$1,654,984.43
GRAND TOTAL ALL FUNDS		\$63,012,785.44

NEW DOCUMENT

ATTACHMENT T - 10		
Temporary Appropriations FY 17/18		
Summary by Fund Number		
		7/1/17
		TEMPORARY
FUND NAME	FUND #	APPROPRIATIONS
GENERAL FUND CLASS		
GENERAL FUND	001	9,227,250.00
Total General Fund Class		9,227,250.00
SPECIAL REVENUE CLASS		
PUBLIC SCHOOL SUPPORT	018	48,625.00
LOCAL GRANTS	019	5,587.50
DISTRICT MANAGED ACTIVITY	300	98,500.00
AUXILIARY SERVICES	401	93,750.00
IDEA / SPECIAL EDUCATION	516	227,575.00
TITLE I	572	81,000.00
IDEA Early Childhood	587	2,750.00
TITLE II-A TEACHER QUALITY	590	20,500.00
Total Special Revenue Fund Class		578,287.50
DEBT SERVICE FUND CLASS		
BOND RETIREMENT	002	2,750,000.00
Total Debt Service Fund Class		2,750,000.00
CAPITAL PROJECTS FUNDS CLASS		
PERMANENT IMPROVEMENT	003	500,000.00
BUILDING	004	2,125,000.00
OHIO NETWORK K-12	451	1,800.00
Total Capital Projects Fund Class		2,626,800.00
ENTERPRISE FUND CLASS		
FOOD SERVICE	006	225,000.00
UNIFORM SCHOOL SUPPLY	009	40,000.00
SPECIAL ENTERPRISE	020	0.00
SPECIAL ROTARY	014	0.00
Total Enterprise Fund Class		265,000.00
INTERNAL SERVICE FUND CLASS		
EMPLOYEE BENEFITS	024	11,500.00
Total Internal Service Fund Class		11,500.00
TRUST FUND CLASS		
STUDENT ACTIVITY TRUST	007	12,000.00
ENDOWMENT	008	100.00
Total Trust Fund Class		12,100.00
AGENCY FUND CLASS		
DISTRICT AGENCY HEALTH CARE	026	25,000.00
STUDENT MANAGED ACTIVITY	200	35,000.00
UNCLAIMED FUNDS & ATH TOURNAMENTS	022	3,750.00
Total Agency Fund Class		63,750.00
GRAND TOTAL ALL FUNDS		
		15,534,687.50

NEW DOCUMENT

PUPIL TRANSPORTATION AGREEMENT 2017/2018

THIS AGREEMENT made and entered into at Hinckley, Ohio effective for the **2017/2018** school year, by and between the, **Revere Local Schools**, and **Suburban School Transportation Company, Inc. (SSTC)**, 26 River Road, Hinckley, Ohio. For and in consideration of the mutual covenants and agreement herein contained, and for valuable consideration the parties agree to the following:

1. SSTC will transport students at the written request of the **Revere Local Schools** for any student requiring transportation in vehicles which meet all applicable safety and transportation laws and standards. All students are provided door-to-door services specified by the district.
2. SSTC will provide all routing of said students, including contact of the parent/guardian regarding pick up and drop off times and locations. Students may be transported with other students with possible cost reductions. Routing sheets will be kept on file with SSTC dispatching office.
3. SSTC will provide vehicles to be used for transportation of said students. Vehicles will meet the standards of State and Federal law. All vehicles will be equipped with a mobile phone, emergency safety triangles, flares, electrical fuses, Blood Borne Pathogen Kit, fire extinguishers, first aid kit, blanket and a snow brush.
4. SSTC vehicles may be equipped with a global positioning system, which shows a vehicle's location, direction of travel and speed at any given moment.
5. SSTC will pay all expenses in connection with the operation and maintenance of vehicles used in the transportation. A vehicle inspection form shall be completed daily by the drivers. A staff mechanic services the SSTC fleet for preventive maintenance and emergency repairs. All daily inspection forms and service logs are on file in SSTC dispatching office. Should a student cause any damage to a vehicle; the parent/guardian will be financially responsible for said damages.
6. SSTC will provide qualified drivers to operate safely and within legal limits in said vehicles used in the transportation in accordance with all applicable State and Federal laws and will verify that all drivers have met Ohio Pupil Transportation Operation and Safety Rules and Standards, including but not limited to certification and license requirements.
7. SSTC will purchase and maintain during the term of the agreement no less than \$1,000,000 liability insurance for all company owned vehicles, including a \$5,000,000 umbrella. All non-owned vehicles will carry \$300,000 (state requirement) liability insurance and a 1,000,000-liability non-owned coverage policy purchased by Suburban School Transportation.
8. The rate quoted to the district will be for round trip, unless otherwise specified. The district will be charged the daily rate for each day the particular school is scheduled to be opened, regardless if the student or students attend or not, or should the school be cancelled due to inclement weather or emergency. Should **Revere Local Schools** close due to inclement weather, but the school the student is attending is open, SSTC will use its own discretion. Safety is SSTC's top priority. If SSTC believes it is unsafe to transport due to inclement weather, the parent/guardian will be contacted. When possible, a two-day notice is required if the student will be out for an extended amount of time due to illness or suspension. Also a two-day notice is required if the student has transferred out of district or expelled from school and transportation service is no longer required.

9. **Revere Local Schools** will be responsible for obtaining the student(s) medical forms and attach it with the students request form. SSTC will maintain medical history reports in its dispatch office once received from the district.
10. All employees are issued SSTC identification badges to be worn and visible at all times.
11. All vehicles to be used to transport eligible students who are confined to a wheelchair or other mobile positioning devices or who require life support equipment shall be equipped with a lift or ramp. The lift shall be connected within the vehicle body when not extended. The lift shall lift a maximum of 700 lbs. Wheelchairs are to be secured by a four-point tie down system.
12. Attendants or monitors will be provided to the district if requested at an additional charge. Any required ride-alone students will incur an additional cost for such transportation.
13. SSTC may find it necessary to review various alternative accommodations to ensure the safety of the students during transportation. SSTC will always reserve the right to postpone transportation in the event a student becomes combative /violent and threatens or interferes with the safety and well-being of the public welfare, other passengers or themselves. The attending school and parent /guardian will be notified at this time to discuss transportation options. Such alternative accommodations will be discussed with and agreed upon by the district prior to implementation by SSTC.
14. In the event SSTC is requested to use a vehicle with special accommodations in order to ensure the safety of student transportation an additional charge will be applied for such service.
15. All vehicles are denoted to have "School Transportation" signs.
16. For the safety of all students transported by SSTC we will not transport any students across picket lines when a strike is in progress.
17. SSTC will provide **Revere Local Schools** with a form to use for adding, changing or deleting students. All student changes/requests must be submitted electronically or faxed on the provided SSTC form. No student transportation will begin unless the required form is submitted. SSTC requests at least 24 hours' notice when placing new student transportation to allow adequate time for placement, requests received after 3:00 pm will not be guaranteed for the next business day (from August 15th thru September 15th please allow 3 days for student placement). After any three (3) requests for a student's time or location change during a billing cycle, an additional \$10 service charge per alteration may be applied.
18. SSTC will be responsible for allowing 3 minutes for pickup at the student's home, if after the allotted time SSTC leaves and continues the route and is then later notified that SSTC must again return to the students' home, an additional charge will be granted. After school is dismissed at the end of the regularly scheduled day SSTC will wait at the scheduled school until all eligible students have been picked up. If an eligible student does not show up at the designated pickup location the driver will contact the office and the office will contact the school. If SSTC is forced to wait for a student more than five (5) minutes after dismissal time (or other agreed upon pickup time) SSTC will agree to wait fifteen (15) additional minutes for the student. SSTC will be permitted to bill the district for the additional time. When an attempt to drop off an eligible student at home is unsuccessful, SSTC will proceed to complete the regularly scheduled route. The driver will notify the office of the first attempt. After the route is completed, SSTC will

attempt again to drop off the student. If the second attempt is unsuccessful, SSTC will be permitted to charge the district, in fifteen (15) minute increments at the daily unit cost for each student for each fifteen (15) minute period, for all time thereafter until the student is dropped off at home or an emergency drop off location.

19. Payment for ordinary services rendered shall be made monthly. Payment needs to be received by SSTC within 30 days of invoice or late fees may apply.

In consideration of this agreement Suburban School Transportation Company Inc, herein provided, that **Revere Local Schools** and Suburban School Transportation will mutually agree on compensation on a case-by-case basis. This contract will cover the period of **July 1, 2017 through June 30, 2018.**

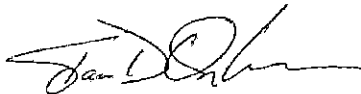
This contract is made for the benefit of each party heretofore named, and all parties hereby acknowledge receipt of a full and complete copy of this agreement and declare that no promises, representation or agreement, other than those herein contained have been made or were relied upon.

IN WITNESS WHEREOF, the parties hereto set their hands this day and year.

Revere Local Schools

Suburban School Transportation

By: _____

By: 

Date: _____

Date: 05/01/2017

NEW DOCUMENT



APPLICATION NO.

This Schedule "A" is to be attached to and becomes part of the Agreement dated _____ by and between the undersigned and **MT Business Technologies, Inc.**

[illegible]

Upon signing below, this Schedule "A" is hereby verified as correct by the undersigned Customer, who acknowledges receipt of a copy.

X

Treasurer/CFO

DATED

1239 West 6th Street • Cleveland, OH 44113 • (216) 328-9777 • FAX:(216) 574-6282

TOTAL PRINT MANAGEMENT AGREEMENT

The words User, Lessee, you and your refer to Customer. The words Owner, we, us and our refer to MT Business Technologies, Inc.

CUSTOMER INFORMATION

FULL LEGAL NAME		STREET ADDRESS		
REVERE LOCAL SCHOOL DISTRICT		3496 Everett Rd		
CITY	STATE	ZIP	PHONE	FAX
Richfield	OH	44286	(330) 659-6111	
BILLING NAME (IF DIFFERENT FROM ABOVE)		BILLING STREET ADDRESS		
CITY	STATE	ZIP	E-MAIL	
EQUIPMENT LOCATION (IF DIFFERENT FROM ABOVE)				

EQUIPMENT DESCRIPTION

MAKE/MODEL/ACCESSORIES	NOT FINANCED UNDER THIS AGREEMENT	SERIAL NO.	STARTING METER
36 month agreement with optional two year extension.	☐		
	☐		
	☐		
	☐		
Service rates locked for term of agreement.	☐		
	☐		
	☐		
	☐		

☒ See the attached Schedule A
 ☐ See the attached Billing Schedule

TERM AND PAYMENT SCHEDULE

Term in 36 Months Monthly Payments of \$ 5,132.64 * Plus applicable taxes
 The contract payment ("Payment") period is monthly unless otherwise indicated.

METER READINGS VERIFIED:
 Payment includes 658,333 B&W Pages per month Excess B&W Page Charge \$ 0.00275 B&W - ANNUALLY
 Payment includes None Color Pages per month Excess Color Page Charge \$ 0.035 COLOR - MONTHLY

By initialing here, you agree that service and supplies are not included in this Agreement. Terms are net 30 days

END OF AGREEMENT OPTIONS

You will have the following option at the end of the original term, provided that no event of default under the Agreement has occurred and is continuing. To the extent that any purchase option indicates that the purchase price will be the "Fair Market Value" (or "FMV"), such term means the value of the Equipment in continued use. 1) Purchase all but not less than all the Equipment for the Fair Market Value per paragraph 1, 2) Renew the Agreement per paragraph 1, or 3) Return the Equipment per paragraph 3.

THIS IS A NONCANCELABLE/IRREVOCABLE AGREEMENT, THIS AGREEMENT CANNOT BE CANCELED OR TERMINATED.

LESSOR ACCEPTANCE

MT Business Technologies, Inc.	☒	
LESSOR	SIGNATURE	TITLE DATED

CUSTOMER ACCEPTANCE

By signing below, you certify that you have reviewed and do agree to all terms and conditions of this Agreement on this page and on page 2 attached hereto. Upon signing below, your promises herein will be irrevocable and unconditional in all respects for the full term.

REVERE LOCAL SCHOOL DISTRICT	☒	
CUSTOMER (as referenced above)	SIGNATURE	TITLE DATED
	David R. Forrest	
FEDERAL TAX I.D. #	PRINT NAME	

ACCEPTANCE OF DELIVERY

The Customer hereby certifies that all the Equipment: 1) has been received, installed, and inspected, and 2) is fully operational and unconditionally accepted.

REVERE LOCAL SCHOOL DISTRICT	☒	
CUSTOMER (as referenced above)	SIGNATURE	TITLE DATE OF DELIVERY
		Treasurer/CFO

1. **AGREEMENT:** For business purposes only, you agree to lease from us the goods, together with all replacements, parts, repairs, additions, and accessories incorporated therein or attached thereto and any and all proceeds of the foregoing, including, without limitation, insurance recoveries (the "Equipment") and/or to finance certain licensed software and services ("Financed Items," which are included in the word "Equipment" unless separately stated), all as described on page 1 of this Agreement, excluding equipment marked as not financed under this Agreement, as it may be supplemented from time to time. You agree to all of the terms and conditions contained in this Agreement and any supplement, which (with the acceptance certification) is the entire agreement regarding the Equipment ("Agreement") and which supercedes any purchase order or invoice. You authorize us to correct or insert missing Equipment identification information and to make corrections to your proper legal name and address. This Agreement becomes valid upon execution by us. This Agreement is binding upon our acceptance hereof and will begin on the date the Equipment is delivered to you or any later date we designate. If we designate a later commencement date, you agree to pay us an additional amount equal to the periodic payments due under this Agreement prorated for the period between the date the Equipment is delivered to you and the commencement date in an amount equal to 1/30th of the Payment. This Agreement will automatically renew for 12-month term(s) unless you purchase or return the Equipment (according to the conditions herein) and send us written notice between 90 and 150 days (before the end of any term) that you do not want it renewed. If any provision of this Agreement is declared unenforceable in any jurisdiction, the other provisions herein shall remain in full force and effect in that jurisdiction and all others. **THIS AGREEMENT IS NON-CANCELABLE FOR THE ENTIRE AGREEMENT TERM. YOU AGREE THAT YOU ARE UNCONDITIONALLY OBLIGATED TO PAY ALL AMOUNTS DUE UNDER THIS AGREEMENT FOR THE ENTIRE TERM. YOU ARE NOT ENTITLED TO REDUCE OR SET-OFF AGAINST AMOUNTS DUE UNDER THIS AGREEMENT FOR ANY REASON.** You shall deliver all information requested by us which we deem reasonably necessary to determine your current financial condition and faithful performance of the terms hereof.

2. **RENT, TAXES AND FEES:** We own the Equipment. You will pay the Payment (as adjusted) when due, plus any applicable sales, use and property taxes. The Payment will be adjusted proportionately upward or downward: (1) by up to 10% to accommodate changes in the actual Equipment cost; (2) if the shipping charges or taxes differ from the estimate given to you; and (3) to comply with the tax laws of the state in which the Equipment is located. You are entitled to make the number of pages included each month during the term of this Agreement. If you make more than the allowed images in any month, you will pay us an additional amount equal to the number of the excess images made during such month multiplied by the applicable Excess Page Charge. Regardless of the number of images made in any month, you will never pay less than the Monthly Payment. If we pay any taxes, insurance or other expenses that you owe hereunder, you agree to reimburse us when we request and to pay us a processing fee for each expense or charge we pay on your behalf. We may charge you for any filing or filing fees required by the Uniform Commercial Code (UCC) or other laws, which fees vary state-to-state. By the date the first Payment is due, you agree to pay us an origination fee, as shown on our invoice or addendum, to cover us for all closing costs. We will have the right to apply all sums, received from you, to any amounts due and owed to us under the terms of this Agreement. If for any reason your check is returned for nonpayment, you will pay us a bad check charge of \$30 or, if less, the maximum charge allowed by law. We may make a profit on any fees, estimated tax payments and other charges paid under this Agreement. You cannot pay off this Agreement or return the Equipment prior to the end date without our consent. If we consent, we may charge you, in addition to other amounts owed, an early termination fee equal to 5% of the price of the Equipment.

3. **MAINTENANCE AND LOCATION OF EQUIPMENT; SECURITY INTEREST; SOFTWARE/DATA:** At your expense, you agree to keep the Equipment: (1) in good repair, condition and working order, in compliance with applicable manufacturers' and regulatory standards; (2) free and clear of all liens and claims; and (3) only at the Equipment location shown on page 1, and you agree not to move it unless we agree. As long as you have given us the written notice as required in paragraph 1 prior to the expiration or termination of this Agreement's term, you will return all but not less than all of the Equipment and all related manuals and use and maintenance records to a location we specify, at your expense, in retail re-saleable condition, full working order and complete repair. You grant us a security interest in the Equipment to secure all amounts you owe us under any agreement with us, and you authorize us to file a financing statement (UCC-1). You will not change your state of organization, headquarters or residence without providing prior written notice to us so that we may amend or file a new UCC-1. You will notify us within 30 days if your state of organization revokes or terminates your existence. Except as provided in this paragraph, references to "Equipment" include any software referenced above or installed on the Equipment. We do not own the software and cannot transfer any interest in it to you. We are not responsible for the software or the obligations of you or the licensor under any license agreement. You are solely responsible for removing any data that may reside in the Equipment you return, including but not limited to hard drives, disk drives or any other form of memory.

4. **COLLATERAL PROTECTION; INSURANCE; INDEMNITY; LOSS OR DAMAGE:** You agree to keep the Equipment fully insured against risk and loss, with us as lender's loss payee, in an amount not less than the original cost until this Agreement is terminated. You also agree to obtain a general public liability insurance policy with such coverage and from such insurance carrier as shall be satisfactory to us and to include us as an additional insured on the policy. Your insurance policy(s) will provide for 10 days advance written notice to us of any modification or cancellation. You agree to provide us certificates or other evidence of insurance acceptable to us. If you fail to comply with this requirement within 30 days after the start of this Agreement, we may (A) secure property loss insurance on the Equipment from a carrier of our choosing in such forms and amounts as we deem reasonable to protect our interests. If we place insurance on the Equipment, we will not name you as an insured and your interests may not be fully protected. If we secure insurance on the Equipment, you will pay us an amount for the premium which may be higher than the premium that you would pay if you placed the insurance independently and an insurance fee which may result in a profit to us through an investment in reinsurance; or (B) charge you a monthly property damage surcharge of up to .0035 of the Equipment cost as a result of our credit risk and administrative and other costs, as would be further described on a letter from us to you. We may make a profit on this program. **NOTHING IN THIS PARAGRAPH WILL RELIEVE YOU OF RESPONSIBILITY FOR LIABILITY INSURANCE ON THE EQUIPMENT.** We are not responsible for, and you agree to hold us harmless and reimburse us for and to defend on our behalf against, any claim for any loss, expense, liability or injury caused by or in any way related to delivery, installation, possession, ownership, use, condition, inspection, removal, return or storage of the Equipment. You are responsible for the risk of loss or for any destruction of or damage to the Equipment. You agree to promptly notify us in writing of any loss or damage. If the Equipment is destroyed and we have not otherwise agreed in writing, you will pay to us the unpaid balance of this Agreement, including any future rent to the end of the term plus the anticipated purchase price of the Equipment (both discounted at 4%). All proceeds of insurance will be paid to us and credited, at our option, against any loss or damage. You authorize us to sign on your behalf and appoint us as your attorney-in-fact to endorse in your name any insurance drafts or checks issued due to loss or damage to the Equipment. All indemnities will survive the expiration or termination of this Agreement.

5. **ASSIGNMENT: YOU HAVE NO RIGHT TO SELL, TRANSFER, ASSIGN OR SUBLEASE THE EQUIPMENT OR THIS AGREEMENT, without our prior written consent.** Without our prior written consent, you shall not reorganize or merge with any other entity or transfer all or a substantial part of your ownership interests or assets. We may sell, assign, or transfer this Agreement without notice. You agree that if we sell, assign or transfer this Agreement our assignee will have the same rights and benefits that we have now and will not have to perform any of our obligations, including, but not limited to, those obligations described below in the paragraph entitled MAINTENANCE AND SUPPLIES. You agree that our assignee will not be subject to any claims, defenses, or offsets that you may have against us. You shall cooperate with us in executing any documentation reasonably required by us or our assignee to effectuate any such assignment. This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective successors and assigns.

6. **DEFAULT AND REMEDIES:** You will be in default if: (a) you do not pay any Payment or other sum due to us or any other person when due or if you break any of your promises in this Agreement or any other agreement with us or any of our affiliates or any material agreement with any other lender, (b) you make or have made any false statement or misrepresentation to us, (c) you or any guarantor dies, dissolves or terminates existence, (d) there has been a material adverse change in your or any guarantor's financial, business or operating condition, or (e) any guarantor defaults under any guaranty for this Agreement. If any part of a Payment is more than 5 days late, you agree to pay a late charge equal to: 1) the greater of ten (10) cents for each dollar overdue or twenty-six (\$26.00) dollars; or 2) the highest lawful charge, if less. If you are ever in default, at our option, we can terminate this Agreement and require that you pay the unpaid balance of this Agreement, including any future Payments to the end of the term plus the anticipated residual value of the Equipment (both discounted at 3%). We may recover default interest on any unpaid amount at the rate of 18% per year. Concurrently and cumulatively, we may also use any or all of the remedies available to us under Articles 2A and 9 of the UCC and any other law, including requiring that you: (1) return the Equipment to us to a location we specify; and (2) immediately stop using any Financed Items. In addition, we will have the right, immediately and without notice or other action, to set-off against any of your liabilities to us any money, including depository account balances, owed by us to you, whether or not due. In the event of any dispute or enforcement of rights under this Agreement or any related agreement, you agree to pay our reasonable attorney's fees (including any incurred before or at trial, on appeal or in any other proceeding), actual court costs and any other collection costs, including any collection agency fees. If we have to take possession of the Equipment, you agree to pay the costs of repossession, moving, storage, repair and sale. The net proceeds of the sale of any Equipment will be credited against what you owe us under this Agreement. **YOU AGREE THAT WE WILL NOT BE RESPONSIBLE TO PAY YOU ANY CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES.** Any delay or failure to enforce our rights under this Agreement will not prevent us from enforcing any rights at a later time. You agree that your rights and remedies are governed exclusively by this Agreement. If we assign rights in this Agreement for financing purposes, you agree that this Agreement, in the hands of our assignee, is, or shall be treated as, a "Finance Lease" as that term is defined in Article 2A of the Uniform Commercial Code ("UCC"). You waive all rights under Article 2A (507-522) of the UCC. If any Payments, fees, or charges hereunder are determined by a court of competent jurisdiction to be usurious, then said Payments, fees, or charges shall be reduced to the maximum amount permissible under applicable law, and any such excess shall be applied against future amounts to be owed under this Agreement.

7. **SIGNATURES, ADDITIONAL DOCUMENTS, MISC.:** The parties agree that the original of this Agreement for enforcement and perfection purposes shall be that copy which bears your original, facsimile, or handwritten computer-generated signature, and which bears our original signature, and such original shall constitute "Tangible Chilled Paper" under the UCC. All notices shall be mailed or delivered by facsimile transmission or overnight courier to the respective parties at the addresses shown on this Agreement or such other address as a party may provide in writing from time to time. By providing any telephone number, now or in the future, for a cell phone or other wireless device, you are expressly consenting to receiving communications, regardless of their purpose, at that number, including, but not limited to, prerecorded or artificial voice message calls, text messages, and calls made by an automatic dialing system from us and our affiliates and agents. These calls and messages may incur access fees from your provider.

8. **WARRANTY DISCLAIMERS:** YOU AGREE THAT YOU HAVE SELECTED ANY/ALL THIRD PARTY SUPPLIERS AND EACH ITEM OF EQUIPMENT BASED UPON YOUR OWN JUDGMENT AND YOU DISCLAIM ANY RELIANCE UPON ANY STATEMENTS OR REPRESENTATIONS MADE BY US. YOU WILL CONTINUE TO MAKE ALL PAYMENTS UNDER THIS AGREEMENT REGARDLESS OF ANY CLAIM OR COMPLAINT AGAINST ANY SUPPLIER, LICENSOR OR MANUFACTURER, AND ANY FAILURE OF A SERVICE PROVIDER TO PROVIDE SERVICES WILL NOT EXCUSE YOUR OBLIGATIONS TO US UNDER THIS AGREEMENT. YOU ARE NOT ENTITLED TO REDUCE OR SET-OFF AGAINST AMOUNTS DUE UNDER THIS AGREEMENT FOR ANY REASON. WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, OF, AND TAKE ABSOLUTELY NO RESPONSIBILITY FOR, MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE, CONDITION, QUALITY, ADEQUACY, TITLE, DATA ACCURACY, SYSTEM INTEGRATION, FUNCTION, DEFECTS, OR ANY OTHER ISSUE IN REGARD TO THE EQUIPMENT, ANY ASSOCIATED SOFTWARE AND ANY FINANCED ITEMS. WE ASSIGN TO YOU ANY WARRANTIES GIVEN TO US.

9. **LAW, JURY WAIVER:** Agreements, promises and commitments made by Lessor, concerning loans and other credit extensions must be in writing, express consideration and be signed by Lessor to be enforceable. This Agreement may be modified only by written agreement and not by course of performance. This Agreement will be governed by and construed in accordance with the law of the state in which our (or if we assign this Agreement, our assignee's) principal place of business is located. You consent to personal jurisdiction and venue in such courts and waive transfer of venue. For any action arising out of or relating to this Agreement or the Equipment, YOU AND WE WAIVE ALL RIGHTS TO A TRIAL BY JURY.

10. **MAINTENANCE AND SUPPLIES:** Unless you have initiated the first page of this Agreement indicating that service and supplies are not included in this Agreement, the charges established by this Agreement include payment for the use of the Equipment, accessories, maintenance during normal business hours, inspection, adjustment, parts replacement, drums, cleaning material required for proper operation and black toner and developer. Paper and staples must be separately purchased by you. Color toner is not included in this Agreement and will be billed separately. If necessary, the service and supply portion of this Agreement may be assigned by us. We may charge you a total print management and shipping and handling fee.

A. **Repair and Replacement of Parts:** We will replace, without charge, parts which have been broken or worn through normal use that are necessary for machine servicing and maintenance adjustment. We will provide cleaning of the Equipment that is required for satisfactory performance during the term of this Agreement. Excluded from this Agreement are modifications outside of manufacturer's specifications, software or loss of software/data, the Flary Print Server/Flary/RS and the installation of supplies and maintenance kits that are operator replaceable, i.e., toner, staples, paper, collection bottles, oil, ink, batteries, and chargers.

B. **Service Calls:** Service Calls will be made during our normal business hours (Monday through Friday 8:00 a.m. - 5:00 p.m., excluding holidays). When available, emergency calls that are requested outside of normal business hours will be billed at the then-current after-hours rate.

C. **Equipment Damage and Supplies:** This Agreement shall not apply to repairs made necessary by accident, misuse, abuse, neglect, theft, vandalism, electrical power failure, fire, water, acts of God or any repair made by other than our personnel. Also excluded from this Agreement are service calls resulting from the use of supplies other than those recommended by us, including through-pul material such as paper, labels and transparencies.

D. **Customer Care:** You shall exert reasonable care in the operation and maintenance of the Equipment.

E. **Warranties:** With respect to the parts and service furnished hereunder, we make no warranties, express or implied, except those warranties expressly made by the manufacturers of such parts, and we expressly excludes and disclaims all warranties of merchantability or fitness for any particular purpose.

F. **Toner:** The Toner Inclusive Program (if applicable) is based on manufacturer supply consumption rates. Delivery of supplies will not exceed agreed upon usage. Consumption of covered supply products varying significantly from expected usage may result in additional charges for supplies.

Options Menu - Select covered items below

Supplies - B&W: Toner, Developer, Ink ☒ YES ☐ NO

Supplies - Color: Toner, Developer, Ink ☒ YES ☐ NO

Drum, PCU, Masters, All in One Unit ☒ YES ☐ NO

Maintenance Kits: ☐ YES ☒ NO

11. **EXCESS CHARGES AND COST ADJUSTMENTS:** You agree to comply with our billing procedures including, but not limited to, providing us with periodic meter readings on the Equipment. At the end of the first year of this Agreement and once each successive twelve-month period, the Payment and the Excess Page Charges may be increased by a maximum of 15% of the then existing payment or charge. Images made on Equipment marked as not financed under this Agreement will be included in determining your image and excess charges.

12. **UPGRADE AND DOWNGRADE PROVISION:** AFTER COMMENCEMENT OF THE AGREEMENT AND UPON YOUR WRITTEN REQUEST, AT OUR SOLE DISCRETION, WE MAY REVIEW YOUR PAGE VOLUME AND PROPOSE OPTIONS FOR UPGRADING OR DOWNGRADING THE EQUIPMENT TO ACCOMMODATE YOUR BUSINESS NEEDS.

13. **TRANSITION BILLING:** In order to facilitate an orderly transition, including installation and training, and to provide a uniform billing cycle, the start date of this Agreement (the "Effective Date") will be a date after the certification of acceptance of the Equipment, as shown on the first invoice. The payment for this transition period will be based on the base minimum usage payment, prorated on a 30-day calendar month, and will be added to your first monthly Payment.

NEW DOCUMENT

Revere School Administration
P. O. Box 340
Bath, Ohio 44210

Audiology Services Agreement

This Audiology Services Agreement ("Agreement") is entered into effective as of the First day of August, 2017, between Children's Hospital Medical Center of Akron, Department of Family Child Learning Center ("Children's") and Revere School District ("District").

Whereas, District desires to enter into an arrangement with Children's whereby Children's will provide Audiology Services to their students during the 2017-2018 school year through Family Child Learning Center, and

Whereas, Children's employs or otherwise retains persons who are qualified and trained to furnish audiology services to District and is willing to make the Provider available to District.

Now, therefore, in consideration of the mutual covenants herein contained and for other good and valuable consideration, the parties hereby agree as follows:

Article I. Children's Obligations

1.1 Services. In exchange for the payments made to it by the District pursuant to Section 2.1 Children's agrees to make Provider available to provide audiology services to students of District (the "Services"). Children's shall provide an audiologist to provide Services for up to **Thirteen (13)** days from **August 1, 2017 through June 30, 2018**. Services will be provided at various schools operated by the District, as agreed upon by the parties.

1.2 Periodic Meetings. The parties agree that representatives from the District and Children's will meet from time to time to discuss the efficient administration of the Services provided hereunder.

1.3 Children's Employees. The parties understand and agree that the Provider shall be and will remain throughout the term of the Agreement Children's employee. As such, Children's will be solely responsible for the Provider's wages. Further, Children's shall have sole authority regarding the direction and discipline of the Provider and any benefits, and regarding all employment policies, procedures and practices.

1.4 Compliance. Children's shall ensure that Provider meets the District standards and policies and procedures applicable to the provision of Services.

Article II. Obligations

2.1 Consideration. Children's will submit quarterly an invoice for the allowable costs for the performance of work hereunder. District must receive the final invoice no later than sixty days after the expiration of the project period. Invoices shall be submitted to **Revere Schools Administration, Coordinator of Special Services, Attention: Abby Kassel, MA, P. O. Box 340, Bath, Ohio 44210**. The District's total obligation to Children's under this Agreement is

Seven Thousand One Hundred Fifty Dollars (\$7,150.00) in exchange for Children's making Provider(s) available to furnish the Services to the District.

2.2 Services. District shall provide all facilities, services, equipment, and supplies necessary for the provision of Services by Provider hereunder.

2.3 No Hire Covenant. District agrees that it shall not, during the term of this Agreement and for a period of eighteen (18) months following the termination of this Agreement for any reason, directly or indirectly hire, employ, retain or otherwise engage any Provider who at any time provides Services hereunder.

2.4 Retirement Program Obligations. To the extent the Provider is eligible to participate in any state school employee retirement program(s), District is responsible for receiving from Children's any required employee and employer contributions to such program(s), for remitting such contributions to such programs, for enrollment of the Provider, and for all other administrative duties required by applicable law.

Article III. Insurance

Each party shall retain liability for, and shall provide for insurance against, acts and omissions related to the services provided by such party's personnel or any party with whom they contract to provide services on behalf of such party. Each party may provide such liability insurance through a program of self-insurance in such amounts and under such terms as determined in the discretion of each party, but in no event shall such insurance coverage be less than One Million Dollars (\$1,000,000.00) per incident and Three Million Dollars (\$3,000,000.00) annual aggregate.

Article IV. Term and Termination

4.1 Term of Agreement. The term of this Agreement shall be for one school year commencing on August 1, 2017, and ending on the last school day in 2018, and will automatically renew for consecutive one (1) school year terms unless either party provides notice of intent not to renew at least ninety (90) days in advance of the expiration of the then current term.

4.2 Termination for Cause. Either party may terminate this Agreement if the other party materially breaches this Agreement. Termination will be effective after alleged breaching party has received written notification from the non-breaching party describing such alleged breach in detail and the alleged breaching party has not cured such breach within thirty (30) days from the receipt of such notice.

4.3 Termination without Cause. Either party may terminate this Agreement without cause during the term of this Agreement by providing ninety (90) days advance written notice to the other party.

4.4 Consequences of Termination. Upon termination of this Agreement for any reason, neither party shall have any further obligations hereunder except for obligations accruing prior to the date of termination and obligations that are expressly made to extend beyond the term of this Agreement, including, without limitation, the obligation of District to compensate Children's for Services provided through the date of termination in accordance with Section 2.1.

Article V. Miscellaneous

5.1 Amendments. This Agreement may not be amended except by a written amendment executed by both of the parties hereto.

5.2 Entire Agreement. There are no other agreements or understandings, either oral or written, between the parties affecting this Agreement, except as otherwise specifically provided for or referred to herein. This Agreement cancels and supersedes all previous agreements between the parties relating to the subject matter covered by this Agreement.

5.3 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio.

5.4 Severability. Every provision of this Agreement is intended to be severable. In the event that any provision of this Agreement is rendered illegal, invalid or unenforceable by a federal or state law, rule or regulation, or declared illegal, invalid or unenforceable by any court of competent jurisdiction, the remaining provisions hereof shall remain in full force and effect.

5.5 Headings. Headings are used herein solely for the convenience of the parties and are not part of this Agreement.

5.6 Waiver of Breach. The waiver by a party of a breach of or default under any term or provision of this Agreement by the other party shall not operate or be construed as a waiver of any subsequent breach or default under the same or any other term or provision of this Agreement by that party.

5.7 Force Majeure. Neither party shall be liable or deemed to be in default for any delay or failure in performance under this Agreement or other interruption of service deemed to result, directly or indirectly, from acts of God, civil or military authority, acts of public enemy, war, accidents, fires, explosions, earthquakes, floods, failure of transportation, strikes or other work interruptions by either party's employees or any other similar cause beyond the reasonable control of either party.

5.8 No Third Party Beneficiaries. None of the provisions of this Agreement are for the benefit of or are enforceable by any third party.

5.9 Student Health Records. All student health records shall be the sole and exclusive property of District, subject to any access and copying rights as provided by law. Children's will have reasonable access to such books, records and other materials and information as necessary to perform Services under this Agreement and for other lawful purposes both during and after the term of this Agreement. District will retain all books, records and other materials developed and maintained hereunder for the time periods required by applicable law and generally accepted record keeping practices. District and Children's shall at all times comply with all applicable laws, rules and regulations relating to the confidentiality of medical and Student records.

5.10 Anti-discrimination Clause. Acceptance of this Agreement is evidence of each party's intent to comply with Title VI-VII of the 1964 Civil Rights Act, Section 504 of the Rehabilitation Act and all similar laws which prohibit discrimination because of race, color, national origin, disability, age, sex, religion, and political affiliation in any fact of a party's operation except where such discrimination is a bona fide, documented business necessity.

In Witness Whereof, District and Children's have caused this Agreement to be executed effective as of August 1, 2017.

Children's Hospital Medical Center of Akron

By: _____
Grace Wakulchik, RN, MSN, MBA

Title: Vice President of Operations, Chief Operating Officer

Date: _____

District: Revere School District

By: _____
Name

Title: _____

Date: _____

BUDGET SUMMARY

Sandra Domoracki, Au.D. Audiologist	Thirteen (13) days @ \$550/day	\$7,150.00
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TOTAL CONTRACT AMOUNT		\$7,150.00
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*Includes mileage at rate of \$.50 per mile

**Includes Secretarial support from staff
at Family Child Learning Center

NEW DOCUMENT

Orientation and Mobility

Instructor: Judith Ann Harpley

Rate: \$110.00 per session

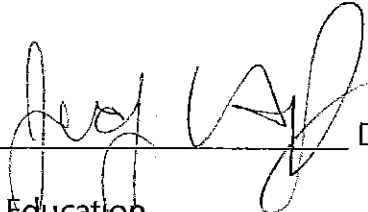
Contract Period: August 2017 – June 2017

5/22/17

Responsibilities of the vendor:

Judith Ann Harpley/Harpley CS LLC agrees to provide Orientation and Mobility services, consultation and in-service training activities to benefit the students who are identified as visually impaired through the Special Education Department of the Revere Local School District.

The vendor will provide individual instructional training to one visually impaired student at two double sessions per month for the 17/18 school year. She will also receive 2 ESY sessions for orientation to 8th grade classes. The rate is \$110.00 per session. The vendor will assume costs for transportation, clerical expenses and liability.

Vendor  Date 5/22/17

Board of Education _____ Date _____

Treasurer _____ Date _____

NEW DOCUMENT



Re-Education

Services, Inc. Provides Specialized Learning & Individualized Programming

Student Service Agreement - Re-Ed ASPIRE

Student Name: _____

Parent/Guardian Name: _____

Address: _____

Placing School District: Revere Local School District

Terms and Conditions of Purchase Agreement:

Payment: _____ Revere Local School District _____, will pay Re-Ed ASPIRE a per diem rate of \$ 176 for the above named student for each school day not to exceed 182 days in the 2017 - 2018 school year.

Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.

Length of Agreement: The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the 2017 - 2018 school year (05/31/2018). The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).

Rights & Duties: Re-Ed ASPIRE reserves the right to take immediate action in situations where a student, by act or omission, poses a risk of injury, harm or other danger to himself or to others. Such action may include, but is not limited to, immediate dismissal from the Re-Ed ASPIRE program, emergency referral to psychiatric or other institutional healthcare providers, and/or securing assistance from local law enforcement authorities. The Placing School District will be promptly informed in the event such an exigent situation arises.

Termination of Agreement: In the event the above named student is no longer residing in the Placing School District and/or no longer attending Re-Ed ASPIRE, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Ed ASPIRE.

In the event that Re-Ed ASPIRE determines that the student is not benefiting from the programming and services provided by Re-Ed ASPIRE, Re-Ed ASPIRE may terminate this Agreement. The student will be returned to the Placing School District so that educational programs and services can continue to be delivered to the student through the Placing School District.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: ____/____/____

Re-Ed ASPIRE
Representative: _____

Date: 5/5/17



Re-Education

Services, Inc. Providing Special Education & Individualized Programming

Speech Therapy Service Purchase Agreement

Student Name:

School District: **Revere Local School District**

This agreement is entered into between **Revere Local School** and Re-Education Services, Inc., for the sole purpose of providing Speech Therapy (hereafter "SLT") in accordance with IEP recommendations. WHEREAS, will be attending the Re-Education Services, Inc Program and will receive Speech Therapy for the **2017 - 2018** school year.

THE PARTIES AGREE AS FOLLOWS:

1. The placing district will pay Re-Education Services, Inc. a rate of \$ **74** per session for the above identified student.
2. The term of this agreement will expire if SLT services are terminated as agreed upon by the IEP team or the Placing District chooses to provide SLT services through the school district.
3. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2017 - 2018** school year (**05/31/2018**).
4. Payment received after due date (30 days) will be assessed a late fee of \$ **100** per month.

In the event the above identified student is no longer residing in the Placing District and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is attending Re-Education Services, Inc.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____ Date: 1 / 1 /

Re-Education Services, Inc.
Representative: Frederick A. Jones Date: 5/5/17

SHERBORN CAMPUS

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

MENTOR CAMPUS

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777



Re-Education

Services, Inc. Providing Special Education & Individualized Programming

Re-Ed TRANSPORTATION Service Purchase Agreement

Student Name:

Address:

District: Revere Local School District

This agreement is entered into between Revere Local School (hereafter "Placing District") and Re-Ed Transportation, Inc., for the sole purpose of providing **TRANSPORTATION SERVICES** in accordance with placement at Re-Education Services, Inc. WHERE AS, _____ will be attending the Re-Education Services, Inc. Program and Placing School District requires the Student to be transported by Re-Education Transportation the parties agree as follows:

THE PARTIES AGREE AS FOLLOWS:

1. The placing district will pay Re-Ed Transportation, Inc. a per diem rate of **\$ 57** for the above identified student for each school day for the **2017 - 2018** school year. The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).
(A change in student address or campus location may change the daily rate. Should the daily rate change, a new agreement will be offered by Re-Ed Transportation.)
2. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2017 - 2018** school year (**05/31/2018**).
3. **Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.**

In the event the above identified student is no longer residing at the above address and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Education Services, Inc.

(The per diem rate on this contract is based upon fuel prices at the time this contract is signed. In the event that fuel cost increase substantially, Re-Ed Transportation, Inc. reserves the right to add a fuel surcharge to the above stated per diem rate.)

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: ____/____/____

**Re-Education Transportation
Representative:** _____

Frederick A. Jones

Date: 5/5/17

MAIN OFFICE (CAMPUS LEAVE OFF)

6176 Reynolds Road
Mentor, Ohio 44060

PHONE 440 | 257-3131

FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081

PHONE 440 | 259-4707

FAX 440 | 259-2029

NEW DOCUMENT



Re-Education

Services, Inc. Provides Postsecondary Education & Individualized Programming

Student Service Agreement - Re-Ed ASPIRE

Student Name:

Parent/Guardian Name:

Address:

Placing School District: Revere Local School District

Terms and Conditions of Purchase Agreement:

Payment: Revere Local School District will pay Re-Ed ASPIRE a per diem rate of \$ 176 for the above named student for each school day not to exceed 182 days in the 2017 - 2018 school year.

Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.

Length of Agreement: The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the 2017 - 2018 school year (05/31/2018). The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).

Rights & Duties: Re-Ed ASPIRE reserves the right to take immediate action in situations where a student, by act or omission, poses a risk of injury, harm or other danger to himself or to others. Such action may include, but is not limited to, immediate dismissal from the Re-Ed ASPIRE program, emergency referral to psychiatric or other institutional healthcare providers, and/or securing assistance from local law enforcement authorities. The Placing School District will be promptly informed in the event such an exigent situation arises.

Termination of Agreement: In the event the above named student is no longer residing in the Placing School District and/or no longer attending Re-Ed ASPIRE, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Ed ASPIRE.

In the event that Re-Ed ASPIRE determines that the student is not benefiting from the programming and services provided by Re-Ed ASPIRE, Re-Ed ASPIRE may terminate this Agreement. The student will be returned to the Placing School District so that educational programs and services can continue to be delivered to the student through the Placing School District.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative:

Date: 1 / 1

Re-Ed ASPIRE
Representative:

Frederick A. Jones

Date: 5 / 5 / 17

REVERE LOCAL SCHOOL DISTRICT

6176 Reynolds Road
Mentor, Ohio 44060

PHONE 440 | 257-3131

FAX 440 | 257-3132

RE-ED ASPIRE

4261 Manchester Avenue
Perry, Ohio 44081

PHONE 440 | 259-4707

FAX 440 | 259-2029



Re-Education

Services, Inc. Providing Special Education & Individualized Programming

Re-Ed TRANSPORTATION Service Purchase Agreement

Student Name:

Address:

District: Revere Local School District

This agreement is entered into between Revere Local School (hereafter "Placing District") and Re-Ed Transportation, Inc., for the sole purpose of providing **TRANSPORTATION SERVICES** in accordance with placement at Re-Education Services, Inc. WHERE AS, will be attending the Re-Education Services, Inc. Program and Placing School District requires the Student to be transported by Re-Education Transportation the parties agree as follows:

THE PARTIES AGREE AS FOLLOWS:

1. The placing district will pay Re-Ed Transportation, Inc. a per diem rate of **\$ 57** for the above identified student for each school day for the **2017 - 2018** school year. The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).
(A change in student address or campus location may change the daily rate. Should the daily rate change, a new agreement will be offered by Re-Ed Transportation.)
2. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2017 - 2018** school year (**05/31/2018**).
3. **Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.**

In the event the above identified student is no longer residing at the above address and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Education Services, Inc.

(The per diem rate on this contract is based upon fuel prices at the time this contract is signed. In the event that fuel cost increase substantially, Re-Ed Transportation, Inc. reserves the right to add a fuel surcharge to the above stated per diem rate.)

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: / /

Re-Education Transportation
Representative: _____

Frederick A. Jones

Date: 5 / 5 / 17

REVERE CAMPUS / OFFICE

6176 Reynolds Road
Mentor, Ohio 44060

PHONE 440 | 257-3131

FAX 440 | 257-3132

SCOTT CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081

PHONE 440 | 259-4707

FAX 440 | 259-2029

NEW DOCUMENT



Re-Education

Services, Inc. (Re-Education Services, Inc.)

Student Service Agreement - Re-Ed ACCESS

Student Name:

Parent/Guardian Name:

Address:

Placing School District: Revere Local School District

Terms and Conditions of Purchase Agreement:

Payment: Revere Local School District will pay Re-Ed ACCESS a per diem rate of \$267 for the above named student, for each school day not to exceed 182 days in the **2017- 2018** school year.

Payment received after due date (30 days) will be assessed a late fee of \$100 per month.

Length of Agreement: The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2017- 2018** school year (**05/31/2018**). The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).

Rights & Duties: Re-Ed ACCESS reserves the right to take immediate action in situations where a student, by act or omission, poses a risk of injury, harm or other danger to himself or to others. Such action may include, but is not limited to; immediate dismissal from the Re-Ed ACCESS program, emergency referral to psychiatric or other institutional healthcare providers, and/or securing assistance from local law enforcement authorities. The Placing School District will be promptly informed in the event such an exigent situation arises.

Termination of Agreement: In the event the above named student is no longer residing in the Placing School District and/or no longer attending Re-Ed ACCESS, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Ed ACCESS.

In the event that Re-Ed ACCESS determines that the student is not benefiting from the programming and services provided by Re-Ed ACCESS, Re-Ed ACCESS may terminate this Agreement. The student will be returned to the Placing School District so that educational programs and services can continue to be delivered to the student through the Placing School District.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative:

Date: / /

Re-Ed ACCESS
Representative:

Frederick A. Jones

Date: 5/5/17

BEDFORD CAMPUS

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

MENTOR CAMPUS / MAIN OFFICE

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777

Re-Education

Services, Inc. Providing Special Education & Individualized Programming

Re-Ed TRANSPORTATION Service Purchase Agreement

Student Name:

Address:

District: Revere Local School District

This agreement is entered into between Revere Local School (hereafter "Placing District") and Re-Ed Transportation, Inc., for the sole purpose of providing **TRANSPORTATION SERVICES** in accordance with placement at Re-Education Services, Inc. WHERE AS, _____ will be attending the Re-Education Services, Inc. Program and Placing School District requires the Student to be transported by Re-Education Transportation the parties agree as follows:

THE PARTIES AGREE AS FOLLOWS:

1. The placing district will pay Re-Ed Transportation, Inc. a per diem rate of \$ 77 for the above identified student for each school day for the **2017 - 2018** school year. The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).
(A change in student address or campus location may change the daily rate. Should the daily rate change, a new agreement will be offered by Re-Ed Transportation.)
2. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2017 - 2018** school year (**05/31/2018**).
3. **Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.**

In the event the above identified student is no longer residing at the above address and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Education Services, Inc.

(The per diem rate on this contract is based upon fuel prices at the time this contract is signed. In the event that fuel cost increase substantially, Re-Ed Transportation, Inc. reserves the right to add a fuel surcharge to the above stated per diem rate:)

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: / /

Re-Education Transportation
Representative: _____

Frederick A. Jones

Date: 5/5/17

REVERE CAMPUS

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

MENTOR CAMPUS / MAIN OFFICE

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777

NEW DOCUMENT

ESY Summer 2017

Name	Position and Hours	Compensation/Hr
Piper Short	Coordinator 8:30 - 11:30 2 days per week for 6 weeks + 24 hours for planning; up to 60 hours total	\$27.82
Megan Houk	Teacher 8:30 - 11:30 2 days per week for 6 weeks; up to 36 hours total	\$27.82
Sarah Smith	Teacher 8:30 - 11:30 2 days per week for 6 weeks; up to 36 hours total	\$27.82
Amanda McCabe	Teacher for up to 6 hours total	\$27.82
Lori Bell	Speech and Language Pathologist; up to 18 hours total	\$42.00
Stacie Mamula	Speech and Language Pathologist; up to 2 hours total	\$42.00
Valerie Patterson	Speech and Language Pathologist; up to 16 hours total	\$42.00
Cathy Rundo	Education Aide 9:00 - 11:00 2 days per week for 6 weeks; up to 24 hours total	\$13.47
Lisa Evans	Education Aide 9:00 - 11:00 2 days per week for 6 weeks; up to 24 hours total	\$12.45
Lisa Cox-Ayers	Education Aide 9:00 - 11:00 2 days per week for 6 weeks; up to 24 hours total	\$14.99
Christine Glowe	Education Aide 9:00 - 11:00 2 days per week for 6 weeks; up to 24 hours total	\$18.71
Bath D'Amico	Substitute Education Aide to be used as needed	\$17.69

NEW DOCUMENT

CLEVELAND CLINIC LERNER SCHOOL FOR AUTISM
Cleveland Clinic Children's Hospital for Rehabilitation
2017-2018 School Tuition Agreement with School System
REVERE CITY SCHOOL DISTRICT

This School Tuition Agreement ("AGREEMENT") dated this first day of May, 2017, is between Revere City School District Board of Education in the State of Ohio ("SENDING DISTRICT") and the Cleveland Clinic Children's Hospital for Rehabilitation, on behalf of its Lerner School for Autism, a non-public school ("NON-PUBLIC SCHOOL") for children with autism spectrum and related disorders located in the State of Ohio.

WITNESSETH:

In consideration of the covenants herein contained, the parties agree as follows:

1. The SENDING DISTRICT agrees to purchase from the NON-PUBLIC SCHOOL the agreed upon education services described in the individualized educational program and/or education curriculum plan ("SERVICES") for a resident pupil ("PUPIL") from the SENDING DISTRICT. The NON-PUBLIC SCHOOL agrees to provide SERVICES to the PUPIL during the 2017-2018 school year in accordance with the Individuals with Disabilities Education Act (hereafter "IDEA") (20 U.S.C. §§ 1400, *et seq.*) and the regulations promulgated thereunder and Ohio Revised Code Title XXXIII, Chapter 3323 and the regulations promulgated thereunder by the State Board of Education, as applicable. Upon placement of the PUPIL, NON-PUBLIC SCHOOL will not be responsible for, and SENDING DISTRICT will continue to be responsible for, the three year comprehensive Evaluation Team Report (ETR). PUPIL and his/her parents/guardians will comply with the NON-PUBLIC SCHOOL policies and procedures, including its Parent Handbook, which may be revised from time to time at NON-PUBLIC SCHOOL's sole discretion. The NON-PUBLIC SCHOOL reserves the right to determine the appropriate and suitable staffing personnel for PUPIL. Any staff changes are at the NON-PUBLIC SCHOOL's sole discretion and determination and without prior notice of any changes or decisions. There can be no guarantees pertaining to the integrity or outcomes of services. The NON-PUBLIC SCHOOL cannot guarantee the effectiveness of the outcomes of the programming implemented, but will provide SENDING DISTRICT with documentation of progress for review.
2. This AGREEMENT is effective as of August 28, 2017 (the "EFFECTIVE DATE") and shall continue in full force and effect until August 10, 2018, unless otherwise terminated sooner as provided herein.
3. Tuition charges under this AGREEMENT, as well as the payment of the same, shall be made in accordance with applicable Ohio Statutes and the rules and regulations of the State Board of Education.
 - A. The SENDING DISTRICT agrees to pay the NON-PUBLIC SCHOOL an annual tuition of Seventy-Seven Thousand Seven Hundred Dollars (\$77,700.00). Payments may be made according to one of the following payment options (please select one):

☐ **OPTION 1:**

One (1) payment in the amount of Seventy-Six Thousand One Hundred Forty-Six Dollars (\$76,146.00) due NO LATER than August 28, 2017. This amount represents a discount of two percent (2.0%) from the annual tuition. If payment is not received in full by August 28, 2017, then SENDING DISTRICT will make payments in accordance with Option 2 or Option 3 below.

☐ **OPTION 2:**

Three (3) payments each in the amount of Twenty-Five Thousand Nine Hundred Dollars (\$25,900.00) shall be due pursuant to the following schedule:

First Payment: September 1, 2017

Second Payment: January 1, 2018

Third Payment: May 1, 2018

☐ **OPTION 3:**

Eleven (11) monthly payments each in the amount of Seven Thousand Sixty-Three Dollars and Sixty-Four Cents (\$7,063.64) which shall be due NO LATER than the first (1st) day of each month, with the first payment due on September 1, 2017 and the final payment due on July 1, 2018.

B. In the event that services beyond those listed in Section 1 of this AGREEMENT are deemed to be needed, the parties will enter into a separate agreement outlining the scope of those services and the additional compensation, if any. If SENDING DISTRICT determines that a multifactor evaluation (MFE) is needed and wishes to engage the NON-PUBLIC SCHOOL to conduct the MFE, NON-PUBLIC SCHOOL will perform such service for an additional charge as agreed to in a separate agreement.

C. In the event that the PUPIL does not enroll at the start of the school term, tuition charges shall be prorated as further described herein. Tuition shall commence as follows:

1. If the PUPIL's scheduled start date is on or between the first (1st) and fifteenth (15th) day of the month, tuition shall commence on the first (1st) day of such month.
2. If the PUPIL's scheduled start date is on or between the sixteenth (16th) day of the month and the final day of the month, tuition shall commence on the fifteenth (15th) day of such month.

The first tuition payment is due prior to the PUPIL's scheduled start date and any remaining payments will be made pursuant to the applicable payment schedule as described in Section 3(A).

4. Invoices will be sent to the SENDING DISTRICT based on the tuition payment schedules outlined in Section 3 of this AGREEMENT and will include appropriate PUPIL identification. All payments are to be mailed to the following address:

Cleveland Clinic Children's Hospital for Rehabilitation -- Center for Autism
P.O. Box 931028
Cleveland, Ohio 44193

A late fee of 1.5% or the maximum amount allowed by law, whichever is less, may be charged for any late payments. If payments are ninety (90) days or more past due, NON-PUBLIC SCHOOL shall have the right to immediately suspend SERVICES, release the PUPIL from the NON-PUBLIC SCHOOL, and terminate this AGREEMENT immediately. Termination of this AGREEMENT shall not affect NON-PUBLIC SCHOOL's right to pursue recovery of any payments or other amounts owed under this AGREEMENT.

5. The NON-PUBLIC SCHOOL agrees to record PUPIL's attendance in a public school register as required by the rules and regulations of the Ohio State Board of Education.
6. SERVICES for PUPIL will not commence until all required enrollment forms and documents, including the execution of this AGREEMENT, are completed and returned to the NON-PUBLIC SCHOOL prior to the PUPIL's scheduled start date.
7. Either party may terminate this AGREEMENT by providing at least sixty (60) days' prior written notice to the other party.
 - However, if the SENDING DISTRICT does not provide at least sixty (60) days' prior written notice, the NON-PUBLIC SCHOOL will charge the SENDING DISTRICT an amount equal to the prorated tuition amount for sixty (60) days from the notice date (a fee charge of two (2) months).
 - However, if the NON-PUBLIC SCHOOL does not provide at least sixty (60) days' prior written notice, the SENDING DISTRICT is only responsible for tuition up to and including the PUPIL's last day of attendance.
8. If the PUPIL is absent for more than five (5) consecutive days, the NON-PUBLIC SCHOOL agrees to notify the SENDING DISTRICT of such absence to allow the SENDING DISTRICT the option of investigating PUPIL's enrollment status. If the SENDING DISTRICT discovers enrollment has ceased, SENDING DISTRICT will provide written notice of the termination to the NON-PUBLIC SCHOOL and will be responsible for the amount outlined under Section 7 above. If the NON-PUBLIC SCHOOL fails to notify the SENDING DISTRICT, its right to tuition beyond the absences not communicated will be waived.
9. In the event that any dispute arises under this AGREEMENT, the parties will seek to resolve the dispute as expeditiously as possible with the understanding that the interests of the PUPIL shall be of the foremost concern in resolving such disputes.
10. In the event that the letter of approval to operate from the Ohio Department of Education is withdrawn from the NON-PUBLIC SCHOOL, this AGREEMENT shall terminate. The SENDING DISTRICT shall be responsible for the length of time the PUPIL is enrolled.
11. The parties agree to comply with all applicable laws, rules and regulations as they may be amended from time to time. In the event that any part of this AGREEMENT is determined to violate federal, state, or local laws, rules, or regulations, or NON-PUBLIC SCHOOL policy, the parties

agree to negotiate in good faith revisions to the provision or provisions which are in violation. In the event the parties are unable to agree to new or modified terms as required to bring the entire AGREEMENT into compliance, either party may terminate this AGREEMENT on thirty (30) days' prior written notice to the other Party, or earlier if necessary to prevent noncompliance with a governmental deadline or effective date.

12. Enrollment is for full-day SERVICES. Leaves of absence from the program are typically not permitted without payment of tuition, but may be considered on an individual basis and at the sole discretion of NON-PUBLIC SCHOOL. Continued placement will be considered based on individual circumstances and at the sole discretion of NON-PUBLIC SCHOOL.
13. Any notice required or permitted to be given hereunder by either party hereunder shall be in writing and shall be deemed given on the date received if delivered personally or by a reputable overnight delivery service, or three (3) days after the date postmarked if sent by registered or certified mail, return receipt requested, postage prepaid to the following addresses:

If to SENDING DISTRICT:

If to NON-PUBLIC SCHOOL:

Cleveland Clinic Center for Autism
2801 Martin Luther King Jr. Blvd.
Cleveland, Ohio 44104
Attn: Department Manager, Cleveland Clinic Center for Autism

14. For general communications with SENDING DISTRICT, NON-PUBLIC SCHOOL shall use the following contact information:

Pupil Services:

Name/Title:
Mailing Address:
Phone:
Email:

Accounts Payable:

Name/Title:
Mailing Address:
Phone:
Email:

Progress Reports:

Name/Title:
Mailing Address:
Phone:
Email:

15. Each party shall maintain insurance for professional liability and comprehensive general liability coverage of its agents, employees, representatives, and contracted servants in amounts not less than One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate. Upon request, each party shall provide the other party with documents or certificates of insurance evidencing the coverage required under this Section 15. Such liability policies shall not be canceled, reduced, or adversely modified without providing at least sixty (60) days' prior written notice to the other party.
16. During the performance of this AGREEMENT, the NON-PUBLIC SCHOOL agrees as follows:
- A. The NON-PUBLIC SCHOOL will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status or gender. The NON-PUBLIC SCHOOL will take affirmative action to ensure that such applicants are recruited and employed, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status or gender. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or training, including apprenticeship.
 - B. The NON-PUBLIC SCHOOL will, in all solicitations or advertisements for employees placed by or on behalf of the NON-PUBLIC SCHOOL, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status or gender.
 - C. The NON-PUBLIC SCHOOL will recruit and admit children of any race, color, gender or ethnic origin to all its rights, privileges, programs and activities. In addition, the NON-PUBLIC SCHOOL will not discriminate on the basis of race, color, gender or ethnic origin in the administration of its educational programs and athletics/extracurricular activities.
 - D. The NON-PUBLIC SCHOOL shall furnish such reports or other documents to the Ohio Department of Education, Pupil Development Division, Equity Assurance and Compliance Section, as may be requested by the Department from time to time in order to carry out the purposes of applicable regulations.
17. MISCELLANEOUS.
- A. The parties recognize that NON-PUBLIC SCHOOL is a non-profit, tax-exempt organization and agree that this AGREEMENT will take into account and be consistent with NON-PUBLIC SCHOOL's tax-exempt status. If any part or all of this AGREEMENT is determined to jeopardize the overall tax-exempt status of NON-PUBLIC SCHOOL and/or any of its exempt affiliates or corporate members, then NON-PUBLIC SCHOOL will have the right to terminate this AGREEMENT immediately. NON-PUBLIC SCHOOL shall have ultimate control over any actions that affect its mission and tax-exempt status regardless of management of day-to-day operations.

- B. This AGREEMENT shall be construed, interpreted, and enforced in accordance with the laws of the State of Ohio without regard to its conflict of laws provisions. The parties agree that any litigation arising out of this AGREEMENT shall be subject to the exclusive jurisdiction of the local, state, or federal courts in Cuyahoga County, Ohio.
- C. SENDING DISTRICT shall not use the name, logo, likeness, trademarks, image or other intellectual property of the NON-PUBLIC SCHOOL for any advertising, marketing, endorsement or any other purposes without the specific prior written consent of an authorized representative of the NON-PUBLIC SCHOOL as to each such use.
- D. SENDING DISTRICT hereby represents and warrants that it has not been debarred, suspended, excluded or otherwise determined to be ineligible to participate in federal healthcare programs (collectively, "Debarred") and acknowledges that the NON-PUBLIC SCHOOL shall have the right to terminate this AGREEMENT immediately in the event that SENDING DISTRICT is Debarred.
- E. If Section 952 of the Omnibus Reconciliation Act of 1980, which amended Section 1861(v)(1) of the Social Security Act, and the regulations promulgated thereunder, applies to this AGREEMENT, each party will make available to the Secretary of Health and Human Services, and to the Comptroller General of the United States upon written request, such books, documents and records necessary to verify the nature and extent of the costs of the SERVICES provided hereunder. Access will be granted until the expiration of six (6) years after the furnishing of SERVICES hereunder. Access will also be granted to any books, documents or records related to this AGREEMENT between a party and organizations related to that party, but only on an as needed basis.
- F. The NON-PUBLIC SCHOOL expends a great deal of time and resources recruiting and training its employees and consultants to assure a high degree of competency and the SENDING DISTRICT agrees that, during the term of this Agreement and for one year thereafter ("Restricted Period"), it will not, either directly or indirectly, employ or attempt to employ any employee of NON-PUBLIC SCHOOL, or otherwise solicit, induce, cause or facilitate any employee of NON-PUBLIC SCHOOL to terminate his or her employment with such employer, without the written consent of NON-PUBLIC SCHOOL after reasonable notice. This restriction shall not prohibit SENDING DISTRICT from engaging in general advertising or other general solicitation not targeted at any such employee, or from hiring or employing such employee who responds to a general advertisement or general solicitation not targeted at any such employee.

[Remainder of this page intentionally left blank; signature page follows]

IN WITNESS WHEREOF, the parties have caused this AGREEMENT to be duly executed:

**CLEVELAND CLINIC CHILDREN'S HOSPITAL
FOR REHABILITATION**

SENDING DISTRICT

Hospital Administrator/Hospital Director

Superintendent of Schools/ Board of Education
President

Date

Date

Board of Education Treasurer

NEW DOCUMENT

CLEVELAND CLINIC LERNER SCHOOL FOR AUTISM
Cleveland Clinic Children's Hospital for Rehabilitation
2017-2018 School Tuition Agreement with School System
REVERE LOCAL SCHOOL DISTRICT

This School Tuition Agreement ("AGREEMENT") dated this first day of May, 2017, is between Revere Local School District Board of Education in the State of Ohio ("SENDING DISTRICT") and the Cleveland Clinic Children's Hospital for Rehabilitation, on behalf of its Lerner School for Autism, a non-public school ("NON-PUBLIC SCHOOL") for children with autism spectrum and related disorders located in the State of Ohio.

WITNESSETH:

In consideration of the covenants herein contained, the parties agree as follows:

1. The SENDING DISTRICT agrees to purchase from the NON-PUBLIC SCHOOL the agreed upon education services described in the individualized educational program and/or education curriculum plan ("SERVICES") for _____, a resident pupil ("PUPIL") from the SENDING DISTRICT. The NON-PUBLIC SCHOOL agrees to provide SERVICES to the PUPIL during the 2017-2018 school year in accordance with the Individuals with Disabilities Education Act (hereafter "IDEA") (20 U.S.C. §§ 1400, *et seq.*) and the regulations promulgated thereunder and Ohio Revised Code Title XXXIII, Chapter 3323 and the regulations promulgated thereunder by the State Board of Education, as applicable. Upon placement of the PUPIL, NON-PUBLIC SCHOOL will not be responsible for, and SENDING DISTRICT will continue to be responsible for, the three year comprehensive Evaluation Team Report (ETR). PUPIL and his/her parents/guardians will comply with the NON-PUBLIC SCHOOL policies and procedures, including its Parent Handbook, which may be revised from time to time at NON-PUBLIC SCHOOL's sole discretion. The NON-PUBLIC SCHOOL reserves the right to determine the appropriate and suitable staffing personnel for PUPIL. Any staff changes are at the NON-PUBLIC SCHOOL's sole discretion and determination and without prior notice of any changes or decisions. There can be no guarantees pertaining to the integrity or outcomes of services. The NON-PUBLIC SCHOOL cannot guarantee the effectiveness of the outcomes of the programming implemented, but will provide SENDING DISTRICT with documentation of progress for review.
2. This AGREEMENT is effective as of August 28, 2017 (the "EFFECTIVE DATE") and shall continue in full force and effect until August 10, 2018, unless otherwise terminated sooner as provided herein.
3. Tuition charges under this AGREEMENT, as well as the payment of the same, shall be made in accordance with applicable Ohio Statutes and the rules and regulations of the State Board of Education.
 - A. The SENDING DISTRICT agrees to pay the NON-PUBLIC SCHOOL an annual tuition of Seventy-Seven Thousand Seven Hundred Dollars (\$77,700.00). Payments may be made according to one of the following payment options (please select one):

☐ **OPTION 1:**

One (1) payment in the amount of Seventy-Six Thousand One Hundred Forty-Six Dollars (\$76,146.00) due NO LATER than August 28, 2017. This amount represents a discount of two percent (2.0%) from the annual tuition. If payment is not received in full by August 28, 2017, then SENDING DISTRICT will make payments in accordance with Option 2 or Option 3 below.

☐ **OPTION 2:**

Three (3) payments each in the amount of Twenty-Five Thousand Nine Hundred Dollars (\$25,900.00) shall be due pursuant to the following schedule:

First Payment: September 1, 2017

Second Payment: January 1, 2018

Third Payment: May 1, 2018

☐ **OPTION 3:**

Eleven (11) monthly payments each in the amount of Seven Thousand Sixty-Three Dollars and Sixty-Four Cents (\$7,063.64) which shall be due NO LATER than the first (1st) day of each month, with the first payment due on September 1, 2017 and the final payment due on July 1, 2018.

- B. In the event that services beyond those listed in Section 1 of this AGREEMENT are deemed to be needed, the parties will enter into a separate agreement outlining the scope of those services and the additional compensation, if any. If SENDING DISTRICT determines that a multifactorial evaluation (MFE) is needed and wishes to engage the NON-PUBLIC SCHOOL to conduct the MFE, NON-PUBLIC SCHOOL will perform such service for an additional charge as agreed to in a separate agreement.
- C. In the event that the PUPIL does not enroll at the start of the school term, tuition charges shall be prorated as further described herein. Tuition shall commence as follows:
1. If the PUPIL's scheduled start date is on or between the first (1st) and fifteenth (15th) day of the month, tuition shall commence on the first (1st) day of such month.
 2. If the PUPIL's scheduled start date is on or between the sixteenth (16th) day of the month and the final day of the month, tuition shall commence on the fifteenth (15th) day of such month.

The first tuition payment is due prior to the PUPIL's scheduled start date and any remaining payments will be made pursuant to the applicable payment schedule as described in Section 3(A).

4. Invoices will be sent to the SENDING DISTRICT based on the tuition payment schedules outlined in Section 3 of this AGREEMENT and will include appropriate PUPIL identification. All payments are to be mailed to the following address:

Cleveland Clinic Children's Hospital for Rehabilitation – Center for Autism
P.O. Box 931028
Cleveland, Ohio 44193

A late fee of 1.5% or the maximum amount allowed by law, whichever is less, may be charged for any late payments. If payments are ninety (90) days or more past due, NON-PUBLIC SCHOOL shall have the right to immediately suspend SERVICES, release the PUPIL from the NON-PUBLIC SCHOOL, and terminate this AGREEMENT immediately. Termination of this AGREEMENT shall not affect NON-PUBLIC SCHOOL's right to pursue recovery of any payments or other amounts owed under this AGREEMENT.

5. The NON-PUBLIC SCHOOL agrees to record PUPIL's attendance in a public school register as required by the rules and regulations of the Ohio State Board of Education.
6. SERVICES for PUPIL will not commence until all required enrollment forms and documents, including the execution of this AGREEMENT, are completed and returned to the NON-PUBLIC SCHOOL prior to the PUPIL's scheduled start date.
7. Either party may terminate this AGREEMENT by providing at least sixty (60) days' prior written notice to the other party.
 - However, if the SENDING DISTRICT does not provide at least sixty (60) days' prior written notice, the NON-PUBLIC SCHOOL will charge the SENDING DISTRICT an amount equal to the prorated tuition amount for sixty (60) days from the notice date (a fee charge of two (2) months).
 - However, if the NON-PUBLIC SCHOOL does not provide at least sixty (60) days' prior written notice, the SENDING DISTRICT is only responsible for tuition up to and including the PUPIL's last day of attendance.
8. If the PUPIL is absent for more than five (5) consecutive days, the NON-PUBLIC SCHOOL agrees to notify the SENDING DISTRICT of such absence to allow the SENDING DISTRICT the option of investigating PUPIL's enrollment status. If the SENDING DISTRICT discovers enrollment has ceased, SENDING DISTRICT will provide written notice of the termination to the NON-PUBLIC SCHOOL and will be responsible for the amount outlined under Section 7 above. If the NON-PUBLIC SCHOOL fails to notify the SENDING DISTRICT, its right to tuition beyond the absences not communicated will be waived.
9. In the event that any dispute arises under this AGREEMENT, the parties will seek to resolve the dispute as expeditiously as possible with the understanding that the interests of the PUPIL shall be of the foremost concern in resolving such disputes.
10. In the event that the letter of approval to operate from the Ohio Department of Education is withdrawn from the NON-PUBLIC SCHOOL, this AGREEMENT shall terminate. The SENDING DISTRICT shall be responsible for the length of time the PUPIL is enrolled.
11. The parties agree to comply with all applicable laws, rules and regulations as they may be amended from time to time. In the event that any part of this AGREEMENT is determined to violate federal, state, or local laws, rules, or regulations, or NON-PUBLIC SCHOOL policy, the parties

agree to negotiate in good faith revisions to the provision or provisions which are in violation. In the event the parties are unable to agree to new or modified terms as required to bring the entire AGREEMENT into compliance, either party may terminate this AGREEMENT on thirty (30) days' prior written notice to the other Party, or earlier if necessary to prevent noncompliance with a governmental deadline or effective date.

12. Enrollment is for full-day SERVICES. Leaves of absence from the program are typically not permitted without payment of tuition, but may be considered on an individual basis and at the sole discretion of NON-PUBLIC SCHOOL. Continued placement will be considered based on individual circumstances and at the sole discretion of NON-PUBLIC SCHOOL.
13. Any notice required or permitted to be given hereunder by either party hereunder shall be in writing and shall be deemed given on the date received if delivered personally or by a reputable overnight delivery service, or three (3) days after the date postmarked if sent by registered or certified mail, return receipt requested, postage prepaid to the following addresses:

If to SENDING DISTRICT:

If to NON-PUBLIC SCHOOL:

Cleveland Clinic Center for Autism
2801 Martin Luther King Jr. Blvd.
Cleveland, Ohio 44104
Attn: Department Manager, Cleveland Clinic Center for Autism

14. For general communications with SENDING DISTRICT, NON-PUBLIC SCHOOL shall use the following contact information:

Pupil Services:

Name/Title:
Mailing Address:
Phone:
Email:

Accounts Payable:

Name/Title:
Mailing Address:
Phone:
Email:

Progress Reports:

Name/Title:
Mailing Address:
Phone:
Email:

15. Each party shall maintain insurance for professional liability and comprehensive general liability coverage of its agents, employees, representatives, and contracted servants in amounts not less than One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate. Upon request, each party shall provide the other party with documents or certificates of insurance evidencing the coverage required under this Section 15. Such liability policies shall not be canceled, reduced, or adversely modified without providing at least sixty (60) days' prior written notice to the other party.
16. During the performance of this AGREEMENT, the NON-PUBLIC SCHOOL agrees as follows:
- A. The NON-PUBLIC SCHOOL will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status or gender. The NON-PUBLIC SCHOOL will take affirmative action to ensure that such applicants are recruited and employed, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status or gender. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or training, including apprenticeship.
 - B. The NON-PUBLIC SCHOOL will, in all solicitations or advertisements for employees placed by or on behalf of the NON-PUBLIC SCHOOL, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status or gender.
 - C. The NON-PUBLIC SCHOOL will recruit and admit children of any race, color, gender or ethnic origin to all its rights, privileges, programs and activities. In addition, the NON-PUBLIC SCHOOL will not discriminate on the basis of race, color, gender or ethnic origin in the administration of its educational programs and athletics/extracurricular activities.
 - D. The NON-PUBLIC SCHOOL shall furnish such reports or other documents to the Ohio Department of Education, Pupil Development Division, Equity Assurance and Compliance Section, as may be requested by the Department from time to time in order to carry out the purposes of applicable regulations.
17. MISCELLANEOUS.
- A. The parties recognize that NON-PUBLIC SCHOOL is a non-profit, tax-exempt organization and agree that this AGREEMENT will take into account and be consistent with NON-PUBLIC SCHOOL's tax-exempt status. If any part or all of this AGREEMENT is determined to jeopardize the overall tax-exempt status of NON-PUBLIC SCHOOL and/or any of its exempt affiliates or corporate members, then NON-PUBLIC SCHOOL will have the right to terminate this AGREEMENT immediately. NON-PUBLIC SCHOOL shall have ultimate control over any actions that affect its mission and tax-exempt status regardless of management of day-to-day operations.

- B. This AGREEMENT shall be construed, interpreted, and enforced in accordance with the laws of the State of Ohio without regard to its conflict of laws provisions. The parties agree that any litigation arising out of this AGREEMENT shall be subject to the exclusive jurisdiction of the local, state, or federal courts in Cuyahoga County, Ohio.
- C. SENDING DISTRICT shall not use the name, logo, likeness, trademarks, image or other intellectual property of the NON-PUBLIC SCHOOL for any advertising, marketing, endorsement or any other purposes without the specific prior written consent of an authorized representative of the NON-PUBLIC SCHOOL as to each such use.
- D. SENDING DISTRICT hereby represents and warrants that it has not been debarred, suspended, excluded or otherwise determined to be ineligible to participate in federal healthcare programs (collectively, "Debarred") and acknowledges that the NON-PUBLIC SCHOOL shall have the right to terminate this AGREEMENT immediately in the event that SENDING DISTRICT is Debarred.
- E. If Section 952 of the Omnibus Reconciliation Act of 1980, which amended Section 1861(v)(1) of the Social Security Act, and the regulations promulgated thereunder, applies to this AGREEMENT, each party will make available to the Secretary of Health and Human Services, and to the Comptroller General of the United States upon written request, such books, documents and records necessary to verify the nature and extent of the costs of the SERVICES provided hereunder. Access will be granted until the expiration of six (6) years after the furnishing of SERVICES hereunder. Access will also be granted to any books, documents or records related to this AGREEMENT between a party and organizations related to that party, but only on an as needed basis.
- F. The NON-PUBLIC SCHOOL expends a great deal of time and resources recruiting and training its employees and consultants to assure a high degree of competency and the SENDING DISTRICT agrees that, during the term of this Agreement and for one year thereafter ("Restricted Period"), it will not, either directly or indirectly, employ or attempt to employ any employee of NON-PUBLIC SCHOOL, or otherwise solicit, induce, cause or facilitate any employee of NON-PUBLIC SCHOOL to terminate his or her employment with such employer, without the written consent of NON-PUBLIC SCHOOL after reasonable notice. This restriction shall not prohibit SENDING DISTRICT from engaging in general advertising or other general solicitation not targeted at any such employee, or from hiring or employing such employee who responds to a general advertisement or general solicitation not targeted at any such employee.

[Remainder of this page intentionally left blank; signature page follows]

IN WITNESS WHEREOF, the parties have caused this AGREEMENT to be duly executed:

**CLEVELAND CLINIC CHILDREN'S HOSPITAL
FOR REHABILITATION**

SENDING DISTRICT

Hospital Administrator/Hospital Director

Superintendent of Schools/ Board of Education
President

Date

Date

Board of Education Treasurer

NEW DOCUMENT

PSYCHOLOGY

Course Description

Effective Fall 2013

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.org) to determine whether a more recent Course Description PDF is available.

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course Descriptions

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.org) to determine whether a more recent Course Description PDF is available.

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About the AP[®] Program

AP[®] enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement, or both on the basis of successful AP Exam scores. Universities in more than 60 countries recognize AP Exam scores in the admission process and/or award credit and placement for qualifying scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a pathway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and are more likely to graduate on time than otherwise comparable non-AP peers. Additional AP studies are available at www.collegeboard.org/apresearchsummaries.

Offering AP Courses and Enrolling Students

This course description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline. To find a list of each subject's current AP Development Committee members, please visit apcentral.collegeboard.org/developmentcommittees.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair, and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the weighted results of the computer-scored multiple-choice questions. These composite, weighted raw scores are converted into the reported AP Exam scores of 5, 4, 3, 2, and 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

AP Psychology

The Advanced Placement Program offers a course and exam in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The exam presumes at least one semester of college-level preparation, as is described in this book.

The inclusion of material in the Course Description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by experienced high school and college and university instructors of psychology who serve as members of the AP Psychology Development Committee. In their judgment, the material printed here reflects the content of a typical introductory college course in psychology.

THE COURSE

Purpose

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Prerequisites

For Students

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

For Teachers and Schools

AP classes require extra time on the part of the teacher for preparation, individual consultation with students, and the reading of a much larger number of assignments than would normally be given to students in regular classes. The AP Psychology Development Committee strongly urges that any teacher offering such a class be assigned a reduced number of teaching preparations. To facilitate the teaching and learning of psychology, the committee also suggests that schools enrich the resource materials available to teachers and students in classrooms and libraries.

Because the AP Psychology course is designed to mirror an entry-level college course, and most college faculty use the most up-to-date textbooks and supplemental materials in their classes, the AP Psychology Exam is developed using current materials. It is highly recommended that AP Psychology teachers and students use current textbooks or supplement older texts with more recent material.

Although many schools are able to establish AP courses, some schools with fewer students offer tutorial work associated with a regular course or a program of independent study.

Examples of the content and organization of AP Psychology courses and equivalent college courses, as well as suggestions for appropriate resource materials, can be found in the *AP Psychology Teacher's Guide*. Go to AP Central (apcentral.collegeboard.org) or see page 25 for ordering information.

Goals

An introductory college course in psychology is generally one semester, with some variation among colleges. An AP Psychology course need not follow any specific college curriculum. Rather, the aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses.

Topics and Learning Objectives

The following is a description of learning objectives for the major content areas covered in the AP Psychology Exam, as well as the approximate percentages of the multiple-choice section devoted to each area. This listing is not intended to be an exhaustive list of topics.

I. History and Approaches (2–4%)

Psychology has evolved markedly since its inception as a discipline in 1879. There have been significant changes in the theories that psychologists use to explain behavior and mental processes. In addition, the methodology of psychological research has expanded to include a diversity of approaches to data gathering.

AP students in psychology should be able to do the following:

- Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- Describe and compare different theoretical approaches in explaining behavior:
 - structuralism, functionalism, and behaviorism in the early years;
 - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
 - evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches.
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology (e.g., biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social).
- Identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

II. Research Methods (8–10%)

Psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior.

AP students in psychology should be able to do the following:

- Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.
- Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
- Identify independent, dependent, confounding, and control variables in experimental designs.
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
- Distinguish the purposes of descriptive statistics and inferential statistics.
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).
- Discuss the value of reliance on operational definitions and measurement in behavioral research.
- Identify how ethical issues inform and constrain research practices.
- Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.

III. Biological Bases of Behavior (8–10%)

An effective introduction to the relationship between physiological processes and behavior — including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior — is an important element in the AP course.

AP students in psychology should be able to do the following:

- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
- Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms, agonists, antagonists).
- Discuss the effect of the endocrine system on behavior.

- Describe the nervous system and its subdivisions and functions:
 - central and peripheral nervous systems;
 - major brain regions, lobes, and cortical areas;
 - brain lateralization and hemispheric specialization.
- Discuss the role of neuroplasticity in traumatic brain injury.
- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- Predict how traits and behavior can be selected for their adaptive value.
- Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).

IV. Sensation and Perception (6–8%)

Everything that organisms know about the world is first encountered when stimuli in the environment activate sensory organs, initiating awareness of the external world. Perception involves the interpretation of the sensory inputs as a cognitive process.

AP students in psychology should be able to do the following:

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Explain common sensory disorders (e.g., visual and hearing impairments).
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).
- Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).
- Explain the role of top-down processing in producing vulnerability to illusion.
- Discuss the role of attention in behavior.
- Challenge common beliefs in parapsychological phenomena.
- Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

V. States of Consciousness (2–4%)

Understanding consciousness and what it encompasses is critical to an appreciation of what is meant by a given state of consciousness. The study of variations in consciousness includes an examination of the sleep cycle, dreams, hypnosis, circadian rhythms, and the effects of psychoactive drugs.

AP students in psychology should be able to do the following:

- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle;
 - theories of sleep and dreaming;
 - symptoms and treatments of sleep disorders.
- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- Explain hypnotic phenomena (e.g., suggestibility, dissociation).
- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addiction, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

VI. Learning (7–9%)

This section of the course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning. The biological bases of behavior illustrate predispositions for learning.

AP students in psychology should be able to do the following:

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).
- Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Provide examples of how biological constraints create learning predispositions.
- Describe the essential characteristics of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

VII. Cognition (8–10%)

In this unit students learn how humans convert sensory input into kinds of information. They examine how humans learn, remember, and retrieve information. This part of the course also addresses problem solving, language, and creativity.

AP students in psychology should be able to do the following:

- Compare and contrast various cognitive processes:
 - effortful versus automatic processing;
 - deep versus shallow processing;
 - focused versus divided attention.
- Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).
- Outline the principles that underlie effective encoding, storage, and construction of memories.
- Describe strategies for memory improvement.
- Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- Identify problem-solving strategies as well as factors that influence their effectiveness.
- List the characteristics of creative thought and creative thinkers.
- Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

VIII. Motivation and Emotion (6–8%)

In this part of the course, students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.

AP students in psychology should be able to do the following:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- Discuss theories of stress and the effects of stress on psychological and physical well-being.
- Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).

- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

IX. Developmental Psychology (7–9%)

Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.

AP students in psychology should be able to do the following:

- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Discuss maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing).
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Discuss maturational challenges in adolescence, including related family conflicts.
- Explain how parenting styles influence development.
- Characterize the development of decisions related to intimacy as people mature.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

X. Personality (5–7%)

In this section of the course, students explore major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them. The unit also addresses research methods used to assess personality.

AP students in psychology should be able to do the following:

- Compare and contrast the major theories and approaches to explaining personality (e.g., psychoanalytic, humanist, cognitive, trait, social cognition, behavioral).
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.

- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

XI. Testing and Individual Differences (5–7%)

An understanding of intelligence and assessment of individual differences is highlighted in this portion of the course. Students must understand issues related to test construction and fair use.

AP students in psychology should be able to do the following:

- Define intelligence and list characteristics of how psychologists measure intelligence:
 - abstract versus verbal measures;
 - speed of processing.
- Discuss how culture influences the definition of intelligence.
- Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).
- Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- Interpret the meaning of scores in terms of the normal curve.
- Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).
- Debate the appropriate testing practices, particularly in relation to culture-fair test uses.
- Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

XII. Abnormal Behavior (7–9%)

In this portion of the course, students examine the nature of common challenges to adaptive functioning. This section emphasizes formal conventions that guide psychologists' judgments about diagnosis and problem severity.

AP students in psychology should be able to do the following:

- Describe contemporary and historical conceptions of what constitutes psychological disorders.

- Recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).
- Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).

XIII. Treatment of Abnormal Behavior (5–7%)

This section of the course provides students with an understanding of empirically based treatments of psychological disorders. The topic emphasizes descriptions of treatment modalities based on various orientations in psychology.

AP students in psychology should be able to do the following:

- Describe the central characteristics of psychotherapeutic intervention.
- Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats (e.g., individual, group).
- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Describe prevention strategies that build resilience and promote competence.
- Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).

XIV. Social Psychology (8–10%)

This part of the course focuses on how individuals relate to one another in social situations. Social psychologists study social attitudes, social influence, and other social phenomena.

AP students in psychology should be able to do the following:

- Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).
- Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).

- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- Discuss attitudes and how they change (e.g., central route to persuasion).
- Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).
- Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).
- Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- Anticipate the impact of behavior on a self-fulfilling prophecy.
- Describe the variables that contribute to altruism, aggression, and attraction.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).

Content Outline

These are the major content areas covered by the AP Psychology Exam, as well as the approximate percentages of the multiple-choice section that are devoted to each area. For a more thorough description of the exam's content, please see the preceding pages.

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
I. History and Approaches.....	2–4%
A. History of Psychology	
B. Approaches	
1. Biological	
2. Behavioral	
3. Cognitive	
4. Humanistic	
5. Psychodynamic	
6. Sociocultural	
7. Evolutionary	
8. Biopsychosocial	
C. Subfields in Psychology	
II. Research Methods.....	8–10%
A. Experimental, Correlational, and Clinical Research	
B. Statistics	
1. Descriptive	
2. Inferential	
C. Ethics in Research	
III. Biological Bases of Behavior.....	8–10%
A. Physiological Techniques (e.g., imaging, surgical)	
B. Neuroanatomy	
C. Functional Organization of Nervous System	
D. Neural Transmission	
E. Neuroplasticity	
F. Endocrine System	
G. Genetics	
H. Evolutionary Psychology	
IV. Sensation and Perception.....	6–8%
A. Thresholds and Signal Detection Theory	
B. Sensory Mechanisms	
C. Attention	
D. Perceptual Processes	

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
V. States of Consciousness	2–4%
A. Sleep and Dreaming	
B. Hypnosis	
C. Psychoactive Drug Effects	
VI. Learning	7–9%
A. Classical Conditioning	
B. Operant Conditioning	
C. Cognitive Processes	
D. Biological Factors	
E. Social Learning	
VII. Cognition	8–10%
A. Memory	
B. Language	
C. Thinking	
D. Problem Solving and Creativity	
VIII. Motivation and Emotion	6–8%
A. Biological Bases	
B. Theories of Motivation	
C. Hunger, Thirst, Sex, and Pain	
D. Social Motives	
E. Theories of Emotion	
F. Stress	
IX. Developmental Psychology	7–9%
A. Life-Span Approach	
B. Research Methods (e.g., longitudinal, cross-sectional)	
C. Heredity–Environment Issues	
D. Developmental Theories	
E. Dimensions of Development	
1. Physical	
2. Cognitive	
3. Social	
4. Moral	
F. Sex and Gender Development	
X. Personality	5–7%
A. Personality Theories and Approaches	
B. Assessment Techniques	
C. Growth and Adjustment	

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
XI. Testing and Individual Differences.....	5–7%
A. Standardization and Norms	
B. Reliability and Validity	
C. Types of Tests	
D. Ethics and Standards in Testing	
E. Intelligence	
XII. Abnormal Behavior.....	7–9%
A. Definitions of Abnormality	
B. Theories of Psychopathology	
C. Diagnosis of Psychopathology	
D. Types of Disorders	
1. Anxiety	
2. Somatoform	
3. Mood	
4. Schizophrenic	
5. Organic	
6. Personality	
7. Dissociative	
XIII. Treatment of Abnormal Behavior.....	5–7%
A. Treatment Approaches	
1. Psychodynamic	
2. Humanistic	
3. Behavioral	
4. Cognitive	
5. Biological	
B. Modes of Therapy (i.e., individual, group)	
C. Community and Preventive Approaches	
XIV. Social Psychology.....	8–10%
A. Group Dynamics	
B. Attribution Processes	
C. Interpersonal Perception	
D. Conformity, Compliance, Obedience	
E. Attitudes and Attitude Change	
F. Organizational Behavior	
G. Aggression/Antisocial Behavior	
H. Cultural Influences	

THE EXAM

The AP Psychology Exam includes a 70-minute multiple-choice section that accounts for two-thirds of the exam grade and a 50-minute free-response section made up of two questions that accounts for one-third of the exam grade.

Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, students are encouraged to answer all multiple-choice questions. On questions they do not know the correct answer to, students should eliminate as many choices as they can, and then select the best answer among the remaining choices.

Free-response questions are an appropriate tool for evaluating a student's mastery of scientific research principles and ability to make connections among constructs from different psychological domains (e.g., development, personality, learning). Students may be asked to analyze a general problem in psychology (e.g., depression, adaptation) using concepts from different theoretical frameworks or subdomains in the field, or to design, analyze, or critique a research study.

Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the AP Psychology Exam. The distribution of topics and the levels of difficulty are illustrative of the composition of the exam. Answers to these questions can be found on page 22.

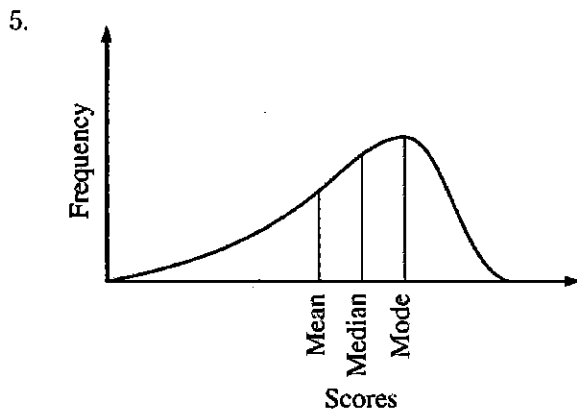
Directions: Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that best answers the question or completes the statement.

1. According to one theory of psychology, many people have mental illnesses because their maladaptive behaviors have proven rewarding for them in the past and thus have been continued. This belief is consistent with which of the following models?
 - (A) Behavioral
 - (B) Biological
 - (C) Cognitive
 - (D) Psychodynamic
 - (E) Sociocultural
2. Malia is 10 years of age, and her grandmother, Anna Rosa, is 60 years old. Which statement is likely to be true concerning their sleep patterns?
 - (A) Anna Rosa is more likely than Malia to have night terrors.
 - (B) Anna Rosa sleeps fewer hours per day than Malia does.
 - (C) Anna Rosa spends more of her sleep time in deep sleep than Malia does.
 - (D) Anna Rosa spends more of the night dreaming than Malia does.
 - (E) Anna Rosa and Malia have the same sleep patterns.

Sample Questions for **Psychology**

3. People listening to rock music played backward often perceive an evil message if specifically told what to listen for. That phenomenon best illustrates
- (A) parapsychology
 - (B) complementary afterimages
 - (C) perceptual constancy
 - (D) perceptual adaptation
 - (E) top-down processing

4. Damage to the cerebellum would most likely result in which of the following problems?
- (A) Aphasia
 - (B) Increased aggression
 - (C) A loss of vision
 - (D) A loss of motor coordination
 - (E) A change in personality



Which of the following best describes the graph above?

- (A) Histogram
 - (B) Frequency polygon
 - (C) Normal distribution
 - (D) Positively skewed distribution
 - (E) Negatively skewed distribution
6. A test that is valid must
- (A) have scores that fit a normal curve
 - (B) be reliable
 - (C) be normed on a random sample
 - (D) predict future behavior
 - (E) reveal important information

7. Jack believes that aliens are using electrical fields to steal thoughts from his head. It is most likely that Jack will be diagnosed with which of the following types of disorders?
 - (A) Dissociative
 - (B) Psychotic
 - (C) Somatoform
 - (D) Anxiety
 - (E) Sleep
8. Emiko's cat often meows for food. Emiko decides to eliminate the behavior by feeding the cat only when it does not meow. Over the next few weeks, she sometimes ignores the cat when it meows. Other times, she feeds the cat when it meows. Which of the following is the most reasonable prediction to make about the cat's meowing for food?
 - (A) It will disappear due to extinction.
 - (B) It will decrease overall but not extinguish.
 - (C) It will remain unchanged due to a continuous schedule of reinforcement.
 - (D) It will increase due to a variable schedule of reinforcement.
 - (E) It will increase due to positive punishment.
9. Lee is about to skydive for the first time. He interprets his racing heart to be the result of his eager anticipation and excitement. This best represents which theory of emotion?
 - (A) Cannon-Bard
 - (B) James-Lange
 - (C) Drive reduction
 - (D) Schachter's two factor
 - (E) Arousal
10. Which of the following scenarios is the best example of the mere-exposure effect?
 - (A) After tasting a soft drink for the first time, Frank immediately decides it is his favorite drink.
 - (B) A year after beginning her exercise program, Georgina wants to expand her regimen.
 - (C) Hal begins to like a certain sports car after seeing it frequently on the road, even though he did not like the car at first.
 - (D) Kristy initially thinks her new neighbor is attractive, but once she becomes better acquainted with him, she finds him less appealing.
 - (E) After going away to college, Joy finds she is less and less interested in spending time with her old friends from high school.

Sample Questions for **Psychology**

11. Georgi believes she is capable of playing extremely well in the volleyball game scheduled for tonight. Albert Bandura would most likely say that Georgi's expectations for this task reveal that she is exhibiting high
 - (A) self-esteem
 - (B) self-actualization
 - (C) self-efficacy
 - (D) self-monitoring
 - (E) self-observation
12. Treating a patient for Parkinson's disease includes administering a chemical that will lead to increases in the patient's
 - (A) monoamine oxidase inhibitors (MAOIs)
 - (B) acetylcholine
 - (C) norepinephrine
 - (D) dopamine
 - (E) serotonin
13. Projective tests, such as the Rorschach inkblot test, have been justifiably criticized as tools for assessing personality because
 - (A) it is difficult for the examinee to deceive the examiner
 - (B) they elicit only obvious information from the examinee
 - (C) they have not been found to be reliable and valid
 - (D) the stimuli for the tests are not standardized
 - (E) they provide a label for one's psychological well-being
14. To determine whether a cause-effect relationship exists between two variables, a researcher must use
 - (A) descriptive statistics
 - (B) archival data
 - (C) naturalistic observation
 - (D) an experimental approach
 - (E) a correlational study
15. A basic assumption underlying the definition of groupthink is that
 - (A) more reasonable decisions are made by groups than by individuals
 - (B) group members desire peace and harmony within the group
 - (C) group members are primarily interested in their own advancement within the group
 - (D) decisions made by groups of people tend to be more extreme than those made by individuals
 - (E) leadership positions within a group should be rotated among all members

16. Which of the following concepts refers to the structure and organization of a sentence?
 - (A) Phoneme
 - (B) Morpheme
 - (C) Syntax
 - (D) Semantics
 - (E) Lexicon
17. The overjustification effect has led some psychologists to question the value of
 - (A) set point theory
 - (B) framing
 - (C) locus of control theory
 - (D) intrinsic motivation
 - (E) extrinsic motivation
18. Which of the following behaviors is most clearly associated with Jean Piaget's concrete operational stage?
 - (A) Sally thinks everyone's favorite color is blue, because it is her favorite color.
 - (B) Tom received the highest grade in his philosophy course.
 - (C) Gracie forgets about her toy because it is under her blanket.
 - (D) Nikos can consider both the height and width of a container.
 - (E) Ava does not like being around unfamiliar people.
19. Matthew's parents are physicists, and so are the parents of several of his best friends. Therefore, Matthew believes that many people are employed as physicists. Matthew's reasoning is based on
 - (A) the availability heuristic
 - (B) the conjunction fallacy
 - (C) the representativeness heuristic
 - (D) risky decision making
 - (E) a mental set
20. Harry Harlow found that when infant monkeys were startled or frightened, they preferred a cloth surrogate mother over a wire mother who had food. The baby monkeys' response indicated that
 - (A) the amygdala develops earlier in rhesus monkeys than in humans
 - (B) contact comfort was more important to them than food
 - (C) rhesus monkeys do not develop normally with artificial food sources
 - (D) being raised with a terry cloth mother leads to an insecure attachment style
 - (E) they had not developed object permanence
21. Introspection, a research tool used by early psychologists, is a technique which involves
 - (A) correlational analyses
 - (B) machines designed for cognitive analysis
 - (C) survey methodology
 - (D) self-examination of mental processes
 - (E) teaching participants to multitask

Sample Questions for **Psychology**

22. Research has shown that the optimal arousal level of an individual performing a given task is
- (A) the level at which the person feels most comfortable
 - (B) the level at which the person feels least comfortable
 - (C) seldom an intermediate level
 - (D) related to task difficulty
 - (E) unrelated to task difficulty
23. The right occipital lobe receives visual information from the
- (A) entire retina of the left eye
 - (B) entire retina of the right eye
 - (C) entire retina of both eyes
 - (D) left half of both retinas
 - (E) right half of both retinas
24. Which of the following types of intelligence would be most important in answering trivia questions?
- (A) Fluid
 - (B) Crystallized
 - (C) Bodily kinesthetic
 - (D) Creative
 - (E) Practical
25. A clinical psychologist believes that Caroline's problems stem from the lack of consistency between her self-concept and reality. According to the psychologist, this discrepancy makes Caroline feel anxious and threatened. Caroline's psychologist most likely adheres to which of the following orientations?
- (A) Client-centered
 - (B) Psychoanalytic
 - (C) Behavioral
 - (D) Gestalt
 - (E) Cognitive

Answers to Multiple-Choice Questions

1 – A	6 – B	11 – C	16 – C	21 – D
2 – B	7 – B	12 – D	17 – E	22 – D
3 – E	8 – D	13 – C	18 – D	23 – E
4 – D	9 – D	14 – D	19 – A	24 – B
5 – E	10 – C	15 – B	20 – B	25 – A

Sample Free-Response Questions

Directions: You have 50 minutes to answer both of the following questions. It is not enough to answer a question by merely listing facts. You should present a cogent argument based upon your critical analysis of the question posed, using appropriate psychological terminology.

Abstract

1. We conducted a variation of Asch's (1951) conformity study in which participants made judgments about the length of lines. We randomly assigned participants to one of two conditions and told them that the study involved perceptual abilities. In the first condition, participants estimated the length of lines after hearing five people pretending to be participants (confederates) give inaccurate estimates. In the second condition, participants estimated the length of lines without hearing estimates of confederates. As we expected, participants in the first condition were less accurate in their estimates of line length, demonstrating the tendency to conform to majority influence.
 - A) How would each element below be related to the specific content of the experiment reported in the abstract?
 - Control group
 - Deception
 - Operational definition of the dependent variable
 - Hypothesis
 - Debriefing
 - B) How might participants' estimates of line length in the study be related to the following?
 - Cognitive dissonance
 - Maslow's hierarchy of needs
2. Dimitri and Linda are trying to learn a new routine to compete successfully in a dance competition. Give an example of how each of the following could affect their performance. Definitions without application do not score.
 - Extrinsic motivation
 - Punishment
 - Proactive interference
 - Endorphins
 - Vestibular system
 - Divergent thinking
 - Introversion

AP Psychology Free-Response Question Writing Expectations

The free-response section of the AP Psychology exam consists of two questions worth 33% of the total exam score. The questions may require students to interrelate different content areas and analyze and evaluate psychological concepts and/or theoretical perspectives. Students are expected to use their analytical and organizational skills to formulate cogent answers in writing their essays.

To demonstrate an understanding of psychological concepts, perspectives, and research methodology, students must answer the questions clearly, in complete sentences, and within the context of the prompt. Outlines and lists alone are not acceptable responses. Providing definitions of the psychological terms alone may not score points but may help students better apply the concepts. Responses that contradict themselves, involve circular definitions, or simply restate the question are unacceptable.

The following are common directives used in the AP Psychology Free-Response Questions (FRQs).

- *Identify* requires that students name or point out psychological concepts as they pertain to the question.
- *Show or describe* requires students to detail the essential characteristics and/or examples of a particular concept, theory, or phenomenon.
- *Explain, discuss, and relate* require that students make logical and coherent connections among the prompt (or premise), question, and psychological concepts.

The above examples are not all inclusive. To gain a better understanding of the FRQ, it will be helpful to study previously released FRQs and their rubrics on the College Board website.

Resources for AP Teachers

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Essential course resources, including the Course Description and other official publications

- AP Exam Information and Resources, including practice exams
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- Curricular/resource requirements
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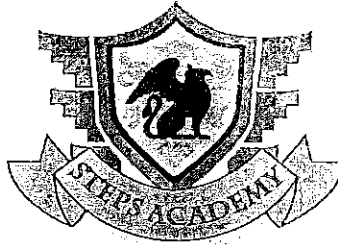
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NEW DOCUMENT



4040 Tamarack Drive
Parma, OH 44134
Ph: 440-572-1337
Fax: 440-572-1887

Contract for Professional Services: STEPS and Revere Local Schools

STEPS Academy (STEPS) agrees to provide educational services and behavioral support using intensive therapy applying principles of Applied Behavioral Analysis in accordance with his/her Individual Education Program (IEP). The ESY program will be in effect for the summer months in accordance to the STEPS school calendar (June 27-August 2). The amount of services to be rendered under this contract is 32.5 hours per week. It is anticipated the Student will attend the STEPS Academy Center Base program Monday-Friday (during days in which the program is in session) from 8:30am to 3:00 pm for the Summer ESY program.

The services to be provided under this contract include STEPS cooperation in the development of the Student's IEP, reevaluations, and attendance at meetings, which will be coordinated by the STEPS team and Revere Local Schools. STEPS will also provide to the Revere Local Schools quarterly progress reports in accordance with a mutually agreed upon schedule and will cooperate in scheduling observations or visitations with the Revere Local Schools as part of the districts ongoing obligations to insure the provision of Free and Appropriate Public Education (FAPE) to the student. STEPS further agrees to make staff available on a reasonable basis for staff training geared toward student's successful transition back into the Revere Local Schools.

The total cost for services under this contract for the 2016-2017 Summer ESY Program is \$7000.00 (per student) of which will be paid in full by June 30 2017 by Revere Local Schools.

It is the intention of the parties to conduct themselves in accordance with the Individuals with Disabilities Education Improvement Act and related Ohio Revised Code Chapter 3323.

This contract may be terminated by either party by giving thirty (30) calendar days prior written notice. If terminated, tuition will be prorated and charged through the effective date of termination of the contract.

STEPS represent the person(s) providing the services to the Student are properly licensed by the Ohio Department of Education through the Autism Scholarship Program/Grant and ODJFS licensing agency for other support services provided and all have successfully completed a criminal background check for all employees. STEPS employs Licensed Intervention Specialists, Licensed General Education Teachers, Board Certified Behavioral Analysts, Speech and Language Pathologists, Occupational Therapists, and professionals in other related fields pertaining to the education of Special Education.

**See attached for services that are included in contract
School District Administrative Approval

STEPS Academy Administrative Approval

Superintendent Date

Jennifer Might MA/BCBA Date

Treasurer Date

NEW DOCUMENT

REVERE LOCAL
c/o SUPERINTENDENT
PO Box 340
Bath, OH 44210

FROM: DR. DAN ROSS, COMMISSIONER

SUBJECT: RESOLUTION CARD AUTHORIZING CONTINUED MEMBERSHIP IN THE OHIO
HIGH SCHOOL ATHLETIC ASSOCIATION FOR THE 2017-2018 SCHOOL YEAR

Ohio High School Athletic Association Constitution Article 3, Section 1, Paragraph 1, the procedure for continuing membership, requires that the Board of Education or similar governing board in a non-public school or system adopt a resolution authorizing membership for schools under its jurisdiction. Schools eligible for membership are those which include one or more grades at the 7-12 level. Enclosed you will find a Board of Education Resolution Card authorizing membership for the schools listed on the back of the card for the school year 2017-2018. It is agreed that each school listed on the card will conduct their athletics in accordance with the Constitution, Bylaws, Regulations, Interpretations and Decisions of the Ohio High School Athletic Association. This resolution shall remain in effect for the school year 2017-2018.

When listing schools on the back of the card, please list the schools in the correct column. Schools with students in grades 7th-12th are to be listed in both columns. With the OHSAA adding more championships for 7th-8th grade schools, it is vitally important that you include all 7th-8th grade schools should you want them to be part of membership and, subsequently, potentially participate in the 7th-8th grade championships.

It's also important to note that the following referendum item did pass and will be in effect for the 2017-18 school year and moving forward:
Issue 1 C – Amend Constitution Article 3 – Initial and Continuing Membership
Require new member schools and those that wish to continue membership to sponsor a minimum of two sports per season, compete in at least 50% of all permissible contests and participate in the OHSAA tournament in each sport.

The enclosed Board of Education Resolution Card is to be signed by both the President of the Board of Education or similar Governing Board and Superintendent and returned to the Ohio High School Athletic Association office in the enclosed envelope (needs stamp) no later than Monday, July 31, 2017.

Thank you in advance for your cooperation.

DR/jw
May 22, 2017
Enclosures
Once Resolutioncardcov

6/21

RETURN BY JULY 31, 2017

BOARD OF EDUCATION/GOVERNING BOARD RESOLUTION
Authorizing 2017-2018 Membership in the Ohio High School Athletic Association



WHEREAS

(SCHOOL DISTRICT NAME, including City, Community, Local, Exempted Village, Parochial, Private)

of

County, Ohio

(Street Address/P.O. Box/City/Zip Code)

(County)

has satisfied all the requirements for membership in the Ohio High School Athletic Association, a voluntary unincorporated association not-for-profit; and

WHEREAS, the Board of Education/Governing Board ("Board") and its Administration desire for the schools with one or more grades at the 7-12 grade level under their jurisdiction to be voluntary members of the OHSAA;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION /GOVERNING BOARD that all schools listed on the reverse side of this card do hereby voluntarily renew membership in the OHSAA and that in doing so, the Constitution, Bylaws and Business Rules of the OHSAA are hereby adopted by this Board as and for its own minimum student-athlete eligibility requirements. Notwithstanding the foregoing, the Board reserves the right to raise the student-athlete eligibility standards as it deems appropriate for the schools and students under its jurisdiction; and

BE IT FURTHER RESOLVED that the schools under this Board's jurisdiction agree to conduct their athletic programs in accordance with the Constitution, Bylaws, Regulations, Business Rules, Interpretations and decisions of the OHSAA and to cooperate fully and timely with the Executive Director's Office of the OHSAA in all matters related to the interscholastic athletic programs of the schools. Furthermore, the schools under this Board's jurisdiction shall be the primary enforcers of the OHSAA Constitution, Bylaws, Sports Regulations, Business Rules and the Interpretations and rulings rendered by the Executive Director's Office. The administrative heads of these schools understand that failure to discharge the duty of primary enforcement may result in fines, removal from tournaments, suspension from membership and/or other such penalties as prescribed in Bylaw 11.

Date of Resolution

President of the Board of Education/Governing Board

LIST HIGH SCHOOLS AND GRADE 7-8 SCHOOLS ON REVERSE SIDE

Superintendent

NEW DOCUMENT

ATHLETIC SUPPLEMENTALS 2017-2018**FOOTBALL**

Head Coach *Mike Murphey*
 Varsity Asst Coach *John Aleric*
 Varsity Asst Coach *Charles Saulter*
 Varsity Asst Coach *John Daraio*
 Varsity Asst Coach *Pete Rahas*
 Varsity Asst Coach *Mike Flerchinger*
 Grade 9 Coach *Terry Cistone*
 Grade 9 Coach *Billy D'Amico 50%*
 Grade 9 Coach *Dylan McVey 50%*
 Grade 8 Coach *Dave Flegal*
 Grade 8 Coach *Phil Heyn*
 Grade 7 Coach *Mick Decker*
 Grade 7 Coach *Wade Vantrease*

VOLLEYBALL

Head Coach *Dana Cummins*
 Varsity Asst Coach *Gina Hartranft*
 Junior Varsity Coach *Kaleigh Roop*
 Grade 9 Coach *Sara Lader*
 Grade 8 Coach *Mark Uhrich*
 Grade 7 Coach *Angela Mandela*

BOYS GOLF

Head Coach *Jason Hance*
 Junior Varsity Coach *Jed McKnight*

GIRLS GOLF

Head Coach *Kyle Haglock*
 Junior Varsity Coach *Cindy Gobrogge*

WEIGHT ROOM

Summer 2017 *Emma Harding*
 Summer 2017 *Mike Murphey*
 Fall 2017 *Alex de le Pena*
 Fall 2017 *Dean Rahas*

CROSS COUNTRY

Head Coach Girls *Amy Fagnilli*
 Head Coach Boys *Mark Purdy*
 Volunteer Boys *Kevin Somerville*
 RMS Coach *Russ Neubert*

GIRLS TENNIS

Head Coach *Kathy Shisler*
 Junior Varsity Coach *Paul Fisher*
 Volunteer *Whit Andrew*

BOYS SOCCER

Head Coach *Nick DePompei*
 Varsity Asst Coach *John Rorabaugh*
 Junior Varsity Coach *Andrew Devol*
 Grade 9 Coach *Glenn Akins*

GIRLS SOCCER

Head Coach *Dave Howson*
 Varsity Asst Coach *Pat Cingel*
 Junior Varsity Coach *Emma Harding*

CHEERLEADING

Head Coach *Kelly Staats*
 Assistant Coach *Meghan George*
 Grade 9 Coach *Kelly Heijnen 50%*
 Grade 9 Coach *Chelsea Ilko 50%*
 Grade 8 Coach *Kelly Heijnen 50%*
 Grade 8 Coach *Samantha King 50%*
 Grade 7 Coach *Rebecca Ray*
 Volunteer *Katie Mayer*
 Volunteer *Libby Schrack*