

Parent - School Contract

Academic Year 2021-2022

Muwailah (School Area), Near National Paints

Sharjah-UAE, P.O Box 28204

Phone: +971 6 544 2420

Fax: +971 6 544 2421 Email: info@bips.ae

Introduction

The aim of the contract is to set clear and unambiguous contractual clauses in the interest of the educational experience of students and urging parents to be effective in enriching this experience.

The contract will be signed with the guardian on an annual basis after answering any questions raised by the guardian regarding the contractual clauses that clarify the rights and obligations of each of the parties. A copy of the contract signed by the two parties is given to the guardian (electronically or on paper).

Definitions

Authority or SPEA: Sharjah Private Education Authority.

Contract: This document.

Educational Services: the services that the school provides in order to support the learning and development of the students.

Parent: Both parents of the child when both have legal standing of guardians or are the legal guardian by a court order.

Policies: The principles, guidelines and/or rules adopted by the school and shared with all stakeholders for the purpose of achieving specific objectives. These objectives could be related to any issue pertaining to the school, such as academics, health and safety or students behaviour.

School: Brilliant International Private School.

Tuition Fees: Any amounts owing to the school for the students enrolment, education related activities at the school. These fees are clearly communicated and are stipulated within this contract.

Student(s): All those who are admitted and registered at the school to be educated at any year/grade level.

Third party: The provider, other than the school, of a specific service for the students via the school.

Face-to-face learning or onsite learning: Learning and Teaching that takes place when students and teachers are in a physical school building together.

Distance learning: Learning and Teaching that takes place remotely and facilitated digitally. Distance learning delivered to all students at the same time (synchronous) or at different times (asynchronous).

Hybrid learning: Blended learning uses both face-to-face learning and distance learning to facilitate Learning and Teaching.

Educational model: The form of Learning and Teaching that a school will deliver or facilitate. In this context, 'educational model' refers to Face-to-Face or Online Learning; Hybrid Learning; or Distance Learning.

The management of Brilliant International Private School is pleased to offer _____
a holder of Emirates ID no. _____ enrolment in Year/Grade _____ for the academic year
2021/2022.

1. Communication Methods

Effective communication is paramount in creating a solid stakeholder relationship. At Brilliant International Private School, we appreciate that various methods of communication are key to providing and receiving information.

- School Website: www.bips.ae
- Google Classroom – Subject specific classroom codes.
- BIPS Application or weblink: <https://cloud.isimsonline.com/ilm365/>
- Email: info@bips.ae
- Telephone: +971 6 544 2420
- Parent Council: Our parent council meet monthly with the school leadership to discuss relevant issues and promote best practice within the school. They can be contacted through the BIPs App or through email (please see the school website).

1.1 Schools Responsibilities

- Providing updated information to parents and the school community about school policies, rules, expectations, possible changes, programs and any other information deemed necessary by the school. Communication method is mainly through the Brilliant School App, email, SMS and Phone calls.
- Communicating to parents the school's timetable and routine. The timetable should include mode of teaching and learning (e.g. live sessions, recorded sessions or in school session).
- Sharing with parents the school's main points of contact, including how best to reach them.
- Informing parents and students of the exams and assessments platforms including expectations and responsibilities of all parties.
- Communicating availability of extracurricular activities and the mode of delivery, if applicable.
- Informing parents of tuition fees and other mandatory and optional fees, including deadlines for payments.
- Raising awareness and setting clear expectations of safe online behaviour for both parents and students.
- Regularly updating parents on their child's progress.
- Informing parents about their child's attendance and behaviour when applicable.
- Ensuring that resources required for home activities are accessible and not burdensome on parents.
- Informing parents of school events ensuring clarity of organisation.

1.2 Parent/Guardian responsibilities.

- Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations.
- Referring regularly to established means of communications for any updates about the school.
- Being courteous in their approach to staff when enquiring about their child.
- Should your child be absent, please notify the section supervisor every day your child is sick so adjustments made to the register.
- Attending all meetings, conferences and reviews related to their child's progress and performance. Failure to do so may jeopardise their child's progress and learning experience. Parents' level of participation, involvement and responsibility in their child's learning will affect his or her chances for re-enrolment the following year.
- Committing to paying all financial obligations to the school on time.

2. Acceptance of the students' enrolment in the school

2.1 Schools Responsibilities

- Providing entrance exam/interview for the new students.
- School will offer admission for sibling before accepting new students.
- School will register the students on Ministry system (Daleel)
- School will provide any requested letters:
 - Continuation letter
 - Fees Invoice
 - Good conduct
 - E- learning letter
 - Transfer certificate
 - Clearance certificate
 - Photograph consent form
- School will provide the assistance to attest the document for the parents from SPEA if required.
- If your child has chronic illness that prevents them from attending the school in person, the school will provide them with a distance learning option.

2.2 Parent/Guardian responsibilities.

- Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling us to provide the best education for your child. Failure to disclose any such information, including the deliberate withholding of information, may result in your child not making the expected progress in school.
- All new students must attend a school entrance interview or test and achieve a pass mark.
- Requested documents, medical forms and fees (Cheque) paid before term one starts via email or in person.
- Sign the contract stipulated between the parent and the school.

Important Note: Receiving the application and its attachments is not considered final acceptance until it is approved by the Sharjah Private Education Authority (SPEA).

3. Curricular and Educational Programs

3.1 Compulsory study materials

Please refer to table below for detailed information regarding the school's curriculum and programmes. The table also indicates boards and organisations which have accredited or authorised the school. Websites are included if parents wish to seek further information.

Phase/Cycle	Curriculum/Programme	Accreditation/Authorisation
(Pre-school/ PKG)	EYFS	www.foundationyears.org.uk
Phase 1 (Reception/KG1)	EYFS	www.foundationyears.org.uk
Phase 2 (Yr1-Yr6/KG2-Gr5)	Cambridge Primary	www.cambridgeinternational.org
Phase 3 (Yr7-Yr9/Gr6-Gr8)	Cambridge Lower Secondary	www.cambridgeinternational.org
Phase 4 (Yr10-Yr12/Gr9-Gr11)	Cambridge Secondary	www.cambridgeinternational.org

Mandatory subjects: As per the rules and regulations in the UAE, it is mandatory for:

1. All Muslim students to study Islamic Education from Grade 1 to Grade 11 inclusive.
2. All Arab students (registered at the school with an Arab passport) to study Arabic as a first language from Grade 1 to Grade 11 inclusive.
3. All students registered at the school with a non-Arab passport to study Arabic as an additional language from Grade 1 to Grade 9 inclusive.

3.2 Elective study materials

Phase	Subjects
(Pre-school/ PKG)	Arabic, Literacy, Maths, P.E, Understanding of the world, Expressive Arts
Phase 1 (Reception/KG1)	Arabic, Guided Reading, Guiding Writing, Literacy, Islamic, ICT, Maths, P.E, Project, Understanding of the world.
Phase 2 (Yr1-Yr6/KG2-Gr5)	Arabic (A or B), Art, English, Guided Reading, ICT, Islamic Studies (A or B), Maths, Moral Education (A or B), Music, Science, Social Studies (A or B).
Phase 3 (Yr7-Yr9/Gr6-Gr8)	Arabic (A or B), Art, Digital Citizenship, English, French or Urdu, ICT, Islamic Studies (A or B), Maths, Moral Education (A or B), Science, Social Studies (A or B).
Phase 4 (Yr10-Yr11/Gr9-Gr11)* *Dependent on Alignment grade.	Arabic (A or B), Biology, Business, Chemistry, Economics, English, ICT, Islamic Studies (A or B), Maths, Physics, Social Studies (A or B)
Phase 5 (Yr12/Gr12)	Physics, Biology, Chemistry, ICT, English, Islamic Studies (A or B), Arabic (A or B)

3.3 Evaluation policy

There are a number of assessment protocols applied depending on which section of the school the student is enrolled.

Within the EYFS programme (Preschool-Reception/KG1):

Weekly tracking of progression: Teachers track your child's progression through a series of observations long narrative, snap shot, photographs and your child's individual work. Which allows the teacher to determine a pace suitable for them.

Learning Journey: Each child will have a learning journey; this is a collection of purposeful observations collated during your child's time at school. This is evidence of your child's attainment and progression that clearly link to the seven areas of learning. We at BIPS encourage you the parents to be involved in your child's learning Journey and education. We will encourage you to bring in photographs of things your child has achieved at home and for you to write comments and inform us of things that have been of interest to your child. It is our aim to work together as parents as partnership to support, extend and enhance your child's learning and development.

When the Child completes Reception/KG1, the teachers then produce the Early Years Goal Profile.

Achievement Profile: At BIPS, we use a selection of materials as example evidence of children's attainment, categorised into the 17 early learning goals (ELGs) which are part of the EYFS Profile

Development: Each child will make individual progression through a rich and creative curriculum. The Early Years Department has committed professionals who will ensure emotional and academic success for children. Progress and attainment will be communicated with the parents in a fair and objective manner.

Google Drive: Please ensure you access your child's google drive account that contains their tracking of progression, the handbook and learning journey.

Within Phases 2-4 a range of assessments is employed spanning baseline assessments, formative assessments, summative assessments and diagnostic assessments in language. These assessments take a variety of forms, depending on the subject and assessment purpose. Annual external benchmarking assessments are undertaken in English, Mathematics, and Science for a number of grades. This is alongside the National Agenda assessments required within the UAE.

In all curriculum areas (all phases)

Pre – Assessment: All teachers will assess the students' prior knowledge and experience before embarking on new learning experiences.

Formative Assessment: Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and children about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used.

Weekly Assignments: All subjects on a Weekly Timetable will post assignments to be completed, which will go towards the students Termly reporting grade. These assignments are based upon the materials taught in the previous 5 days of lessons.

Summative Assessment: Summative assessment happens at the end of the teaching and learning process and is planned for in advance. The assessment is designed so that students can show their understanding in authentic contexts in new and flexible ways. All summative tasks are to be completed at school where possible.

Promotion and retention policies:

In general, the school does not seek to retain students unless it is seen as educationally beneficial for them to do so. Poor Attendance may also be a factor influencing such a decision.

Students who do not meet the minimum requirements for each term through normal assessment grading are given the opportunity to take a re-sit assessment.

In order to secure a student's continued place at BIPS for the following academic year, with a paid re-registration Deposit of 500 dhs of the tuition fees by the end of March each academic year. This deposit is non-refundable should a student not take up the confirmed place in September, but is fully adjustable against the first term fees. The deposit may be paid online with a credit card, in person at the school accounts office or via bank transfer.

Evaluation (External)

At the end of the Secondary Phase (Year 11/Grade 10), students sit for their iGCSEs. For 2021-2022 Year 11/Grade 12 students will sit their iGCSEs at this point due to alignment of the British year system.

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects, there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities.

Grades are benchmarked using eight internationally recognised grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade.

Cambridge IGCSE examination sessions occur twice a year, in June and November with results issued in August and January. The standards of Cambridge IGCSE aligned with the GCSE qualification taken in England.

3.4 Graduation requirements and equivalency

Ministry Decision no (199) for 2019

The Equivalency system of Private Schools Certificates

This circular will be applied until the end of the year 2020-2021

The Fourth Article:

The equivalency of high school certificate from a private school done according to the following terms:

- 1- The educational system & the curriculum accredited & licensed by UAE.
- 2- The educational institution that issues the certificate should be accredited & licensed to work in UAE.
- 3- The school should be accredited & licensed to work in UAE.
- 4- The school accredited by the educational institution that issues the certificate.
- 5- The educational ladder in the country that issues the certificate should be equal to the educational ladder in UAE.
- 6- The certificate should qualify the student to study in their country.
- 7- The student must pass the Islamic subject for all Muslim students (Arab and non-Arab) and pass the Arabic subject for (Arab students) in grade (10, 11, and 12).

The Sixth Article:

- 1- The equivalency of high school certificate from **British Schools** should be done according to the following terms:
 - a- Implementing the general terms of the fourth article.
 - b- The student should complete grade 12 or what equals to it.
 - c- The student should complete 5 subjects of **GSCE** or **IGCSE** with one of the following grades (A*, A, B, C, D).
 - d- The student should pass 2 subjects of (GCE Advanced Level).
 - e- Arabic & Islamic are not included.

Ministry Decision no (883) for 2019

The Equivalency system of Private Schools Certificates

This circular applied by the academic year 2021-2022

The Sixth Article:

- 1- The equivalency of high school certificate from **British Schools** should be done according to the following terms:
 - f- Implementing the general terms of the fourth article.
 - g- The student should complete grade 12 or what equals to it.
 - h- The student should complete 5 subjects of **GSCE** or **IGCSE** with one of the following grades (A*, A, B, C, D, E). from the following subjects:
 - Mathematics.
 - One of these subjects (Physics. Chemistry, Biology) or dual science subject.
 - English language or English literature.

The student should pass 2 subjects of (GCE Advanced Level) with one the following grades (A*, A, B, C, D). Arabic & Islamic are not included.

3.4 Class Size and Adult to Student Ratio

The current class sizes and adult to student ratio are as follows, however they are subject to review depending on the requirements of the school and may vary slightly depending on enrollment and subject choice:

- Pre-KG 10 students, one teacher, one TA
- Reception 14 students, one teacher one TA
- Year 1 & Year 2, 25 students, one teacher, one TA
- Year 3 - 13, 25 students, one teacher

4. Fees

4.1 Annual school fees

British System	Grade System	Approved Tuition Fee	Discounted Tuition Fee for 2021-2022	Tuition Fee (In three instalments)		
				Term1	Term 2	Term 3
Pre-School	Pre KG	13,200	10,000	3,500	3,250	3,250
Reception	KG1	13,200	11,500	4,000	3,750	3,750
Year 1	KG2	13,200	11,500	4,000	3,750	3,750
Year 2	Grade 1	15,400	13,000	4,500	4,250	4,250
Year 3	Grade 2	15,400	13,000	4,500	4,250	4,250
Year 4	Grade 3	15,400	13,000	4,500	4,250	4,250
Year 5	Grade 4	15,400	14,000	5,000	4,500	4,500
Year 6	Grade 5	17,600	14,500	5,000	4,750	4,750
Year 7	Grade 6	18,700	15,500	5,500	5,000	5,000
Year 8	Grade 7	19,800	16,500	5,500	5,500	5,500
Year 9	Grade 8	20,900	17,500	6,000	5,750	5,750
Year 10	Grade 9	22,000	18,500	6,500	6,000	6,000
Year 11	Grade 10	24,200	20,000	7,000	6,500	6,500
Year 12	Grade 11	26,400	20,000	7,000	6,500	6,500
Year 13	Grade 12	26,400	21,000	8,000	7,000	6,000

Registration/ Re registration fee (non-refundable) AED 500, will be deducted from the first term tuition fee.

If the student enrolls in the school on any date after the start of the school year, school fees will be collected from the date on which the student joined, and the academic year is divided into 10 months, through which the expenses are calculated

BOOKS & UNIFORM * For Uniform 5% VAT Applicable

	Pre-School - Year 1		Year 2 - Year 10		Year 11 - Year 13	
	Text Books	Uniform	Text Books	Uniform	Text Books	Uniform
Approved Fees	825	600	825	750	825	850
Discounted Fee For 2021-2022	650	600	800	750	800	800

TRANSPORTATION FEE (In three Instalments)

Location	Sharjah	Ajman	Dubai
Fees	3,000	3,500	4,500

4.2 Extra fee recipient

IGCSE Cambridge Examination fee will be collected as per the direction of Cambridge

4.3 Fee payment mechanism

To make our payment process as easy as possible with a range of simple and straightforward payment options: Online payment, Bank transfer or in person in the Accounts Department by debit, credit card, cheque or cash.

Registration fee of AED 500 + 3 PD cheques

1. Post-dated Cheque 1: on/before 5th of August
 2. Post-dated Cheque 2: on/before 5th of December
 3. Post-dated Cheque 3: on/before 5th March
- Bounced cheque and late fee payment will be charged with AED 100.

4.4 Fee refund mechanism

Amount paid for books & Uniform are not refundable.

Tuition /Transportation fee refunds are on an individual's basis and follow Ministry of Education rules:-

- Attendance of 2 weeks or less: One-month fee to be paid
- Attendance of 2 weeks to one month: Two months fee to be paid
- Attendance of more than one month: Three months fee to be paid

4.5 School fee reduction policy

Non-Attendance of 2 weeks or less: One-month fee reduction for late joining students (only for new admission).

Discount on Tuition Fee for Siblings: 5%

Discount on Tuition Fee for single Payment: 5%

4.6 Scholarship policy

The school does not have a scholarship system at this time.

4.7 Certificate blocking mechanism

Parents need to clear the overdue fees to enable them to get the report card and transfer certificate.

4.8 Financial sanctions mechanism

Request letter forwarded to the Accounts team. Any fees not paid by the end of the financial year forwarded to our legal consultant.

5. Commitment to the school calendar

5.1 School responsibilities

Ensure term timings are follow as outline by the SPEA approved calendar.

To establish a clear and detailed timeline of school days and holidays, to achieve integration between schools and families, according to the best international teaching practices.

Follow the set school timing as approved: School starts 7:00am and finished at 1.30pm.

5.2 Parent/Guardian responsibilities

Ensure children are present in school from the 1st day as teaching starts from day 1.

Ensure children arrive ready to start their day at 7.00am. Students arriving after this time are required to report to the relevant Supervisor who will adjust the class register and note the timings. Time keeping is important. Your child's punctuality recorded on the termly reports. When a child arrives late at school, he/she misses the teacher's instructions and the start to the lesson.

6. Behaviour Management policy

6.1 Behavior management policy approved by SPEA

Schools strive to offer all their students a hazard free and emotionally safe environment in which they can achieve their full academic and personal potential.

The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate expulsion of the aggressor from the school. The matter will be referred to SPEA for ratification.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums. Parents and students in all grade levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel)

Parents and students must not breach confidentiality, defame or make threats to any person in the school community; Instances of proven and intentional breach of the above will result in sanctions that may include suspension from the school.

At BIPs we follow the student behaviour management policy of 2018 regulation for the behaviour of students and the 2020 Distance Learning update:

https://www.moe.gov.ae/Ar/Legislation/Documents/Student%20Behaviour%20Management_Distance%20Learning%202020_English.pdf

6.2 Behavior management policy approved by the school

Alongside the By Law of Conduct we use a 4 Stage process for students to rectify their behaviour before it escalates. This involves:

- Verbal Warning
- Name on the board
- Name crossed off (documented)
- Removal by Supervisor (documented)

Within the first 2 stages the student can change their behaviour and the incident will not be documented.

6.2.1 Classroom learning

Please see point 6.2

6.2.2 Distance Learning

An update to Student Behaviour Management Regarding Distance Learning 2020 was published and BIPs use this alongside the original 2018 regulation.

6.2.3 Hybrid learning

Please see points 6.2 and 6.22.

7. Health, security and safety

7.1 School responsibilities

- Provide and ensure a safe and secure school environment for teaching and learning.
- A full time security controlled access and CCTV cameras are in place to prevent any unauthorised entry.
- Train students for fire drill and ensure emergency evacuation plans placed for the easy access to assembly points during an emergency.
- Ensure health routine requirements monitored, checked, implemented and recorded.
- Providing students with appropriate medical care as per the regulations set.
- Providing students with medical conditions the care and attention they deserve while treating cases with confidentiality.
- Promoting and reinforcing awareness about healthy lifestyle habits, including choice of food and practice of exercise.

7.2 Parent/guardian responsibilities

- To co-operate and support the implementation of health and safety policy and procedure, for a safe and secure school environment.
- Parents are always encouraged to report using prescribed procedures for any unhealthy practice.
- Advise students to take care about their own health, safety and welfare of others.
- Encourage students to report to their class teacher any hazard/threat or any other concerns related to an unsafe learning and teaching environment.
- Sharing with the school all information related to their child's medical condition and history.
- Ensuring that meals and snacks provided to students adhere to the school's policies and guidelines in this regard.
- Commit to adhering to any guidelines issued by SPEA or relevant authorities in relation to COVID-19 protocols.
- Inform the school if there is a positive case at home.

8. People of determination

8.1 School responsibilities

Follow all steps that are required support the student, based on (SEND Students Flowchart) as mentioned in the school SEND policy:

- Observing
- Update the parent with the situation
- Set Intervention Action Plan (**I.A.P**) and share it with the parent.
- **I.A.P** Regular revising and updating if required according to the set targets
- Refer the student to specialized centers if not showing any improvement Setting up I.E.P/ I.B.P based on the diagnosis, and discussion need to be between the counsellor, parent and teacher to have well understanding to their roles.

8.2 Parent/guardian responsibilities

For new admission: The parents have to notify the school if they are aware or suspect that the student has a learning difficulty and they must provide the school with copies of all written reports.

For current students: Parents must show cooperation with the school in case of observing some academic or behavioural signs of difficulties that need support, by: accepting the school's request to transfer the student to specialized centers to make a comprehensive assessment to obtain an accurate diagnosis according to the expectations presented

Following the specific role of the parents in the individual plan set for the student and have to continuous communication with the school through periodic meetings.

9. Transportation

9.1 School responsibilities

- To ensure the safety of students and convenience to our parents **Smart Bus Attendance System (SBAS)** has issued an ID card that will register their pick-up time from their home address and their arrival time at school and back again using the **SBAS** device.
- All buses are equipped with CCTV cameras for monitoring students' activities inside the bus.
- Ensure Cleanliness and hygiene of buses by proper cleaning, sanitisation and disinfection of school buses prior to each trip.
- Ensure the safe entrance and care of all students during their journey from home to school and school to home.
- Ensure the bus drivers and bus assistants are having mandatory requirements of government authorities like Occupational Health Cards and all have undergone frequent training for providing quality and better service to our students and parents.
- Ensure all students will undergo temperature screening by the bus assistant prior to the entry into the bus and to make sure all necessary things like Hand sanitisers, Face masks, gloves etc. are present in the bus.
- To ensure Covid-19 protocols all buses are running with 75% seating capacity to provide designated seat for each student and thereby to make sure safe social distance maintained inside the bus.

9.2 Parent/guardian responsibilities

- Download the smart Bus App. If the parent changes the location after signing the contract, he should inform the Transport in Charge of this change.
- Provide the School with all information and contact numbers and update immediately of any change.
- Ensure children understand the safety regulations during travel, especially during waiting, boarding and dropping off.
- In some areas, waiting not permitted for the bus due to RTA regulations. Please use **Smart Bus App** on your smart phone to be on time. Arrive 5 minutes before bus is due to arrive.
- If a parent or representative is late in collecting the child at the designated place, the driver and bus assistant can bring the student back to school. The parent will be responsible in collecting the student from the school.
- Student behaviour recorded and monitored by the bus assistants and CCTV. Bus Safety violations documented and reported to the Transport Supervisor. The school is entitled to take disciplinary action where necessary.
- Any violations of the rules and regulations while using school transport could result in a suspension from the bus. An undertaking signed by parents is required to ensure behaviour improves. School has the right to stop the use of transport, if the behaviour continues.
- All parents with children under Year 5/Grade 4 must collect their child from the Bus Assistant at the scheduled time or by his representative.
- If parents move their location and the new address is out of the range of the school or the new location bus is full, the school can terminate the contract.
- On occasions, parents may want to collect their children who normally travel by bus; they should contact reception/supervisor before 12.00 p.m. so the necessary arrangements initiated.

10. Special conditions (if any)

11. Procedures for managing and resolving disputes

Informal Complaints

- Parent completes the Complaints form on the BIPs application.
- Relevant Supervisor will forward the complaint to the relevant party to investigate.
- Supervisor or Staff member will contact the parent to explain the outcome of the investigation.
- Once the complaint has been resolved the Principal will review to close the matter.

Formal Complaints

- If no solution, zoom or in person meeting with HOD or Head of Section.
- If no solution, the Principal will deal with the matter personally.

12. Declaration

I _____ the parent of student _____ .

Code _____ have read and understood the information shared in the home/school contract.

Any information that is not clear, has now been clarified so I completely understand its content.

Note: Completed by checking read and understood.