



Distinguished School Nomination Form

Cycle 23

1441 – 1442

2020 – 2021

Our Vision

Leading the Way in Supporting Excellence of Academic Performance and in Nurturing the Gifted and the Innovative



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About the Foundation

His Highness Sheikh Hamdan bin Rashid Al Maktoum, Deputy Ruler of Dubai and Minister of Finance of the U.A.E. believes in human capital and pays special attention to education as an engine for human activity, from the functions of which is to maintain balance, harmonize the high humanitarian values system and taking a free go towards knowledge, science, and human evolution. This triggered His Highness to announce his declaration in 1998 concerning the establishment of an Educational Award. Later in 2018, His Highness Sheikh Mohammed bin Rashid AL Maktoum , Vice President and Prime Minister of the United Arab Emirates (UAE), and ruler of the Emirate of Dubai, issued a decree that states the transition of the Award into a Foundation entitled: Hamdan Bin Rashid Al Maktoum Foundation for the Distinguished Academic Performance, targeting Educational excellence and the sponsorship of giftedness and innovation, to improve educational performance at all levels and sectors, honouring all groups and relevant authorities in the education sector and institutions, as well as the individuals who provide outstanding achievements and creations.

General Guidelines

All educational institutions, providing education for various stages/levels, including: Public and Private schools, Applied Technology Institutes, Literacy Centers and Adult Education Centers that are supervised by the Ministry of Education and/or Educational Councils and/or other official bodies in the country.

Incentives & Awards

- The Distinguished School/School Administration Award winner receives a financial award of AED 100,000, a Certificate of Appreciation and an Excellence Trophy.
- A certificate of Excellence is awarded to participants receiving no less than 80% of the total allocated points.
- A Certificate of Participation is awarded to participants receiving no less than 50% of the total allocated points.
- The financial prize is to be distributed as follows: AED 50,000 go to the school fund and the other AED 50,000 is to be divided among the school administration personnel (Principal, Vice Principal, Supervisors, General Secretary, etc.). The Principal's share should not exceed AED 20,000.

Participation Conditions

General Requirements:

- A school may enter the competition only under its own name, not under the name of any administration member(s).
- A school can only represent one educational cycle, regardless of how many educational cycles it includes.
- For private schools, a letter issued by concerned department at the Ministry of Education confirming the non-commitment of any administrative violations by the school for the past three years, inclusive of year of application, should be attached to the nomination form.

Requirements for UAE Schools

- A school and its administration may re-apply for the Award after 2 cycles must have passed since it has won the award.
- Multi-Campus (private) schools, carrying the same school name, may enter the competition under the branch name.
- Literacy Centers and Adult Education Centers may enter the competition.
- Model (Partnership and Al-Ghad) schools, private schools, public schools, and adult education centers and their administrations will compete for the award independently from other groups.

Requirements for GCC Schools

- The school should be governmental (public education) under the authority of the ministry of education in the candidate's country and has not won the award previously.

Applying for the prize

- All application forms and all enclosures should be filled out electronically before the set deadline on 15th October 2020 through <http://tahkeem.ha.ae>

GCC Applicant:

- Application form should be submitted directly to the Foundation coordinator in applicant's country.

Second: Organization & Documentation:

1. When responding to a “query” with yes, please enclose supporting evidence.
2. Higher scores will be given to evidence conveying stronger proof.
3. In case you want to add essential details or necessary elaboration of your efforts, please enclose it as an attachment.
4. All documents provided will be the property of the Foundation.
5. All enclosed evidence should be of activities conducted in the past three years other than the year of Award application.
6. All enclosed documents should be dated, signed and stamped.
7. Please retain all documents exceeding the pre-set sizes and make available if and when requested by the evaluation committee.

Avowal

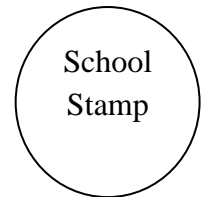
I, Principle of
..... do hereby
attest to the authenticity of the data and documents enclosed with the application form. If
any information herewith is found to be false, the Foundation Administration has the right
to take necessary measures. Furthermore, I attest that I have read all instructions &
conditions on applying for the Award wherein I will abide by all the formerly mentioned
guidelines.

Name:

Signature:

Mobile:

Date: / /



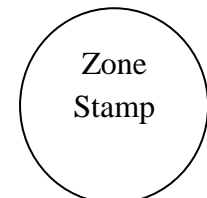
Endorsement

Head of Educational Zone

Name:

Signature:

Date: / /



Nominated School Data Sheet

School Name:

Country: **Emirate/City:**

Educational Zone: **Year Founded:**

Grade Levels:

- Kindergarten
- Primary Level Cycle 1 (1-5) Cycle 2 (6-9)
- High School

Nominated Grade Level:

- Type of Education:** Public Applied Institute Adult Education Center
- Private Arabic Curriculum British/American Curriculum Indian/Pakistani Curriculum
- Other:

Number of Classes () Number of Students: Male () Female ()

School Staff:

- | | |
|---|--------------------------------------|
| 1. Number of Administrative staff: () | 2. Number of Teachers: () |
| 3. Number of Librarians: () | 4. Number of Lab Technicians: () |
| 5. Number of IT Technicians: () | 6. Number of Support Staff: () |
| 7. Number of Social/Psychological Specialists: () | |
| 8. Others: () | |

Number of Educational Facilities at the School:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Language Labs | <input type="checkbox"/> Science Labs | <input type="checkbox"/> Computer Labs | <input type="checkbox"/> Learning Resources Centers |
| <input type="checkbox"/> Mosques | <input type="checkbox"/> Cafeterias | <input type="checkbox"/> Theaters | <input type="checkbox"/> Clinics |
| <input type="checkbox"/> Gyms | <input type="checkbox"/> Subject Resources Rooms | <input type="checkbox"/> Others (Specify) | |

Address/Contact Information:

Country: City/ Emirate: Phone:

Fax: P.O Box: Website:

Email:

Have you ever participated in Hamdan Bin Rashid Al-Maktoum Foundation Awards for Distinguished Academic Performance/the Distinguished School and School Administration category”?

- Yes No Result (.....) Cycle (.....)

Notes:

- Copy of school principal must be enclosed with application form.
- School Bank information must be enclosed with application form.

Evaluation Criteria

Main Criterion	Secondary Criterion	Allocated Points	Earned Points			
			Stage 1	Main Criterion Total	Stage 2	Main Criterion Total
1. Educational Leadership (105 points)	1.1 Excellence in Leadership	30				
	1.2 Developing Leadership Team	30				
	1.3 Delegation of Authorities	25				
	1.4 Incentives and Rewards	20				
2. Planning (120 points)	2.1 Preparation for Planning	30				
	2.2 Strategic Plan	20				
	2.3 Operational Plans and/ or Initiatives	45				
	2.4 Plans Evaluation	25				
3. Administrative Organization (75 points)	3.1 Structure & Responsibilities	25				
	3.2 Work Policies and Manuals	30				
	3.3 Simplification of Administrative Procedures	20				
4. Resources and Projects Management (140 points)	4.1 Professional Development	40				
	4.2 Staff Performance Evaluation	30				
	4.3 Project Management	40				
	4.4 Budget	10				
	4.5 Managing Financial Resources and Assets	20				
5. Teaching Strategies and the Learning Environment (170 points)	5.1 Teaching Practices	50				
	5.2 Teaching & Learning Environment	50				
	5.3 Academic Performance	70				
6. Developing and Nurturing Learners (190 points)	6.1 Nurturing Outstanding and Gifted Learners	55				
	6.2 Caring for Low-Achieving Learners	45				
	6.3 Behavioral Values	90				
7. School Activities & Excellence Awards (120 points)	7.1 School Activities & Competitions	70				
	7.2 Excellence Awards	50				
8. Interaction with the Local Community (80 points)	8.1 Communication with Learners' Families	40				
	8.2 Local Community Institutions, and Figures	25				
	8.3 Social, National, and International Events	15				
Total		1000				

First Criterion: Educational Leadership

(105 points)

This criterion explores the methods, practices and leadership abilities of the school management team as reflected in their role in discovering distinguished leaders and developing and rewarding this excellence. In addition to identifying the aspects in need of improvement and subsequently working toward developing them using carefully studied plans that should contribute to getting the best performance and accomplishments from these prospective leaders.

Main Criterion	Secondary Criterion	Allocated Points
1. Educational Leadership	1.1 Excellence in Leadership	30

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
1.1.1	Has the aspects of excellence of the school leaders been identified In accordance to clear and specific mechanisms?			5		
1.1.2	Has the school administration set up procedures to employ aspects of excellence in the leadership team?			6		
1.1.3	Has the school administration implemented procedures to employ aspects of excellence in the leadership team?			6		
1.1.4	Has the school administration reviewed and assessed procedures to employ aspects of excellence in the leadership team?			6		
1.1.5	Has the leadership team prepared their own achievement portfolio?			7		
Total				30		

Main Criterion	Secondary Criterion	Allocated Points
1. Educational Leadership	1.2 Developing Leadership Teams	30

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
1.2.1	Has the school identified areas where the leadership teams needs development In accordance to clear and specific mechanisms?			5		
1.2.2	Has the school prepared a clear procedural plan to develop and improve leadership teams?			7		
1.2.3	Has the school implemented the plan for developing and improving leadership teams?			5		
1.2.4	Has the school reviewed and assessed the development plan of leadership teams?			5		

1.2.5	Have the effects of implementing the plan been showing?			8		
Total				30		

Main Criterion	Secondary Criterion	Allocated Points
1. Educational Leadership	1.3 Delegation of Authorities	25

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
1.3.1	Has the school established a delegation of authorities methodology?			6		
1.3.2	Has the school exercised the delegation of authorities according to the methodology it has placed?			6		
1.3.3	Has the school reviewed and assessed the delegation of authorities and its implementation?			6		
1.3.4	Has the school identified the results of its delegation of authorities?			7		
Total				25		

Main Criterion	Secondary Criterion	Allocated Points
1. Educational Leadership	1.4 Incentives and Rewards	20

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
1.4.1	Does the school have a specific and documented methodology of motivating staff's outstanding efforts and achievement?			4		
1.4.2	Has the school presented outstanding staff with financial and moral rewards?			4		
1.4.3	Has the school provided an attractive work environment to guarantee staff's continuous quality productivity?			4		
1.4.4	Has the school reviewed and assessed its incentives methodology and its implementation?			4		
1.4.5	Has the school been implementing annual job satisfaction assessment?			2		
1.4.6	Has the school been making use of its staff job satisfaction assessment results?			2		
Total				20		

Second Criterion: Planning

(120 points)

This criterion identifies the school administration’s ability to prepare clear methodologies to formulate plans and sub-plans to enable the school deliver its vision and mission to all its in-clients and out-clients. As well as the school management’s commitment to evaluating its plans, remediating their drawbacks, reinforce their strengths and further develop these plans.

Main Criterion		Secondary Criterion			Allocated Points	
2. Planning		2.1 Preparation for Planning			30	
No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
2.1.1	Does the school have a planning team?			2		
2.1.2	Has the school set up a procedural plan to train the planning team?			5		
2.1.3	Has the school implemented its planning team training and qualifying scheme?			5		
2.1.4	Has the school surveyed the opinions of in-school and out-of-school stakeholders opinions on school's actions and activities?			6		
2.1.5	Has the school examined and analyzed in-school and out-of-school environment factors to identify areas of strength and weakness, and surrounding opportunities and challenges?			6		
2.1.6	Has the school documented its organizational values and specified their reinforcement practices?			6		
Total				30		

Main Criterion		Secondary Criterion			Allocated Points	
2. Planning		2.2 Strategic Plan			20	
No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
2.2.1	Does the school have a clear, documented vision?			2		
2.2.2	Does the school have a clear, documented mission?			2		
2.2.3	Has the school promoted its vision and mission with its external stakeholders?			3		
2.2.4	Has the school set up strategic goals mapped to its fields of activity?			3		
2.2.5	Does the school have specific and clear performance indicators for all strategic objectives?			3		
2.2.6	Has the school issued decisions related to the strategic plan?			4		
2.2.7	Has the school promoted its strategic plan to its internal stakeholders?			3		
Total				20		

Main Criterion		Secondary Criterion			Allocated Points	
2. Planning		2.3 Operational Plans and/or Initiatives			45	
No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
2.3.1	Has the school developed their operational plans and/or initiatives related to the strategic plan?			7		
2.3.2	Does the operational plan and/or initiatives include operational objectives with clear and specific performance indicators?			9		
2.3.3	Has the school identified the programs and activities that meet its operational plan and/or initiatives' objectives?			7		
2.3.4	Have the school staff contributed to developing the operational plans and/or initiatives?			6		

2.3.5	Has the school disseminated its operational plans and/or initiatives to its staff?			6		
2.3.6	Has the school implemented the programs and activities of the operational plans and/or initiatives?			10		
Total				45		

Main Criterion	Secondary Criterion	Allocated Points
2. Planning	2.4 Plans Evaluation	25

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
2.4.1	Has the school issued a decree to form a team to keep track of and assess the set plans and identified its tasks and methods of action?			2		
2.4.2	Has the school established clear and documented criteria to assess the plans?			3		
2.4.3	Has the school and its employees assessed the plans periodically?			3		
2.4.4	Has the assessment process showed the positive aspects of the plans, and has the school set specific procedures to reinforce them?			4		
2.4.5	Has the assessment process showed the negative aspects of the plans, and has the school set procedures to remediate them?			4		
2.4.6	Has the school formulated perceptions and made practical suggestions for the future development of its plans?			3		
2.4.7	Have the school current plans included those developmental perceptions and suggestions?			6		
Total				25		

Third Criterion: Administrative Organization

(75 points)

This criterion refers to the school administration's approach in managing its main and secondary operations, and their conformity to the school's strategic plan. This criterion also explores the periodic revision of the organizational structure reflected by the strategic plan requirements. Furthermore, this criterion looks at how the internal regulations, procedures and work guidelines are revised, updated and developed in order to simplify and facilitate the work for better performance.

Main Criterion	Secondary Criterion	Allocated Points
3. Administrative Organization	3.1 Structure and Responsibilities	25

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
3.1.1	Does the school have an acknowledged organizational structure which has been disseminated among school employees?			6		
3.1.2	Has the school organizational structure been reviewed and modified, if needed?			5		
3.1.3	Are there documented job descriptions for all positions in the school?			3		
3.1.4	Were employees' tasks and responsibilities been disseminated to school staff?			6		
3.1.5	Has the school reviewed the job description of every position and made and modifications?			5		
Total				25		

Main Criterion	Secondary Criterion	Allocated Points
3. Administrative Organization	3.2 Work Policies and Manuals	30

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
3.2.1	Does the school have a methodology for setting up school policies and manuals?			6		

3.2.2	Does the school have comprehensive, clear and documented policies and manuals to regulate school work?			6		
3.2.3	Has the school applied the instructions stipulated in the policies and manuals of school work?			6		
3.2.4	Has the school disseminated the policies and manuals to the staff?			6		
3.2.5	Has the school reviewed and assessed its methodology for setting up school policies and manuals and its applications?			6		
Total				30		
Main Criterion		Secondary Criterion			Allocated Points	
3. Administrative Organization		3.3 Simplification of Administrative Procedures			20	

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
3.3.1	Does the school have a clear and documented methodology of revising the implemented administrative procedures for the purpose of simplifying them?			5		
3.3.2	Has the school staff contributed to simplifying the administrative procedures?			5		
3.3.3	Has the school identified the administrative procedures that were reviewed and simplified?			5		
3.3.4	Has the school reviewed and assessed its methodology of simplifying procedures and its applications?			5		
Total				20		

Fourth Criterion: Resources and Projects Management

(140 points)

This criterion measures the school's ability and efficiency to enhance and invest its human and financial resources according to clear and specified methodologies in order to receive optimal returns. In addition, this criterion explores the school's capability in attracting projects and managing them with high efficiency.

Main Criterion	Secondary Criterion	Allocated Points
4. Resources and Projects Management	4.1 Professional Development	40

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
4.1.1	Has the school identified the staffs' actual professional development needs in accordance to clear and specific mechanisms?			5		
4.1.2	Has the school set up a comprehensive professional development plan, based on staffs' actual needs?			8		
4.1.3	Has the school implemented the programs outlined in the professional development plan?			7		
4.1.4	Has the school evaluated the efficacy of its professional development programs?			5		
4.1.5	Has the school implemented procedures to encourage continuous self-development among employees?			5		
4.1.6	Has the school monitored the effect of professional development on staff performance?			5		
4.1.7	Has the school been reviewing and assessing its professional development plan on a regular basis for improvement purposes?			5		
Total				40		

Main Criterion	Secondary Criterion	Allocated Points
4. Resources and Projects Management	4.2 Staff Performance Evaluation	30

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
4.2.1	Does the school have a clear and announced methodology to assess staff performance?			4		
4.2.2	Do the learners and their parents have a role in evaluating staff performance?			4		
4.2.3	Has the school analyzed the staff performance assessment results and made them aware of those results?			4		
4.2.4	Has the school staff applied self-assessment methods to measure their performance?			6		
4.2.5	Has the school employed the results of staff performance assessment to improve their academic and educational proficiency?			6		
4.2.6	Do school employees have organized portfolios?			6		
Total				30		

Main Criterion	Secondary Criterion	Allocated Points
4. Resources and Projects Management	4.3 Project Management	40

Project Management is the process of organizing and managing resources (human and material) to ensure that a certain project is completed according to pre-set performance indicators such as period of time, cost, quality, work volume, etc.

Project Name:

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
4.3.1	Has the school established a theoretical framework for this project?			5		
4.3.2	Has the school formulated a comprehensive plan for the project, including stages of implementation?			10		
4.3.3	Does the plan include means of publicizing and marketing the project in the school and local community?			5		
4.3.4	Has the school implemented the activities and procedures set forth in the project plan?			10		
4.3.5	Has the school reviewed and assessed the project?			5		
4.3.6	Has the school employed the results of the assessment in future project improvement?			5		
Total				40		

Note:

The school administration selects one of its distinguished, implemented, projects which targets an aspect of school operations where the administration's notable efforts are reflected.

Main Criterion	Secondary Criterion	Allocated Points
4. Resources and Projects Management	4.4 Budget	10

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
4.4.1	Does the school have a clear and documented policy of preparing its annual budget?			2		
4.4.2	Has the school formed a financial affairs committee and specified its duties?			2		
4.4.3	Has the school published and circulated its budget to its staff?			2		
4.4.4	Has the school staff contributed to the preparation of the school annual budget?			2		
4.4.5	Has the school set up clear and documented procedures for the revision and assessment of its annual budget?			2		
Total				10		

Main Criterion	Secondary Criterion	Allocated Points
4. Resources and Projects Management	4.5 Managing Financial Resources and Assets	20

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
4.5.1	Has the school identified its financial and asset resources?			3		
4.5.2	Does the school have specific programs to enhance its financial and asset resources?			7		
4.5.3	Has the school staff participated in the financial and asset resources development programs?			4		
4.5.4	Has the school assigned a specific party to monitor the management of its financial and asset resources?			3		
4.5.5	Has the school utilized the data from the financial monitoring reports to optimize the use of its financial resources?			3		

Fifth Criterion: Teaching Strategies and the Learning Environment (170 points)

This criterion refers to the role of the school management in providing the proper environment for teachers and students to apply the best teaching strategies, and illustrates their role in motivating students and increasing their stimulus to learn, and to keep track of and maintain their academic progress.

Main Criterion	Secondary Criterion	Allocated Points
5. Teaching Strategies and the Learning Environment	5.1 Teaching Practices	50

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
5.1.1	Has the school created the right conditions for the application of modern teaching strategies in the classroom environments?			8		
5.1.2	Have teachers applied modern teaching strategies in the school?			10		
5.1.3	Has the school provided teachers with feedback on their teaching skills when applying these strategies?			7		
5.1.4	Has the school employed new technologies in the teaching practices?			6		
5.1.5	Have the teachers conducted activities that enrich and support the curriculum?			7		
5.1.6	Have academic situations helped learners acquire dialogue and communication skills?			7		
5.1.7	Has the school adopted programs of developing creative thinking skills for learners?			5		
Total				50		

Main Criterion	Secondary Criterion	Allocated Points
5. Teaching Strategies and the Learning Environment	5.2 Teaching and Learning Environment	50

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
5.2.1	Have teachers used innovative ways to enhance learners' motivation to learn?			9		
5.2.2	Has the school spread sufficient awareness among learners on how to use the school facilities in ways to ensure safety and security in the teaching and learning environment?			9		
5.2.3	Has the school played an active role in maintaining health care in the school community?			9		
5.2.4	Has the school performed regular maintenance of its buildings and facilities in service of the educational process?			5		
5.2.5	Has the school adopted initiatives by teachers and learners to provide an attractive environment that serves the educational process?			9		
5.2.6	Has the school set up a progressive procedural plan to maximize the use of its educational resources?			9		
Total				50		

Main Criterion	Secondary Criterion	Allocated Points
5. Teaching Strategies and the Learning Environment	5.3 Academic Performance	70

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
5.3.1	Has the school plan included specified programs to raise the level of learners' academic performance?			10		
5.3.2	Has the school implemented these programs and measured their effectiveness on raising the learners' academic performance levels in school subjects?			15		
5.3.3	Has the school measured and analyzed the progress of learners' educational performance in school subjects on yearly basis?			15		

5.3.4	Has the school used varied methods to measure and evaluate learners' performance?			10		
5.3.5	Has the school applied performance skills assessment tools and analyzed their results?			5		
5.3.6	Has the school compared the academic performance levels of its learners to those of other schools, and then undertaken the necessary procedures for improvement?			15		
Total				70		

Sixth Criterion: Developing and Nurturing Learners

(170 points)

This criterion refers to the care the school and all its programs and operations provide to its special needs learners whether distinguished and gifted students or low-achievement students. Care that is directed to their behavioral attitudes in order to enable them acquire positive attitudes while remediate their negative attitudes within school boundaries and outside school.

Main Criterion	Secondary Criterion	Allocated Points
6. Developing and Nurturing Learners	6.1 Nurturing Outstanding and Gifted Learners	55

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
6.1.1	Has the school identified standards of academic distinction?			2		
6.1.2	Has the school applied aptitude tests to measure excellence potentials utilizing specialized expertise?			4		
6.1.3	Has the school analyzed the distinguished learners' performance results and has categorized them according to subject matter?			4		
6.1.4	Has the school implemented enrichment programs and activities to nurture the distinguished learners?			5		
6.1.5	Have any outcomes emerged as a result of implementing those enrichment programs?			4		
6.1.6	Has the school enhanced the efforts and achievements of the distinguished learners?			4		
6.1.7	Has the school assessed and reviewed its efforts in nurturing the distinguished learners and put forward a future development perspective?			4		
6.1.8	Has the school identified the gifted learners in accordance with clear and specific mechanisms?			3		
6.1.9	Has the school applied tools to measure the abilities of the gifted learners utilizing specialized expertise?			4		
6.1.10	Has the school classified the gifted learners based on the type of gift/talent?			4		

6.1.11	Has the school implemented enrichment programs and activities to nurture the gifted learners?			5		
6.1.12	Have any outcomes emerged as a result of implementing those enrichment programs?			4		
6.1.13	Has the school enhanced the efforts and achievements of the gifted learners?			4		
6.1.14	Has the school assessed and reviewed its efforts in nurturing the gifted learners and put forward a future development perspective?			4		
Total				55		
Main Criterion		Secondary Criterion			Allocated Points	
6. Learners' Development and Care		6.2 Caring for Low-Achieving Learners			45	

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
6.2.1	Has the school used tools to identify low-achieving learners and listed their names?			5		
6.2.2	Has the school analyzed the reasons and aspects of weak performance of the low-achievement learners?			10		
6.2.3	Has the school classified learners into remedial learning groups in accordance with the results of that analysis?			6		
6.2.4	Has the school designed and applied remedial teaching programs to improve the performance of low-achieving based on subject matter?			10		
6.2.5	Has the school trained teachers on innovative teaching strategies specified for remedial learning groups?			7		
6.2.6	Has the school identified the effects of applying remedial learning programs on the performance of low-achieving learners?			7		
Total				45		

Main Criterion	Secondary Criterion	Allocated Points
6. Learners' Development and Care	6.3 Behavioral Values	90

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
6.3.1	Has the school provided learner with an internal code of conduct?			10		
6.3.2	Has the school formed a team for learners' behavioral care?			6		
6.3.3	Has the school trained teachers and learners' families on how to deal with reinforcement programs and behavioral treatment inside and outside the school?			10		
6.3.4	Has the school identified the positive and negative behavioral practices of learners?			10		
6.3.5	Has the school implemented reinforcement programs and procedures to enhance positive behavior?			12		
6.3.6	Has the school identified the effects and outcomes of applying reinforcement programs of positive behavior?			10		
6.3.7	Has the school implemented reinforcement programs and procedures to remedy or treat negative behavior?			12		
6.3.8	Has the school identified the effects and outcomes of applying reinforcement programs of negative behavior?			10		
6.3.9	Has the school set out a future perspective of behavioral values in the school community?			10		
Total				90		

Seventh Criterion: School Activities and Excellence Awards (120 points)

This criterion addresses the school programs and activities intended to develop the learners' characters and support their preferences, talents and abilities, and to encourage them to participate in local and international competitions, and to promote the culture of excellence within the school community.

Main Criterion	Secondary Criterion	Allocated Points
7. School Activities and Excellence Awards	7.1 School Activities and Competitions	70

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
7.1.1	Has the school identified all learners' hobbies for the purpose of developing and guiding them?			5		
7.1.2	Does the school plan include school programs and activities to develop learners' hobbies?			5		
7.1.3	Has the school provided learners with the necessary facilities to engage actively in school activities?			5		
7.1.4	Has the school implemented programs and activities directed toward developing learners' hobbies			5		
7.1.5	Has the school reviewed and assessed the programs and activities directed toward developing learners' hobbies?			5		
7.1.6	Does the school have implemented programs and activities aiming at reinforcing learners' national identity and commitment?			5		
7.1.7	Does the school have implemented programs and activities promoting learners' culture of volunteer work and community service?			5		
7.1.8	Does the school have implemented programs and activities to promoting learners' culture of consumption rationalization?			5		
7.1.9	Does the school have implemented programs and activities to develop learners' environmental consciousness?			5		

7.1.10	Does the school have implemented programs and activities for cultivating learners' care for the elderly?			5		
7.1.11	Has the school identified its participations in local and international activities and competitions during the last three years?			5		
7.1.12	Has the school prepared its learners for competing and making achievements in school competitions at the local and international levels?			5		
7.1.13	Has the school or any of its learners and/or staff won prizes in any local school competitions?			5		
7.1.14	Has the school or any of its learners and/or staff won prizes at any international school competitions?			5		
Total				70		

Main Criterion	Secondary Criterion	Allocated Points
7. School Activities and Excellence Awards	7.2 Excellence Awards	50

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
7.2.1	Has the school established clear and specific procedures for spreading the culture of excellence in academic performance within the school community?			10		
7.2.2	Has the school provided support to targeted groups to encourage them to participate in distinguished academic performance awards?			10		
7.2.3	Has the school identified its school community groups' participations in distinguished academic performance awards both at the local and international levels?			10		
7.2.4	Has the school listed its school community winners of distinguished academic performance awards in the national scene?			10		
7.2.5	Has the school listed its school community winners of distinguished academic performance awards in the international scene?			10		
Total				50		

Eighth Criterion: Interaction with the Local Community

(80 points)

This criterion explores the school's efforts in communicating and cooperating with families, parents, and local community organizations and figures. It also measures methods used by school to exchange expertise and the initiatives it takes to provide better services.

Main Criterion	Secondary Criterion	Allocated Points
8. Interaction with the Local Community	8.1 Communication with Learners' Families	40

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
8.1.1	Does the school maintain a complete, school-context, database of learners' families?			4		
8.1.2	Does the school plan included programs and activities that serve the needs of learners' families?			4		
8.1.3	Does the school engage learners' families in its programs and activities on a regular basis?			4		
8.1.4	Has the school determined the increase in the rate of communication between the school and the learners' families over the past three years?			4		
8.1.5	Has the school provided learners' parents with periodical reports on their children's overall progress?			4		
8.1.6	Has the school provided sufficient support to parents council to contribute effectively in achieving school's objectives?			5		
8.1.7	Has the school expressed its appreciation of parents' contributions and initiatives in support of the school?			4		

8.1.8	Has the school assessed parents' satisfaction of school's performance, and has utilized that assessment in improving school's programs and projects?			5		
8.1.9	Has the school determined the impact of communicating with learners' families on the school, student and teacher?			6		
Total				40		

Main Criterion	Secondary Criterion	Allocated Points
8. Interaction with the Local Community	8.2 Local Community Institutions and Figures	25

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
8.2.1	Has the school gathered information about community and educational institutions and figures that can provide services to the school?			5		
8.2.2	Has the school identified and documented the projects it participated in undertaking with other schools, the educational zone, and/or the ministry for the service of the community?			6		
8.2.3	Has the school identified and documented the participations of local community organizations and figures in carrying on the school's projects and its educational and academic programs?			5		
8.2.4	Has the school exchanged expertise with local, regional, or international educational institutions or organizations?			5		
8.2.5	Has the school assessed its role in community communication and partnership with community organizations and figures?			4		
Total				25		

Main Criterion	Secondary Criterion	Allocated Points
8. Interaction with the Local Community	8.3 Social, National and International Events	15

No.	Query	Yes	No	Allocated Points	Earned Points	
					Stage 1	Stage 2
8.3.1	Has the school identified and documented the various community, national and international events to participate in?			3		

8.3.2	Has the school provided staff and learners with sufficient means to motivate them participate in these events?			4		
8.3.3	Has the school determined the number of teachers and learners who participated in those events during the last three years?			4		
8.3.4	Has the school reviewed and assessed its participations in the community, national, and international events?			4		
Total				15		