



Sharjah Award for Educational Excellence

30th Cycle

Year 2024

Explanatory Guide

Distinguished Institutions

Distinguished School



Description of the Distinguished School

An effective school contributes to developing the community and addressing its problems. It plays a key role in serving the community, strengthening the links and relations between its members, directing education to address real life, as well as training the students on organization, planning and teamwork. The Sharjah Award paid special attention to this category through providing schools with opportunities to demonstrate their abilities in leading teaching and learning, security and safety as well as wellbeing for its students. All public and private schools in the UAE are eligible to apply for the award according to specific criteria and conditions.

1. All educational institutions, educational staff, and students in the United Arab Emirates in public and private education are eligible to apply for the Sharjah Award for Educational Excellence.
2. Applicants shall comply with the conditions related to the category for which they are applying.
3. Applicants shall not participate in any other award in the same category in the year of nomination for the Sharjah Award.
4. Applicants shall not participate in more than one individual/group category in the same cycle.
5. Applicants should not have won any educational award in the UAE in the same category before the expiry of a full cycle of the award from the year of winning.
6. Applicants should not have won the Sharjah Award for Educational Excellence in the same category before the completion of two cycles from the year of winning.
7. Evidence must be diverse, comprehensive, and inclusive of three previous years and not the current year only.
8. Application or/ and winning will be withdrawn in the case that evidence or the presented documents have been proven to be incorrect.
9. All submitted works are considered the property of the award after they have been submitted by the participant, and they shall not be claimed.



- All private and government schools in the United Arab Emirates are eligible to apply for the Sharjah Award for Educational Excellence.
- Schools applying for the award must submit a letter that is attested by the competent authority indicating no presence of administrative or financial violations for the last 3 years prior to the year of nomination.
- The organizational structure of the school, including all positions (administrative, teaching, and technical staff), must be attached, specifying the names of the occupants of the various positions in the nominated school's structure.
- In case the school wins any other educational excellence award in the country, it should wait for a full cycle to be completed before it applies for the Sharjah Award for Educational Excellence.



Main Standards of the Distinguished School



First Standard: Leadership and Organizational Culture

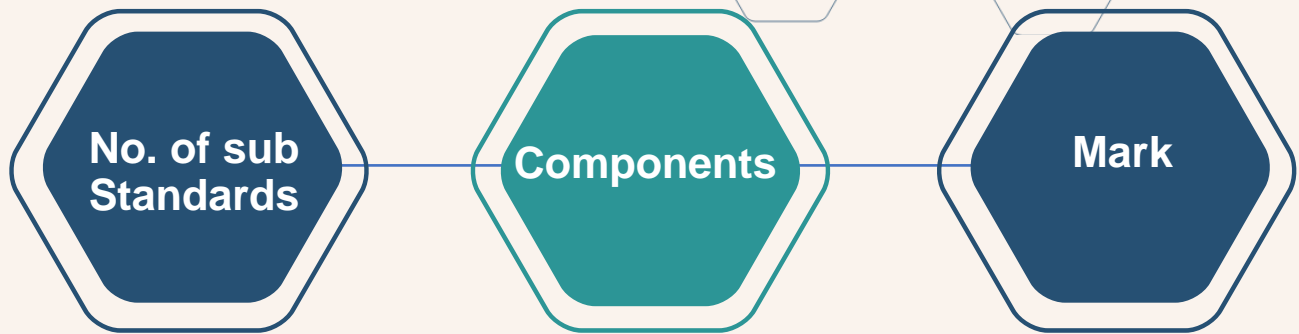
Second Standard: Leading Teaching and Learning

Third Standard: Leading the Learning Institution

Forth Standard: Leading Responsibility and Communal Partnerships



Standards



First Standard: Leadership and Organizational Culture

5

14

300

Second Standard: Leading Teaching and Learning

5

13

400

Third Standard: Leading the Learning Institution

3

9

200

Forth Standard: Leading Responsibility and Communal Partnerships

3

8

100

Total

16

44

1000



Standard No. 1: Leadership and Organizational Culture



Standard No. 1 aims to highlight the school's abilities and its outstanding efforts in strategic and operational planning, managing change with agility and high flexibility, and its compliance with applicable policies and legislations. It also focuses on the school's efforts in managing and stimulating innovation as an effective and permanent culture as well as its ability to develop work strategies that support high performance based on periodical institutional review as a basis in the cycle of continuous improvement in addition to its quest to create a work environment that enhances the local and global competitiveness of the United Arab Emirates.

1.1: Strategic and Operational Planning

1.2: Change Management Competitiveness and Organizational Agility

1.3: Leading Organizational Innovation

1.4: Compliance with Policies Regulations and Legislations

1.5: Leading School Performance and Organizational Reviews



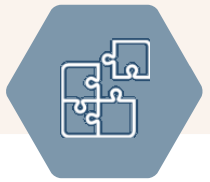
Main Standard (1): Leadership and Organizational Culture

Sub-Standard (1.1): Strategic and Operational Planning Total Mark: 80



Sub-Standard Explanation:

It means: the strategic and operational plans that lead the school's work and achieve the desired goals in line with the UAE visions, and any additional effort made by the school to support this planning as a summary of best practices and analysis of future forecasting reports, and methodologies for evaluating and reviewing plans and follow-up processes to measure the effectiveness of initiatives and programs.



No.	Components	Mark	Results and Impact
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1.1.1	Availability of an integrated plan for the previous two years and the year of submission, including: activities (innovative programs and projects), planning for challenges and risks, and innovative solutions	20	<ul style="list-style-type: none"> - Strategic plan for 3 years. With an explanation of the school's role in developing and amending this plan according to their goals and needs during the specified years. - An operational plan based on a complete self-evaluation, detailing innovative activities, programs, and projects, planning for challenges and risks, innovative solutions, anticipating the future, the percentage of achievement, and the level of achievement. - Attach a self-evaluation form.
1.1.2	Availability of a follow-up and monitoring framework to measure the effectiveness of the programs and initiatives within the plan	20	<ul style="list-style-type: none"> - Attach the follow-up and monitoring framework and a summary of the reports associated with it. - Applied follow-up forms and records containing (name of the program or project / time of follow-up and evaluation / positives / aspects of its support / disadvantages / procedures for remediation). (5 various models are sufficient)
1.1.3	Evaluation and review of the plan, improvement and continuous development	20	<ul style="list-style-type: none"> - The development plan based on the school's self-evaluation. - Attach a model for analyzing best practices and anticipating the future in the areas of development targeted in the plan.
1.1.4	Availability of performance reports that measure the effectiveness of programs and initiatives and their targets on a regular basis.	20	<p>Attach 3 reports for a set of standards illustrating the following:</p> <ul style="list-style-type: none"> - The percentage of achieving the goals of the plan (strategic, operational, development...). - The percentage of achieving the indicators of the programs and projects. - The percentage of commitment to the timelines of the plan. - The percentage of compatibility of the objectives with the visions of the entity the school is affiliated to and the principles of the 50 and UAE Centennial. - The percentage of commitment to the results of the internal and external evaluation for the previous years' plans.

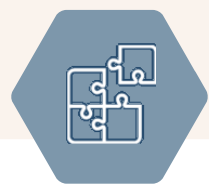
Main Standard (1): Leadership and Organizational Culture

Sub-Standard (1.2): Change Management Competitiveness and Organizational Agility Total Mark: 40



Sub-Standard Explanation:

The standard aims to highlight the school's ability to invest in change to achieve the set goals, prepare to deal with emerging developments agilely, and regularly reflect on how to achieve greater effectiveness at all times and with the least risks with the aim of school improvement through careful analysis of current and future challenges using scientific analysis tools based on data.



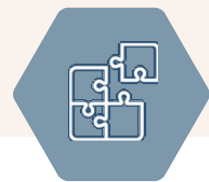
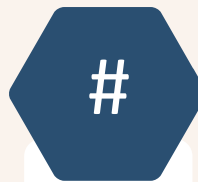
No.	Components	Mark	Results and Impact
1.2.1	The availability of agile work methodologies and services that support school change and improvement	20	<ul style="list-style-type: none"> - Attach the methodology used, the analysis document based on the data, and the proposed solutions to those challenges and potential possibilities. - Evidence to motivate the school community, keep pace with changes and digital transformation, and future foresight for improvement and development.
1.2.2	Successful change through flexibility and quick response to changes.	20	<ul style="list-style-type: none"> - Evidence for innovative policies that encourage competitiveness in work and continuous development (a comprehensive guide to school policies). - Innovative projects, programs and methodologies for managing change and how to deal with updates, while clarifying the impact on the school community (3 evidences). - The quality of the innovative work models that have been developed and applied in the school (5 qualitative models). - The percentage of adopting ideas, changes and developments that contribute to the improvement of the school's work.





Sub-Standard Explanation:

This standard enables the school to highlight its efforts in providing a policy and methodologies for innovation management that are clearly defined and enhance the culture of innovation through a plan for managing innovation in its operations, services and projects at the institutional level in the school, in a way that achieves added value to its field of work, whether in terms of cost or quality of services provided.



No.	Components	Mark	Results and Impact
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1.3.1	Organizing creative/innovation labs and brainstorming sessions to encourage innovative thinking	20	<ul style="list-style-type: none"> - Number of innovative ideas that have been adopted and implemented in the school (3 ideas). - Number of successful participations that promote innovation with other schools (3 participations). - Achievements and tangible results attained by the services and innovative processes and their tangible and intangible impact on the school community. - Participation of the entire school community in brainstorming sessions (students, teachers, parents).
1.3.2	The availability of policies and methods to manage innovation	20	<ul style="list-style-type: none"> - Attach the methodology and policy followed for managing innovation at the institutional level. - Evidence of positive impact on the students, the school and at the level of services, operations, projects and programs.
1.3.3	Sharing successful practices that have been applied to promote innovation with other schools	20	<ul style="list-style-type: none"> - Provide three innovative services that have been implemented, specifying the target group, and the results and impact of implementing these distinguished services. Provide evidence that proves this, such as documents and letters from beneficiaries, which confirm the application of these services and their distinct impact.



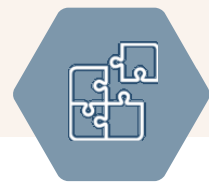
Main Standard (1): Leadership and Organizational Culture

Sub-Standard (1.4): Compliance with Policies, Regulations and Legislations Total Mark: 60



Sub-Standard Explanation:

It means enabling the school to provide policies, regulations, and systems that define all roles, that ensure that everyone proceeds in accordance with these policies, to achieve efficiency and excellence for all.



No.	Components	Mark	Results and Impact
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1.4.1	The availability of a comprehensive system of clear policies and regulations to organize work	20	<ul style="list-style-type: none"> - Attach the policies and procedures manual and identify responsibilities. - Clarity and quality of policies and procedures, and their impact on the quality of work.
1.4.2	The availability of a comprehensive framework for defining roles and responsibilities with all involved to sustain the school's work at the highest levels of efficiency and effectiveness	20	<ul style="list-style-type: none"> - Provide evidence or methodology for disseminating procedures and identifying roles and responsibilities in the school community. - Evidence that demonstrates the efficiency and excellence of work in the school as a result of disseminating procedures and identifying roles and responsibilities. (4 evidences)
1.4.3	Building frameworks and follow-up systems to measure compliance with policies and systems through key performance indicators	20	<ul style="list-style-type: none"> - Attach a framework and follow-up system to measure compliance with policies and systems. - Compliance rate with established legislation, policies, and regulations. (Attach 3 performance indicators that measure this) - The rate of measuring employees' satisfaction with policies and systems, and the extent of their commitment to them.



Sub-Standard Explanation:

The school seeks to develop its performance and adopts a set of practices that monitor performance gaps and represents development priorities based on specific criteria described in a self-evaluation document, that includes a set of evidence and data on achievement and various tools used to collect information from multiple sources to make development decisions.



No.	Components	Mark	Results and Impact
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1.5.1	Leading organizational reviews using modern methods, mechanisms and statistical tools through adopting modern scientific methodologies such as analyzing internal and external evaluation reports	30	<ul style="list-style-type: none"> - Evidence for institutional review (3 working models of evidences containing analysis of external and internal reports, and recommendations). - Attach an innovative methodology to analyze students' achievements over two years according to local and international standard comparisons. - Attach evidence, reports and statistics explaining the audit processes. - Results of performance indicators obtained through the organizational review.
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1.5.2	The Availability of plans to develop school performance based on the use of comprehensive data	30	<ul style="list-style-type: none"> - Attach performance development plans based on data and statistics. - The impact of using all types of data, statistics and reports in planning to improve school performance.
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Standard No. 2: Leading Teaching and Learning



Standard No. 2 focuses on the school's efforts in leading the practices that enhance students' learning skills, well-being and mastery of future skills as well their academic, social, and psychological growth which enables them to direct and manage their own learning. It also highlights the school's potential in leading students' achievement, including their achievement in the national and international exams, and their progress over time.


2.1: Student Achievement, Wellbeing, and Social Emotional Development

2.2: Attractive Learning Environment that Supports Face-to face and Virtual Learning

2.3: Support of Positive Values and Prevention of Negative Behaviors

2.4: Enhancing the Arabic Language and Reading and Writing skills

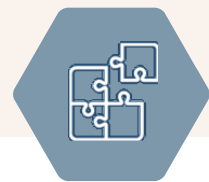
2.5: Protection and Wellbeing for all Students Including Students of Determination as Well as the Gifted and Talented





Sub-Standard Explanation:

Demonstrating the school’s role in supporting students’ well-being and their personal and social development through curricular and extracurricular activities, to build the student’s personality, his progress in academic skills, and his social and emotional development.



No.	Components	Mark	Results and Impact
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2.1.1	The availability of a system and methodologies for measuring student learning growth, achievement and progress, including learning skills	40	<ul style="list-style-type: none"> - Attach methodologies and standards for students’ progress in the skills of various subjects. - The quality and efficiency of the standards used in following students’ skills and their academic achievement. - The rate of increase in academic achievement and progress made by students in their learning over the last three years.
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2.1.2	The availability of surveys and methodologies to measure students' well-being and their social and emotional development	40	<ul style="list-style-type: none"> - Attach methodologies and surveys that measure students’ development and their social and emotional progress. - The quality and efficiency of the standards used in measuring students’ development and their social and emotional progress. - Attach evidence showing students’ social and emotional progress.
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2.1.3	Implementing programs to improve students’ wellbeing and support their personal growth	40	<ul style="list-style-type: none"> - Attach 5 programs or initiatives that have been implemented to achieve students’ wellbeing and support their personal growth. - The quality of the programs that have been implemented to support students’ wellbeing. - The impact of the programs on the personal development of students.
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Sub-Standard Explanation:

The school's ability to planning, follow-up and provide a social and psychological learning environment that's rich in educational stimuli and various sources that attract students' learning and progress in knowledge and skills.



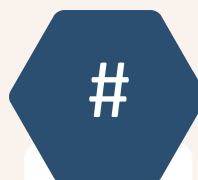
No.	Components	Mark	Results and Impact
2.2.1	The Availability of plans to develop the school environment and educational resources and platforms that enhance the establishment of an optimal learning experience for students	30	<ul style="list-style-type: none"> - Attach a plan to develop the school environment, educational resources and platforms that enhance the provision of an optimal learning experience for students. - Attach three evidence confirming the school's application of these methods and approaches in the virtual and face to face learning environment. - Consistency in creating a stimulating school-wide learning environment.
2.2.2	The availability of regular follow-up to verify the suitability of the learning environment to the different needs of learner	30	<ul style="list-style-type: none"> - Attach 4 evidence indicating regular follow-up to verify the suitability of the learning environment to the different needs of learners. - The rate of improvement in the school environment as a result of continuous follow-up and monitoring.





Sub-Standard Explanation:

The school's efforts and ability to provide a range of activities and programs applied to enhance national identity and positive values. The school is distinguished by its work systems for monitoring negative behaviors and follow-up mechanisms that have worked to make the required difference in students' behaviors and attitudes.



No.	Components	Mark	Results and Impact
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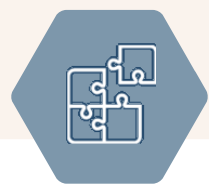
2.3.1	Activities and programs implemented to support positive values and enhance the national identity	20	<ul style="list-style-type: none"> - Attach a plan explaining the activities and programs implemented to support positive values and enhance national identity. - Provide 3 programs implementing the positive values and indicating the direct and indirect impact. - The quality of the activities and programs that support students' behavior.
2.3.2	Developing a system to reinforce positive behaviors and monitor negative behaviors in different learning environments	20	<ul style="list-style-type: none"> - Attach 3 programs to promote positive behaviors (such as sustainability, different moral values, climate change awareness). - The impact of activities and programs on supporting positive behaviors and addressing negative ones through specific regular evaluation. - Monitor negative behaviors and plan to modify them.
2.3.3	Availability of comprehensive work methodologies to support students and protect them from bullying inside and outside the classroom	20	<ul style="list-style-type: none"> - Attach the methodology used to support students and protect them from bullying. - The percentage of reduction in cases of bullying and accidents at school as a result of implementing care and protection programs and activities for all.





Sub-Standard Explanation:

The school attaches its most prominent activities, programs, procedures and efforts aimed at enhancing students' learning skills and empowering them with reading and writing skills in a manner consistent with their learning styles.



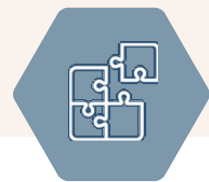
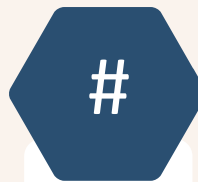
No.	Components	Mark	Results and Impact
2.4.1	The availability of a plan and programs to enhance reading and writing skills across subjects	30	<ul style="list-style-type: none"> - Attach an action plan to enhance the reading and writing skills of students in the school in the Arabic language and other subjects. - Attach evidence explaining the 3 most prominent, and innovative enrichment programs that enhance Arabic language skills. - Attach evidence explaining the impact of the implemented programs on the mastery of language skills by all school students.
2.4.2	The availability of tools and methodologies for measuring language skills and suggested strategies for continuous development and improvement	30	<ul style="list-style-type: none"> - Attach tools and methodologies to measure language skills and mechanisms for continuous development and improvement. - The quality of student participation in internal and external events that enhance language skills.





Sub-Standard Explanation:


The school has a comprehensive system that includes a plan to implement programs to improve the quality of life of students, and clear and specific standards that are applied to determine reality and track progress, enabling the school to form a comprehensive picture of the quality of life of students collectively and individually, so that this contributes to their personal, psychological, and academic development.



No.	Components	Mark	Results and Impact
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2.5.1	Implementation of programs and activities to protect and nurture all students, including students of determination, the talented and gifted	40	<ul style="list-style-type: none"> - Programs and projects that support all students, including those of determination, the gifted, and the talented. (5 programs and initiatives accompanied by implementation plans) - The impact of the programs provided on supporting students academically, socially and psychologically. - The impact of the programs on the development and improvement of students, including those of determination, the gifted, and the talented.
2.5.2	Providing methodologies for discovering and identifying the gifted and students of determination that are consistent with applicable regulations and policies	30	<ul style="list-style-type: none"> - Examples of standards and tests used to diagnose and detect giftedness. - Methodologies for dealing with various groups to ensure the quality of services provided, as well as ensuring the quality of life of students of all categories. (3 evidence)
2.5.3	Developing a clear work policy to nurture students, including students of determination, and the gifted; disseminating it to the beneficiaries and training the school staff on it	30	<ul style="list-style-type: none"> - Evidence of school policies for dealing with different groups based on the policies of the institution and the country. (3 evidence) - Models for training workshops to raise the efficiency of school staff to deal with different groups and evidence of application (2 workshops – 2 lesson plans and models for lessons). - Evidence of communication and awareness raising at the school and community levels.

Standard No. 3: Leading the Learning Institution



Standard No. 3 focuses on highlighting the school's ability to exploit the expertise and experiences of the school and its staff and monitoring the information resulting from these experiences to solve the problems it faces through instilling the culture of organizational and collective learning in the school structure and maintain continuous learning and improvement. Professional learning communities are considered highly effective practices.

3.1: Leading the Professional Learning Communities

3.2: Managing Human and Financial Resources and Managing Data

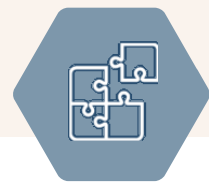
3.3: Teachers and Administrative Staff's Digital Competences





Sub-Standard Explanation:

The school provides an integrated plan to survey professional development needs and is consistent with the institution's plan. Professional learning communities establish the culture of the learning organization and take into account methodologies for monitoring and measuring the impact of programs and training, including establishing scientific research methodologies and educational projects.



No.	Components	Mark	Results and Impact
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3.1.1	The school's ability to assess its own needs and develop professional learning communities	30	<ul style="list-style-type: none"> - An integrated plan for the school's professional development based on self-evaluation, the development plan, and the needs of the school staff. - Needs survey mechanisms and methods of collecting and analyzing data to determine needs. - 3 development programs for school staff and leadership.
3.1.2	Follow-up on the impact of professional learning communities on the development of school staff and students	30	<ul style="list-style-type: none"> - Evidence of the effectiveness and impact of development programs applied to teachers, students, administrative and leadership staff. (3 evidence) - Measurement tools used to measure impact and track progress. (2 tools)
3.1.3	Leading scientific research and educational projects	20	<ul style="list-style-type: none"> - Evidence of benefiting from educational research and its results to develop a training plan and implementation mechanisms. - Evidence of encouraging the school to conduct research and educational projects and benefit from their results.



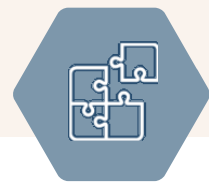
Standard No. 3: Leading the Learning Institution

Sub-Standard (3.2): Managing Human and Financial Resources and Managing Data
 Total Mark: 60



Sub-Standard Explanation:

It demonstrates the school's efforts in providing clear systems for caring for human capital in a way that supports their performance and development, having a data management system, and employing financial resources to serve the educational process, help in making decisions and improve performance.



No.	Components	Mark	Results and Impact
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3.2.1	Continuous development of the performance competencies of teachers to enable them to play their distinguished role in the educational process. This is done through a group of professional activities	20	<ul style="list-style-type: none"> - The efficiency of professional development programs, and their consideration of the needs of teachers and the entire school community. (Diversity, quality, modernity, innovation) - Measuring the impact of human development programs on improving human capital in the school. (Percentage and number of teachers and other positions whose performance improved as a result of professional development, obtaining promotions and leadership positions)
3.2.2	Utilization of the financial resources to serve the educational process	20	<ul style="list-style-type: none"> - Attach a financial plan that explains expenses according to needs. - Commitment rate and rationalization of spending according to what was planned.
3.2.3	The availability and ease of access to data according to the needs of the involved to enhance transparency and collaboration	20	<ul style="list-style-type: none"> - Efficiency of systems, policies and programs that facilitate access to data for those involved with complete transparency. - The impact of using and employing data in supporting and developing institutional performance.



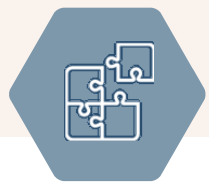
Standard No. 3: Leading the Learning Institution

Sub-Standard (3.3): Teachers and Administrative Staff's Digital Competencies
Total Mark: 60



Sub-Standard Explanation:

The school's efforts to develop digital competencies in the school and activate the electronic learning platforms, and to encourage the entire school community to improve and develop their skills in information technologies, electronic protection, data management, and digital competencies.



No.	Components	Mark	Results and Impact
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3.3.1	Providing and activating authorized educational platforms and smart applications to design digital content, innovative educational activities and applying learning skills for teachers and school staff	20	<ul style="list-style-type: none"> - The rate of activation of authorized educational platforms and smart applications. - Attach 5 evidence for using educational platforms and smart applications in designing digital content and innovative educational activities to serve the educational process.
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3.3.2	Instilling and promoting a culture of digital professional development and supporting professional learning communities in a way that contributes to the sustained development of individual and organization's performance as well as the performance of the school community.	20	<ul style="list-style-type: none"> - Programs, methods, and resources that the school employs to establish a culture of electronic professional development. (attach 3 programs or resources with which the school supports the enhancement of digital competencies for students, teachers, and administrative and leadership staff) - Attach evidence of the continuity and development of these programs. (2 evidence) - The impact of the programs on developing and improving the digital competencies of the school community.
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3.3.3	Establishing and activating channels for exchanging knowledge in the school to ensure sharing knowledge within the work environments and professional networks through the development of relations with parents and the community	20	<ul style="list-style-type: none"> - The effectiveness of knowledge exchange and knowledge transfer channels in the school community, and between the school community and parents. - Attach 3 evidence of activating knowledge exchange channels in the school community and between the school community and parents.
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Standard No. 4: Leading Responsibility and Communal Partnerships



Standard No. 4 focuses on the school demonstrating its capabilities to lead responsibility and communal partnerships and their impact on the development of the school's performance through planning to promote a culture of volunteering and community service at the school level and developing channels and opportunities for volunteering and community service in order to accomplish more achievements and instill good constants and citizenship values.

4.1: Volunteering and Community Service

4.2: Strategic Communication with the Local and Global Community

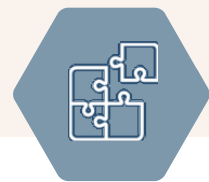
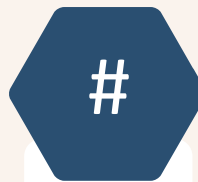
4.3: Effective Communication with Guardians/Parents





Sub-Standard Explanation:

The school strengthens the concept of volunteerism and community service, emphasizes good citizenship, and directs energies towards instilling positive behavior in the school community.



No.	Components	Mark	Results and Impact
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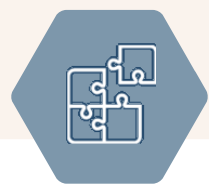
4.1.1	The availability of a plan to promote a culture of volunteerism and community service at the school level	10	- Attach a plan to promote a culture of volunteerism and community service. (Programs, methods, implementers, mechanism,...)
4.1.2	Establishing a culture of volunteering and community service to ensure good citizenship and direct energies towards instilling positive behavior	10	- Percentage of participation in voluntary events and forums. - The impact of volunteering on improving and strengthening the culture of community participation among students. (increase the number of participants, number of beneficiaries) - The effect of volunteering and participating in community services in providing students positive behavior. (Providing them with behaviors such as cooperation, discipline, tolerance, empathy...).
4.1.3	Identifying areas of volunteering that promote the principles of community service and emphasize the circular economy and natural capital in the school community	10	- The quality of the volunteering opportunities that are provided and implemented by the school. - Adopting the idea of a circular economy.





Sub-Standard Explanation:

The school seeks to provide innovative communication channels with community institutions in the areas of volunteering and community service, in a way that achieves quality and benefit for the school community.



No.	Components	Mark	Results and Impact
4.2.1	The availability of a comprehensive plan for communication with the local and global community organizations to bring an added value to the school	10	<ul style="list-style-type: none"> - Attach a comprehensive plan to communicate with local community institutions to benefit the school. - Attach 5 partnerships with community institutions, specifying joint programs and their benefit. - The diversity of partnerships supporting the work of the educational organization.
4.2.2	Identifying areas of benefits from the communication network to improve the services provided to the school	10	<ul style="list-style-type: none"> - The impact of partnerships on improving and developing school services. - The value of the financial savings in the school's budget achieved as a result of activating partnerships. - Provide two evidence or aspects of benefits achieved from partnerships.



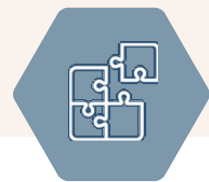
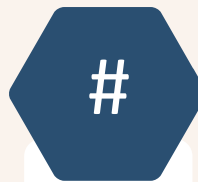
Standard No. 4: Leading Responsibility and Communal Partnerships

Sub-Standard (4.3): Effective Communication with Guardians/ Parents
 Total Mark: 50



Sub-Standard Explanation:

Strengthening communication with parents achieves a positive partnership between the school and the parent, leads to students' progress in their learning, their acquisition of positive behaviors, and enhances the role of the parent in the partnership with the school.



No.	Components	Mark	Results and Impact
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4.3.1	Establishing and using communication channels with parents	20	<ul style="list-style-type: none"> - Attach 2 mechanisms for effective communication with parents. - The impact of the effective communication channels used on the success of the relationship between the school and the parent and the impact of this on the students.
4.3.2	Identifying programs and activities addressed to parents	20	<ul style="list-style-type: none"> - Attach 3 programs offered by the school to the parent. - The impact of the programs directed to the parent on him and on the school community. - Measuring parents' satisfaction with the programs provided to them.
4.3.3	Parents' involvement in the school development plan	10	<ul style="list-style-type: none"> - Attach evidence of the involvement of the parent and the parents' council in the school development plan. (Attach 3 programs and proposals submitted by the parent or parents' council, and the extent of their application and impact on school development)



- Commitment to writing a description of the evidence in the subscriber portal, with a word count not exceeding 100 words, including the name of the evidence, a brief description, his role as a candidate in the activity or event, and the resulting impact.
- Commitment to attaching (1) attachment for each component with the appropriate evidence and describing the impact in a separate attachment, adhering to the correct encoding, with each attachment not exceeding (150 MB) in size.
- Commitment to uploading attachments in PDF format.
- In the case of uploading videos, the video duration must not exceed one minute.
- Commitment to numbering each piece of evidence according to the main standard, substandard, and component number.
- No branching links can be attached to evidence attachments.
- The font type used (Arial / Times New Roman / Sakkal Majalla)
- Font size: 12

Notes:

- Ensure that all attachments meet the award requirements and comply with the standards of each category and the required evidence.
- Consider making attachments clear, understandable, and dated (month and year of attachment release), accurately reflecting achievements, and focusing on the type and quality of the attachment rather than quantity, in line with the concept of distinction.
- Ensure compliance with the required number of evidence for each main standard, substandard, and component by referring to the explanatory guide.
- Ensure that the number of attachments or video duration is not exceeded.
- Commitment to the specified formatting, font, and size as specified in the guidelines.



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