

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 encouraged 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:

Authority or KHDA: the Knowledge and Human Development Authority

Child: the child or children (at any age) admitted by the school to be educated and whose name appears in this document.

Contract: refers this document.

Educational services: it is all the services that the schools provided in order to support the learning and development of the students.

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

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' behaviour.

School: means the SMART VISION SCHOOL, Dubai

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.

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

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

1. Admission:

The management of _____ is pleased to offer _____ (name of student)
a holder of Emirates ID no. _____ enrolment in Grade/Year-----
for the academic year 2016/2017

Parents are expected to:

- 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.
- 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.
- Refer to school's policy on "SEND/AEN Provision" 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
Foundation	➤ EYFS	http://www.foundationyears.org.uk/eyfs-statutory-framework/
Primary (Y1-Y6)	➤ National Curriculum of England	https://www.gov.uk/government/collections/national-curriculum
	➤ Cambridge Primary Programme and Primary Checkpoint	http://www.cie.org.uk/programmesand-qualifications/cambridge-primary/

- 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:

- The Smart Vision School Curriculum delivers all the planned learning and other experiences for every student. As a result of delivering board and balanced programmes of study, the National Curriculum of England and the UAE Ministry of Education requirements for Arabic and Islamic Studies, determine the planned Teaching and Learning Programmes across the school which: -
 - Promotes the spiritual, moral, cultural, academic and physical development of all the students.
 - Prepares our student to become positive and influential citizens.

Phase	Subjects offered Mandatory Subjects	
EYFS	<ul style="list-style-type: none"> ➤ <u>Prime Areas</u> <ul style="list-style-type: none"> - Communication and Languages - Physical Development - Personal, Social and Emotional ➤ <u>Special Areas</u> <ul style="list-style-type: none"> - Literacy - Mathematics - Understanding the World - Expressive Art and Design 	
Primary (1-6)	<ul style="list-style-type: none"> ➤ <u>Core Subjects</u> - <ul style="list-style-type: none"> English - Mathematics - Science ➤ <u>Foundation Stage</u> <ul style="list-style-type: none"> - Art & Design - Computing - Design & Technology - Geography - History - Modern Foreign Language - Music - Physical Education 	<ul style="list-style-type: none"> ➤ Arabic ➤ Islamic Studies

c. Choice of educational streams:

Not Applicable

d. Assessment Policy:

- Every student will have Baseline assessment at the beginning of each academic year to determine their starting point. This data will be used to guide the teachers and parents to provide intervention strategies and support programmes to improve the identified student's learning.

- Benchmark assessments including New Group Reading Test (NGRT) and York Assessment of Reading for Comprehension: Early Reading and Passage Reading Primary (YARC Primary) will help the teachers provide differentiated strategies to build on each students learning.
- International Benchmark Assessments (CAT) will be conducted for students in the relevant year.
- Assessment criteria will be shared with the students and parents.
- Constructive feedback given to the students and targets to achieve are set each term.
- Teachers' analyse the students' progress identifying any gaps in their learning and plan their learning to ensure that they are operating at an age appropriate expectations.
- Attainment and progress results will be reported to parents prior to the Parent Consultation Days.
- International Benchmarked Assessment of TIMSS/PIRLS/PISA will be taken by the appropriate students in line with KHDA requirements.

Students with particular learning needs

It is the individual teacher's responsibility to monitor and evaluate the learning of students who may have particular learning needs. Those with particular talents or gifts are highlighted on the school's Gifted and Talented register that is kept by the various Phase Leaders. At the end of each term, teachers evaluate the examination results of the students to determine those in their class that require additional support, or those that have excelled and require an extra level of differentiation their learning in coordination with the SEND/AEN department.

e. Promotion and Retention Policy:

EYFS - Year 6 :

To be promoted to the next year group all students must reach the expected National Curriculum standards in all core subjects.

Retention in any Year Level is only allowed in certain circumstances with the written consent of the parents and the approval of KHDA.

Promotion Criteria: 40% of Term 1 Marks + 60% of Term 2 Marks

Minimum Pass percentage: Arabic (compulsory) 50%

Islamic Studies 50% Other Subjects 40%

Re-test: Students who have performed below curriculum expectations in three subjects or less, will have to sit for a re-test and promotion to the next year group will be determined by their performance in the re-test.

Retention: Students who have performed below curriculum expectations in more than three subjects will be retained in their year group.

For All

Minimum attendance required for promotion is 95% (including authorised absence) for all students.

If a student is absent without permission, for more than 21 days, KHDA will be notified and his/her name will be removed from the school enrollment.

f. Extra-Curricular Activities and Celebration:

MONTH	EVENTS
AUGUST	<ul style="list-style-type: none"> · Introduction for New Parents
SEPTEMBER	<ul style="list-style-type: none"> · Baseline Assessment · Celebrating Leadership - Primary · Celebrating Leadership - Arabic · Eid Al-Adha
OCTOBER	<ul style="list-style-type: none"> · World Teachers' Day · Awards Day · Islamic New Year
NOVEMBER	<ul style="list-style-type: none"> · UN Assembly(Primary) · First Term Assessment · UAE Day celebration · UAE Flag Day · Themed Week (Science) · YR 2 Sports Day · YR 3-6 Sports Day · COMMEMORATION DAY
DECEMBER	<ul style="list-style-type: none"> · EYFS1 Sports Day · UAE National Day · Parent Consultation Day · Prophets Birthday Celebration · Class Parties · Themed Week (AR/IS) · Winter Break
JANUARY	<ul style="list-style-type: none"> · School Activities · NEW YEAR'S DAY
FEBRUARY	<ul style="list-style-type: none"> · School Activities
MARCH	<ul style="list-style-type: none"> · Interschool Basketball · Carnival · Parent Consultation Day · Spring Break

APRIL	<ul style="list-style-type: none"> · Shakespeare Play · Arabic Week · Citizenship (Primary) · Spring Break · Al Isra'a Wal Miraj
MAY	<ul style="list-style-type: none"> · Transition EYFS2 to YR 1 · Transition assemblies YR 3 to YR 6
JUNE	<ul style="list-style-type: none"> · Parent Consultation Day · EYFS Concert · Primary Concert · Graduation Ceremonies · Class Parties · Eid Al-Fitr

g. Graduation requirements:
Not Applicable

h. Graduate certificate: Not Applicable

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 (parents, company, institution, etc.)-----

b. The Smart Vision 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 Smart Vision School for the academic year 2016/2017 is as follows:

Grade	Year level	Age range	School fees
	Reception	Up to 3	
Pre-KG	FS I	3-4	
KG I	FS II	4-5	
KG II	Year 1	5-6	

Grade 1	Year 2	6-7	
Grade 2	Year 3	7-8	
Grade 3	Year 4	8-9	
Grade 4	Year 5	9-10	
Grade 5	Year 6	10-11	
Grade 6	Year 7	11-12	
Grade 7	Year 8	12-13	
Grade 8	Year 9	13-14	
Grade 9	Year 10	14-15	
Grade10	Year 11	15-16	
Grade11	Year 12	16-17	
Grade12	Year 13	17-18	

d. Payment of approved fees (.....) is expected in ----- (number of) instalments according to the following timetable.

Status	Percentage	Amount	Due date
First instalment			
Second instalment			
Third instalment			
Re-registration fees			
New admission			

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

e. The following are additional mandatory fees required for the academic year 2016\2017

Item	Fee	Due date

f. The following are additional optional fees required for the academic year 2016/2017

Item	Fee	Due date

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

Grade/Year	Examination	Fee	Due date

Returning students:

- 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:
 - This amount is non-refundable unless the family has to move outside the Emirate of Dubai before the start of the academic year.
 - 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.
 - This amount is deductible from the first term of the academic year.

New students:

- 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.
- This amount is non-refundable unless the family has to move outside the Emirate of Dubai before the start of the academic year.
- This amount is deductible from the first term of the academic year.

Refunds:

- 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:

- If the student attends school for two weeks or less, one month's fee will be deducted.
- If the student attends school for a period ranging between two weeks and one month, two months' fees will be deducted.
- 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 for effective partnership:

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:

- Communicating all policies and announcements to parents.
- Using all contact details provided by parents to communicate key messages.
- Updating the information about school policies, expectations, programmes, staff and any other information deemed necessary by the school.
- Informing parents of their child's progress through regular assessment reports (at least 2 per year) and meetings. The school will exercise fairness, objectivity, transparency and credibility in the assessment reports shared with parents.
- Providing parents the opportunity to see and review all of their child's work and assessments.

The responsibilities of the parents include:

- Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses.
- Updating the school about any changes in the contact information.
- Regularly accessing the established means of communications for any information distributed by the school
- 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. ■ Being courteous to staff.

5. Attendance and punctuality:

The daily routine:

- EYFS - 8am-12pm
- Year 1-6 -7:45 am - 2:00 pm

Structure of the School Day:

Time	EYFS	Time	Y1- Y6	Duration
7:45 - 8:00	Assembly	7:45 - 8:00	Assembly	15 Minutes
8:00 - 8:45	Lesson 1	8:00 - 8:45	Lesson 1	45 Minutes
8:45 - 9:30	Lesson 2	8:45 - 9:30	Lesson 2	45 Minutes
9:30 - 10:10	Break (40 Minutes)	9:30 - 10:15	Lesson 3	45 Minutes
10:10 - 10:55	Lesson 3	10:15 - 11:00	Lesson 4	45 Minutes
10:55 - 11:40	Lesson 4	11:00 - 11:40	Break	40 Minutes
11:40 - 12:00	Storyline	11:40 - 12:25	Lesson 5	45 Minutes
12:00	Home	12:25 - 1:10	Lesson 6	45 Minutes
		1:10 - 1:55	Lesson 7	45 Minutes
		2:00	Home	

Students' absenteeism 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:

- 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.

- 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:

- Reading, ratifying and implementing the school's policy on attendance and punctuality.
- 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.
- 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.

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 of being late to lessons within the school day	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.
	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"> • Community hours at the school or beyond. • Detention during school break or after school hours. • Temporary suspension for up to three days where the student will receive a "zero"

		<p>on any test administered during suspension days.</p> <ul style="list-style-type: none"> • 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"> • Community hours at the school or beyond. • Detention. • Temporary suspension for up to three days where the student will receive a "zero" on any test administered during suspension days. • 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 behaviour:

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:

- 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-

- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

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:

- 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.

Refer to the Behavioral Policy/ Students Code of Conduct for further details.

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:

- 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.

The responsibilities of the parents include:

- Providing 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.
- Upholding the school's decision to confiscate food and drink items which do not fit the expectations set by the school.

8. Transportation:

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:

- To ensure the safety of all students, parents driving to school will receive a route map detailing entry and exit points to the school.
 - Gate 2 & Gate 7 for Primary Students & Girls.
 - Gate 3 for Boys
- Parents must abide by the designated entry and exit routes set by the school.
- School personnel and staff helping in the organisation of students' arrival and dispersal times represent the school and their instructions must be obeyed.

b) Buses:

- 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.
- All safety rules and behaviour expectations set by the school and enforced by personnel must be adhered to by students and parents.
- Refer to the School Transport Services information.

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:

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 the 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
- b. If the parent is still not satisfied, then he/she should arrange a mutually convenient appointment to meet with the Phase Leader;
- c. If the issue is still not resolved, then the parent must arrange a mutually convenient appointment to meet the Principal of the school
- 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.

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 policies which may conflict with its clauses.

Declaration

I/We parent/ alternate responsible (if not a parent, then please specify with documents authorising responsibility) of (name of student) _____ hereby certify that I/we have read the above 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.

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

Father's signature

Mother's name

Mother's signature

I, (the student's full name _____) , acknowledge reading the contract.

Student's Signature

For students 15 years old on December 31st, 2016

Alternate responsible (specify name and relation)

Signature

Date

The school stamp and insignia

KHDA has ratified a registered copy of this contract.