

Parent – School Contract

Introduction:

A constructive relationship between the school and families is key to ensuring that the students' well-being is at the core of an effective educational experience. It is beneficial for both parties, the schools and the families, if these constructive relationships are based on agreed terms and conditions set out clearly in a contract form.

In addition to this contract, schools should have effective procedures to address and mitigate parental concerns and complaints, while at the same time parents should also be recognized and used as a valuable resource in the educational experience of their children.

To ensure that all parties in this relationship are aware of their duties and responsibilities, families are required to read this document carefully and to ratify it only after all queries have been addressed by the school.

The terms and conditions stipulated in this contract are a reference for dispute resolution. KHDA will uphold the agreement stipulated in this contract when a party refers a matter to KHDA for deliberation and endorsement.

Definitions:

- 1 **Authority or KHDA:** The Knowledge and Human Development Authority.
- 1 **Child:** the child or children (at any age) admitted by the school to be educated and whose name appears in this document.
- 1 **Contract:** this document.
- 1 **Educational Services:** the services that the school provides in order to support the learning and development of the students.
- 1 **Parent:** both parents of the child when both have the legal standing of guardians or are the legal guardian by court order.
- 1 **Policies:** the principles, guidelines and/or rules adopted by a school and shared with all stakeholders for the purpose of achieving specific objectives. These objectives could be related to any issue pertaining to the operation of the school, such as academics, health and safety or students' behavior.
- 1 **School:** Dubai British School
- 1 **School tuition fees:** any amounts owing to the school for a student's enrolment, education and related activities at the school. These fees are clearly communicated and are stipulated in this contract.
- 1 **Student(s):** all those who are admitted and registered at the school to be educated at any grade level.
- 1 **Third party:** the provider, other than the school, of a specific service for the students via the school.

DSIB Rating for Dubai British School(2015-2016) is Very good.

1. Admission:

The management of Dubai British School is pleased to offer ~~XXXXXXXXXX~~ a holder of Emirates ID no. ~~XXXXXXXXXX~~ enrolment in Grade/Year ~~XXXX~~ for the academic year 2016-2017.

Student Special Support

Identification of SEN may have occurred prior to a student's enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Head of Student Support will review and determine the appropriate provision for the student. This may include additional costs to the parents particularly where outside agency support is required. Where a concern is evident for an existing student, a referral will be made to the Head of Student Support who will liaise with the teacher and parents/carer to plan the best way forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek external medical advice. In both instances, should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the student will be deemed as having Special Education Needs. Upon identification of such difficulties the school will seek to put in place additional educational provision and/or resources, which may involve additional cost to the parent and involve outside agency involvement. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.

To ensure a productive learning experience for all students at the school, including those with special needs, it is essential that the school and the families work in partnership. This is defined by certain expectations from both parties to set the condition for a successful identification and support mechanism for the students.

Parents are expected to:

- n 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.
- n Notify the principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty, and the parents must provide the school with copies of all written reports and other relevant information. Parents will be asked to withdraw their child if, in the professional judgment of the principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld.
- n Refer to the school's policies on Admissions and Inclusion for full details.

2. Curriculum and Educational programmes:

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
Phase 1 F.S.	EYFS	CIS; http://www.cois.org/
Phase 2 Year 1 - 6	National Curriculum of England	CIS; http://www.cois.org/
Phase 3 Key Stage 3 Year 7/ 8/ 9	National Curriculum of England	CIS; http://www.cois.org/
Phase 3 Key Stage 4 Year 10 and 11	GCSE/IGCSE	CIS; http://www.cois.org/ Edexcel: https://qualifications.pearson.com/en/home.html WJEC: http://www.wjec.co.uk/ AOA: http://www.qaa.ac.uk/en
Phase 4 Key Stage 5 Year 12 and 13	A Level BTEC	CIS; http://www.cois.org/ Edexcel: https://qualifications.pearson.com/en/home.html WJEC: http://www.wjec.co.uk/ AOA: http://www.qaa.ac.uk/en

- a. **Mandatory subjects:** As per the rules and regulations in the UAE, it is mandatory for:
1. All Muslim students to study Islamic Education from Year 1 to Year 12 inclusive.
 2. All Arab students (registered at the school with an Arab passport) to study Arabic as a first language from Year 1 to Year 12 inclusive.
 3. All students registered at the school with a non-Arab passport to study Arabic as an additional language from Year 1 to Year 9 inclusive.

b. Subjects offering:

Phase 1 F.S.	English, Maths, Music, Arabic, PE, Expressive Arts and Design, Understanding of the World, Personal, Social and Emotional Development, Communication and Language
Phase 2 Year 1 - 6	Arabic , Islamic Education, English, Mathematics, Science, French, Music, Computers, PE, Swimming, Library, Art, Design Technology, PSHE, History, Geography Year 3-6 French
Phase 3 Key Stage 3 Year 7/ 8/ 9	Arabic , Islamic Education, English, Mathematics, Physics, Chemistry, Biology, History, Geography, French, German, Spanish, Music, Computing, PE, Art, DT, Music, Drama, Library, PSHE
Phase 3 Key Stage 4 Year 10 and 11	Arabic, Islamic Education, English, Mathematics, Physics, Chemistry, Biology, History, Geography, French, German, Spanish, Art, DT, Music, Drama, Economics & Business Studies, Computer Science, Psychology, Physical Education, Media Studies, Library, PSHE
Phase 4 Key Stage 5 Year 12 and 13	Islamic Education, English Literature, Physics, Chemistry, Biology , History, Geography, PE, Music, Art, DT, Drama, Economics, ICT, Psychology, Business Studies, Maths, Further Maths, Governments & Politics, Media Studies, French, PSHE, Library, German, Spanish BTEC – Business, Travel and Tourism

Grade 11 – 12 - Arabic A & Islamic A & B – compulsory

Grade 11-12 – Arabic B (optional if student requires equivalency certificate in UAE)

c. Choice of educational streams:

KS4 Options	
Core subject at DBS	Optional subjects (FOUR choices plus a reserve)
English English Literature Mathematics Science PLUS Choose ONE language From: French German Spanish Arabic*	From traditional subjects – we recommend at least one from: Geography, History, Computer Science Breadth subjects – these provide balance and/ or specialism: Business & Economics Art & Design Further Additional Science Drama Media Studies Design Technology Music Physical Education
<p>¹ Arabic is only available to "Arabic A" students and is compulsory</p> <p>Note: In addition, compulsory non-examination subjects include PSHE and Core PE and Islamic studies for Muslims.</p>	
KS5 Options	
Art History Business Studies ICT Biology Maths Chemistry Further Maths Design Technology Media Studies Drama Music Economics Physical Education English Literature Physics French Psychology Geography Sociology German Spanish Government & Politics BTEC Business Travel & Tourism	

In addition to academic subjects all students within the Sixth Form will follow a programme of Core Physical Education and PSHE.

d. Assessment policy:

Foundation Stage:

- n Ongoing formative assessments
- n Development Matters in the Early Years Foundation Stage guidance is used to inform next steps and supports the monitoring of progress

Primary

- n On-going formative teacher assessments
- n Termly summative assessments using the English National Curriculum criteria
- n External and international testing (CAT, TIMSS, ACER, PIRLS)

Secondary School (Year 7 – 13)

- n In class tests, quizzes and exams
- n Project work
- n Portfolios (Art)
- n Coursework
- n IGCSE Exams
- n External and international testing (CAT, TIMSS, ACER PISA, PIRLS, GCSE/ A-Level)
- n Controlled assessments
- n Ongoing formative assessment
- n CEM assessments
- n MOCK exam week

e. Promotion and retention policies:

Year 1 – 11 Children move onto the next year group unless, in consultation with parents, it is advised that the child's development will significantly benefit from repeating a year and/ or in the cases of low attendance levels.

Entry to Year 12 is conditional. For the Traditional AS/A2 Pathway, students must have a total of 6 A*- C Grades at (I) GCSE Level with a Grade A*-B in the subjects to be studied at AS Level. Language/Music applicants must meet with departmental staff before commencing the course.

For the BTEC National Diploma/Award pathway, students must have a total of 4 A*- C Grades at (I) GCSE Level, including Mathematics and English Language.

Arabic A & B – min pass mark is 50

Islamic Studies A & B - min pass mark is 50%

f. Extra-curricular activities and celebrations:

Sr. No	Events	Date
1	Eid Al Adha	23-24 September 2015
2	Al Hijra Islamic New Year	13 October 2015
3	UAE National Day	2-3 December 2015
4	Winter Break	20 December till 31 December 2015
5	School Holiday	14-15 February 2016
6	Spring Break	27 March till 7 April 2016

7	Israa and Miraj	n 16ay 2016
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g. Graduation requirements:

As a British curriculum school, students will be expected to complete their GCSE or A level courses and sit the final examinations. Students will receive GCSE/A level grades, awarded by external UK examination boards

Arabic A & B – min pass mark is 50%

Islamic Studies A & B - min pass mark is 50%

h. Graduate certificate:

Year 11:

- n Edexcel (GCSE, IGSE)
- n WJEC (GCSE)
- n AQA (GCSE)

Year 12 & 13:

- n Edexcel
- n AQA
- n WJEC
- n BTEC

If the student has taken Arabic A (Arab Students)/B (Non Arabs) and Islamic A/B in grades 10, 11, 12, they will obtain UAE equivalency to gain entry into any of the UAE universities.

If the parents decide not to have equivalency, they must sign a letter of undertaking

3. Fees:

It is important to note that fees included in this contract and any increases noted are in line with the Schools Fees Framework published on the KHDA website.

- a. Responsible/authorised party for payment of fees **Parent** name ~~XXXXXXXXXX~~.
- b. The **Dubai British School** School, vouches that no additional mandatory fees will be required from parents during the academic year **2016-2017** except for fees clearly indicated in this contract.
- c. The fee structure at **Dubai British School** for the academic year **2016-2017** is as follows:

	Grade	Section	School fees (AED)
	Pre primary	-	46096
	FS 1	-	46096
	FS 2	-	46096
	YEAR 1	-	46096
	YEAR 2	-	46096
	YEAR 3	-	52685
	YEAR 4	-	52685
	YEAR 5	-	52685
√	YEAR 6	-	52685
	YEAR 7	-	62567
	YEAR 8	-	62567
	YEAR 9	-	62567
	YEAR 10	-	62567
	YEAR 11	-	62567
	YEAR 12	-	69145
	YEAR 13	-	69145

- d. The following are additional **mandatory** fees required for the academic year **2016-2017**:

Mandatory item	Fee (AED)	Due date (dd/mm/yyyy)	Add to installments

e. The following are additional **optional** fees required for the academic year **2016-2017**:

Selected	Optional item	Fee (AED)	Due date (dd/mm/yyyy)	Comments	Add to installments

f. The following additional fees apply for **mandatory** external examinations in the following Grade/Year levels:

Examination	Fee (AED)	Due date (dd/mm/yyyy)	Comments

g. Payment of approved fees is expected in **3** instalments according to the following timetable:

Status	Percentage	Amount (AED)	Date due (dd/mm/yyyy)
First installment	39.9981%	21073	July 31, 2016
Second installment	30.0009%	15806	November 30, 2016
Third installment	30.0009%	15806	February 28, 2017
Fourth installment	%		
Fifth installment	%		
Sixth installment	%		
Seventh installment	%		
Eighth installment	%		
Ninth installment	%		
Tenth installment	%		
Eleventh installment	%		
Twelfth installment	%		
Re-registration fees			√ Deduct from first installment Deduct from all installments
Sibling Discount	%		
Staff Discount	%		
Other Discount			Deduct from first installment √ Deduct from all installments
Shift Discount			

h. Total fees for the academic year:

Installments fees (AED)	Other fees (AED)	Deduction (AED)	Discount (AED)	Net total (AED)
52685	0	0	0	52685

Private agreements to "facilitate" payments for some families are to have permanent standing, and not to be altered from year to year.

DBS Fees

Books & Stationery are supplied by the school. Charges may apply for lost textbooks/library books. Yearbook fees are optional and vary by year group. Peripatetic music lessons are optional and charges are variable depending on the type of lesson. Secondary lockers are optional and require a refundable deposit for AED 50/-.

If additional learning support is required by a student, which is diagnosed prior to the start of the academic year, the student contract will specify additional fees and these will be specific to the needs of individual student requiring assistance. However, if the additional learning support is required by a student, which is diagnosed after signing of the parent contract during the course of the academic year, then additional contract will be agreed with the parent outside of the remit of the parent-school contract. For avoidance of any doubt ILSA charges are an agreed contract between parent and ILSA outside the remit of the school-parent contract.

External - Compulsory

School uniforms and PE kits are compulsory and have to be purchased from an external provider. All external examination fees are charged and invoiced separately and these vary from year to year depending on the number of subjects and charges notified by the examining board. Charges for miscellaneous certificates and assessments (ISCO, ICT, etc.) are optional and variable. ok

External – Optional

Bus transportation is optional and outsourced to an external provider. The charges of this service may vary from year to year and are based on distance and route. Field trips and excursion activities are optional and may involve charges from external providers and charges vary. Extracurricular activities (after school) are optional and some may be outsourced to external providers with additional varying charges. DBS maintains a canteen facility on-site which is optional and run by an external provider and charges vary. School photographs are optional and outsourced to an external provider and charges vary.

Returning students:

- 1 For returning students, and according to the Schools Fees Framework, the school will charge up to 10% of the total fee amount to be paid within the time frame specified by the school:
 - o This amount is non-refundable unless the family has to move outside the Emirate of Dubai before the start of the academic year.
 - o The school reserves the right to ask for proof that the family is moving outside the Emirate of Dubai such as an acceptance offer from another school situated outside Dubai.
 - o This amount is deductible from the first term of the academic year.

New students:

- n For new students, and according to the Schools Fees Framework, the school will charge parents up to 30% of the total fee amount to be paid within ten (10) days of the issuing of the acceptance letter.
- n This amount is non-refundable unless the family has to move outside the Emirate of Dubai before the start of the academic year.
- n This amount is deductible from the first term of the academic year.

Refunds:

- n For students who are withdrawn from the school during the academic year, fee deduction will be applied as per the Schools Fees Framework quoted below:
 - 1 If the student attends school for two weeks or less, one month's fee will be deducted.
 - 1 If the student attends school for a period ranging between two weeks and one month, two months' fees will be deducted.
 - 1 If the student attends for more than a month, three months' fees will be deducted.

The school reserves the right to not re-enroll students for the following academic year when fees are repeatedly not paid on time. This will be documented by the school through the issuance of dated warning letters.

The school also reserves the right to not issue the concerned student his or her progress report and to refer the issue to the KHDA.

4. Communication:

Effective communication is essential to building a school-parent partnership which will strengthen the student's learning experience. Communication can and should happen through different means, such as the school's website, pamphlets and/or newsletters, to target all parents. The language of communication for all schools should be available in the language of instruction at the school and an additional language most suitable to the school community.

The responsibilities of the school include:

- n Communicating to parents all policies, possible changes and immediate announcements.
- n Using all contact details provided by parents to communicate key messages.
- n Updating the information about school policies, expectations, programmes, staff and any other information deemed necessary by the school.
- n Informing parents of their child's progress through regular assessment reports (at least 3 times per year) and meetings. The school will exercise fairness, objectivity, transparency and credibility in the assessment reports shared with parents.
- n Providing parents the opportunity to see and review all of their child's **work and assessments**.

The responsibilities of the parents include:

- n Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations.
- n Updating the school about any changes in the contact information.
- n Referring regularly to established means of communications for any updates about the school.
- n Being courteous in their approach to staff when enquiring about their child.
- n Attending 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.

5. Attendance and punctuality:

First academic day for students	Last academic day for students	Term Break 1	Term Break 2	Term Break 3
22/08/2016	22/06/2017	18/12/2016 to 01/01/2017	26/03/2017 to 06/04/2017	Not applicable

The daily routine:

Timing of the day:

FS1 & FS2 7:50am to 1:30pm Sun-Wed & 7:50am to 1:00pm Thursday

Year 1 to Year 6 7:50am to 2:30pm Sun-Wed & 7:50am to 1:15pm Thursday

Year 7 to Year 13 8:00am to 3:15pm Sun-Wed & 8:00am to 1:30pm Thursday

Students’ absenteeism and tardiness affect the school’s ability to provide effective educational services, the achievements of consistently absent or late students and disrupt the learning experiences of other students in the school.

Likewise, the attendance of teachers is imperative to securing continuous and progressive learning experiences for all students at the school. The school will secure and improve teachers’ attendance at all times and ensure that students are not left without a qualified teacher for long durations of time exceeding a week.

Parents, the students and the school must work together to improve and maintain high attendance rates.

The responsibilities of the school include:

- n Sharing and implementing a school policy on attendance and punctuality which stresses that attendance for all students is mandatory on all the days the school is declared open.
- n Clarifying to parents and students the definition of a school day, the start of registration process in the morning, the school’s expectations in relations to punctuality all through the school day, the definition of absenteeism and a list of what is considered excused and unexcused absenteeism.

The responsibilities of the parents include:

- n Reading, ratifying and implementing the school’s policy on attendance and punctuality.
- n Promoting their child’s attendance and punctuality and abiding by the timings set by the school for the start and the end of the school day.
- n Understanding and upholding the school’s policy which states that continued tardiness and absenteeism will result in disciplinary measures and will affect the students’ chances of enrolment for the upcoming academic year.
- n See School Attendance and Punctuality Policy for school specific details

In case of repeated tardiness and absenteeism the following applies:

Offence	Frequency	Implications
Tardiness – this refers to being late in coming to school at the start of the school day and to instances	The first five(5) incidents of tardiness in a short period of time such as a month or an academic term	Written warning to student and notify parents. Tardiness will be noted in the students’ progress report.
	Up to an additional three (3) instances of tardiness in a short period of time, such as a month	Parents and student to be called to a meeting with the principal or a designated person by the principal. Parents and student to sign a written pledge not to repeat the offence. Tardiness to be noted in students’ progress report.

of being late to lessons within the school day	Any additional incidents to the above	At the discretion of the school, decision might include one or more of the following: <ul style="list-style-type: none"> 1 Community hours at the school. 1 Detention during school break or after school hours. 1 Temporary suspension for up to three days where the student will receive a "zero" on any test administered during suspension days. 1 A written notice announcing refusal to re-enroll the student in the school for the following academic year.
Offence	Frequency	Implications
Absenteeism – this refers to frequent or habitual absence from school or from lessons without a valid medical or family related excuse.	The four (4) incidents of absenteeism in a short period of time such as a month or an academic term	Written warning to student and notify parents. Absent days will be noted in the students' progress report.
	Up to an additional three (3) instances of absenteeism in a short period of time	Parents and student to be called to a meeting with the principal or a designated person by the principal. Parents and student to sign a written pledge not to repeat the offence. Absent days to be noted in students' progress report.
	Any additional incidents to the above	At the discretion of the school, decision might include: <ul style="list-style-type: none"> 1 Community hours at the school. 1 Detention. 1 Temporary suspension for up to three days where the student will receive a "zero" on any test administered during suspension days. 1 A written notice announcing refusal to re-enroll the student in the school for the following academic year.

These decisions are endorsed by KHDA and consequences resulting from continued tardiness and absenteeism will be upheld by the Authority.

6. Attitudes and behavior:

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. In order for schools to achieve this objective, **the responsibilities of students and parents include:**

- n Abiding by the school's behaviour policy which is attached with this contract. This policy will cover expected code of behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.
- n Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.
- n See School Behaviour Policy

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 suspension of the aggressor from the school. The matter will be referred to KHDA for ratification.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums. The school must set a clear policy for parents and students about the use of and participation in social media outlets and/or forums. This policy must include, but not be restricted to, the following:

- 1 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);
- 1 Parents and students must not breach confidentiality, defame or make threats to any person in the school community;
- 1 See School Anti-Bullying Policy

Instances of proven and intentional breach of the above will result in sanctions that may include Suspension from the school.

7. Health and safety:

It is the responsibility of the school and the parents to secure a safe and healthy environment for the students. In this regard, the school shall issue and implement various health and safety guidelines that parents are expected to abide by and ensure their children do so as well.

The responsibilities of the school include:

- n Providing students with appropriate medical care as per the regulations set.
- n Providing students with medical conditions the care and attention they deserve while treating cases with confidentiality.
- n Promoting and reinforcing awareness about healthy lifestyle habits, including choice of food and practice of exercise.

The responsibilities of the parents include:

- n Sharing with the school all information related to their child's medical condition and history, including medications started before or after enrolment.
- n Ensuring that meals and snacks provided to students adhere to the school's policies and guidelines in this regard.
- n Upholding the school's decision to confiscate food and drink items which do not fit the expectations set by the school.

8. Transportation:

Please refer to the School Transportation policy

The school is responsible for ensuring the students' safety while on school buses, whether managed by the school or outsourced to a third party. In addition to implementing rigorous safety procedures outlined in a school policy, the school will also ensure the full implementation of the guidelines outlined by RTA on the matter.

The following are expectations set by the school for parents at the school.

a. Private vehicles:

- 1 To ensure the safety of all students, parents driving to school will receive a route map detailing entry and exit points to the school.
- 1 Parents must abide by the designated entry and exit routes set by the school.
- 1 School personnel and staff helping in the organisation of students' arrival and dispersal times represent the school and their instructions must be obeyed.

a. Buses:

- 1 For all intents and purposes, school buses, whether managed by the school or outsourced to a third party, are considered part of the school premises when being used by students.
- 1 All safety rules and behaviour expectations set by the school and enforced by personnel must be adhered to by students and parents.

Failure to comply with all transportation rules set by the school will result in disciplinary action and will affect the students' registration chances for the following academic year.

9. Appeal process:

Please refer to the School Complaints policy

Every school must set up an appeals process to ensure parents and students the right to fair and impartial decisions affecting their educational experience at the school. It is best to solve issues informally through meetings and discussions; however, at times, there are concerns and complaints that need further deliberations.

It is expected that parents refer to this process for any conflict resolution within the school:

- a. If a student/parent wants to question a decision made by the school at any level, then the parent should meet the person directly involved in the decision such as a teacher or supervisor;
- b. If the parent is still not satisfied, then he/she should meet with the head of section such as head of elementary or senior school if applicable;
- c. If the issue is still not resolved, then the parent must meet the principal of the school to try to resolve the issue;
- d. If the issue is still not resolved after this stage, then the parent shall write an official letter to the board of governors. The board of governors will be required to set up a committee comprised of a teacher, a parent, a school leader and a member of the board of governors. None of the members of the committee shall have any connection to the original concern or complaint. The committee shall study the matter and within 10 working days issue a written report to both the principal of the school and to the parent;
- e. Each process from (A to C) should not exceed more than (5) working days. If the parent is still not satisfied, then the parent has the right thereafter to refer the matter to KHDA by contacting **the Compliance and Resolution Commission** on CRC@khda.gov.ae.

KHDA has the right to uphold or repeal any and all decisions. Its final decisions are binding to both the school and parents.

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This contract is the sole reference for the Knowledge and Human Development Authority to resolve any dispute between the school and the parents. It supersedes all prior or subsequent agreements, and understandings between both parties including school polices which may conflict with its clauses.

Declaration:

I/We parent/ guardian of ~~XXXXXXXXXXXX~~ ~~XXXXXXXXXXXX~~ hereby certify that I/we have read the terms and conditions and all related school policies and agree to abide by them. I/we agree to support the school in all aspects of our child's education and any sanctions that may be deemed appropriate concerning my child.

DSIB Rating for Dubai British School(2015-2016) is Very good.

If a student repeats his/her current grade, the contract will be revoked automatically and a new parent-school contract will have to be signed by both parties. The new contract shall only reflect the student's current year / grade and fees

Please note that signing and returning this contract implies full acceptance of all the above terms and conditions.

Principal	Father	Mother	Guardian	Coordinator
Name:	Name:	Name:	Alternative responsibility:	Name:
Brendon Trevor Fulton	XXXXXXXXXX			
	Emirates ID: XXXXXXXXXXXX 764197104697970	Emirates ID:	Emirates ID:	