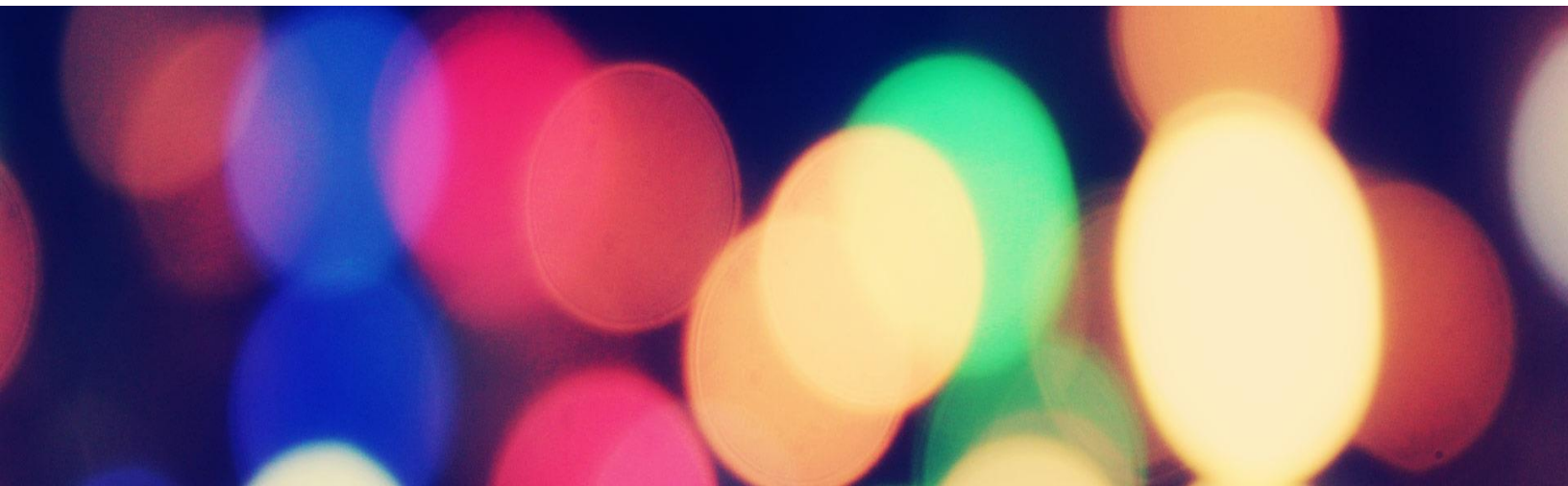


2018/2022

Internal Regulations

Schools' Cluster of Albergaria-a-Velha

Approved by the General Council of February 7, 2019



Translation funded by:



FUNDO
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PREAMBLE

The Internal Regulations document defines the operating regulations of the Schools' Cluster^{TN1}, of each of its Administration and management bodies, of the educational coordination and pedagogical supervision structures, of other structures and services, as well as the rights and duties of the members of the school community.

The Internal Regulations are intended to be a flexible document notwithstanding, a factor of stability and planning so that everyone can contribute to the Schools' Cluster's better functioning.

CHAPTER I

OBJECT AND SCOPE OF THE INTERNAL REGULATIONS

ARTICLE 1st

Object

1. These regulations establish the general principles by which all those involved in the educational process of the Schools' Cluster of Albergaria-a-Velha must be governed by, in accordance with the rules established in the Decree-Law No. 75/2008 of April 22 2008, amended by the Decree-Law No. 137/2012 of July 2 2012, which approved the autonomy, administration, and management of pre-school and primary and secondary education institutions.

ARTICLE 2nd

Scope

1. The present legal regime applies to all educational and teaching establishments part of the Schools' Cluster. Its headquarters are the Secondary School with 3rd Cycle of Albergaria-a-Velha.
2. The present regulation applies to the Administration and Management bodies of the Schools' Cluster, Teaching Staff, Non-Teaching Staff, Students, Parents, and Guardians, staff who have established a contractual link with it and the users of the spaces and facilities of the Schools' Cluster.

ARTICLE 3rd

Disclosure

1. The present Internal Regulations are publicized in the Kindergartens and Schools of



the Cluster, in a visible and appropriate place, and disclosed to the student through the class teacher in the 1st cycle and, through the Class Director, in the remaining cycles, and whenever the Regulations are updated.

2. The Internal Regulations are also published on the Schools' Portal and the Schools' Cluster's web page.
3. During the act of enrolment, parents, and guardians are required to know the school's Internal Regulations, in accordance with paragraph k) of no. 2 of article 51st (Law no. 51/2012), and to subscribe, children and students as well, the annual declaration of acceptance of the same and active commitment as to its full compliance, in duplicate.

CHAPTER II THE SCHOOLS' CLUSTER OPERATING RULES

ARTICLE 4th

General Provisions

1. The Schools' Cluster should create the necessary conditions for the development of the educational process, ensuring the full exercise of all the educational community members' rights and duties.
2. Teachers and Students and all Non-Teaching Staff should keep their attitudes, always and wherever, the highest dignity and composure.
3. It is expressly prohibited to consume addictive substances, in particular drugs, tobacco, and alcoholic beverages.
4. Only Teachers, Senior Technicians, Non-Teaching Staff and Students have free access to school facilities, and access to other people is conditioned, safeguarding specific provisions.
5. It is the duty of the educational community to alert the Director, or whoever represents him, to the presence of unauthorized people within the school grounds.
6. The classes' timetable will be posted annually, at the beginning of the school year at each educational establishment.
7. All communications, calls, legislation, and relevant information will be made available, preferably electronically or at the kindergartens and the schools of the Cluster, in proper places.

8. Any communication, notice or service order, petition, or others, may only be read in class or posted after duly authorized by the Director.
9. The destruction or damage of any material will be sanctionable. The cost of the respective repair or renovation will be incumbent on the person responsible for this occurrence, in case the intentionality of the act is verified. Students must maintain the cleanliness and good condition of the facilities and equipment.
10. Before authorizing students to leave the classroom, the teacher must check that everything is in order.
11. All the lost or forgotten items in the Schools' Cluster should be delivered to the operational assistant responsible for the sector where they were found or the reception's operational assistant.
12. The use of any kind of explosive substance is not allowed, whether for recreational or other purposes, as well as amusements that may disturb or endanger the physical integrity of the school population.
13. Except for situations duly authorized for pedagogical purposes, students are not allowed to use mobile phones and similar devices in the spaces where teaching, training or meetings, in which they are represented take place.
14. Without prejudice to the preceding paragraph's provisions, mobile phones in school settings are exclusively allowed for recreational and pedagogical purposes in the secondary school's multipurpose hall.
15. It is expressly forbidden to capture images from assessment data advertised in posting areas.
16. Entrance and exit permits will be granted according to the rules established on the use of the Magnetic Card.
17. In any of the schools' cluster areas, it is required to use correct and appropriate language suitable to the educational context.
18. Each educational and teaching establishment must have an emergency evacuation plan and norms. These should be disclosed to the school community. Whenever possible, exercises or evacuation simulations should be carried out with the support of the appropriate institutions.
19. Fundraising for any activity involving the Schools' Cluster's name can only be made after being duly authorized by the Director.
20. All the Administration and Management bodies, Educational Coordination and

Pedagogical supervision structures, and other support structures for the Schools' Cluster's functioning must elaborate their Procedure Rules and have them approved within thirty days of their formation.

ARTICLE 5th

Specific Pre-school Provisions

1. Pre-school educational establishments should adopt an adequate schedule to develop teaching activities, animation, and family support activities, taking into account their needs.
2. The opening hours of the Pre-school establishments are discussed before the beginning of each school year's activities. Parents and guardians and the municipality representative must take part in the decision-making process. The following criteria should be taken into account:
 - a) The school period is five hours divided by two periods, with a lunch break, which cannot be less than one hour nor more than two hours;
 - b) None of the teaching periods may be less than two hours;
3. In Pre-School Education establishments, the surveillance of the playground is ensured by the operational assistants and the kindergarten teachers (this being part of the teachers' teaching component).
4. In the educator's absence, children's activities will be assured, whenever possible, by an available educator or the operational/technical assistants.

ARTICLE 6th

Specific 1st Cycle Provisions

1. The opening and closing hours of the 1st Cycle Basic Schools are set in accordance with the regular regime and established according to the legislation.
2. The resources and equipment for the classes:
 - a) Teachers should define, at the beginning of the school year, the primary resources for the classes;
 - b) Parents and guardians should have access to a list of the resources required at the beginning of the school year.
3. In case of foreseeable absence of the teacher, this must be reported, the previous day until 18h, via email, using the proper form.
4. If the teacher is absent in an unpredictable way, the teacher should report the fact

- during the period between 8 am, and 8:30 am on the same day.
5. If the teacher is absent, the teacher must provide a lesson plan and the necessary resources for its application.
 6. Students must be occupied in the absence of the teacher:
 - a) If possible and considered convenient by the management, the teacher's absence will be reported to the parents/ guardians of the students;
 - b) As far as possible, the teacher can be substituted by one of the educational support team;
 - c) Students can be placed in other classes;
 - d) Students can develop activities in the library;
 - e) Activities must be supervised by an operational assistant or another teacher.
 7. In teaching establishments, playground supervision is ensured by teachers and operational assistants.

ARTICLE 7th

Specific Provisions of Establishments integrating various Cycles or Educational Levels

1. A ring indicates the beginning of each class - there is a maximum tolerance of 5 minutes delay in the first segment in the morning, afternoon, and evening.
2. After the entrance ring, teachers and students should go to the classrooms where the school activities will take place.
3. If the teacher isn't present, students cannot leave the area and must wait for further instructions.
4. There is an exit ring at the end of each class. The teacher cannot finish the class before the exit ring nor allow students to leave earlier unless for duly justified and/ or authorized reasons.
5. The opening hours and norms of support services, clubs, the Students' Association, and sports and gym pavilion will be posted annually in the proper places, according to what is established in their respective regulations.
6. The resources and equipment for the classes:
 - a) All teachers in articulation with their curricular department must define the basic resources needed for the different subjects at the beginning of each school year;
 - b) The list of the necessary resources should be disclosed to students during each subject's first class;

- c) Any resource not included in the list provided must be requested at least one class in advance.

ARTICLE 8th

Specific Adult Training Provisions

1. Adult education is linked to this Regulation's general provisions, safeguarding, however, some specific provisions.
2. Adults and trainees have conditioned access to school facilities during the daytime - They can access the Administration, reprography services, stationery shop, library, bar, and Administration and management bodies of the Schools' Cluster (Pedagogical Coordination).
3. Disciplinary procedures are to be reviewed by the Director, in accordance with the law in force and bearing in mind the specificity of adult education.
4. Trainees are responsible for informing themselves on their matters in the respective services.
5. Any extracurricular activity requires prior authorization from the Director.

ARTICLE 9th

Access to the Educational Establishments

1. The respective students, teaching and non-teaching staff, and specialized technicians who work in them have free access to educational and teaching establishments.
2. In the Cluster's establishments, where the magnetic card is implemented, all the educational community members mentioned in the last number must be personal cardholders respecting the specific regulations related to their use.
3. Parents and guardians of students or any other person with issues to be handled can access the educational and teaching establishments. Regarding the latter, the person's identification, as well as the subject to be attended to, will be requested at the reception area.
4. If the guardian or his/her representative has not been called or authorized to enter, he or she should deliver and receive the student at the establishment's entrance gate. An operational assistant will escort the student inside the school campus.
5. During the class period, children, students, or trainees may only leave the establishment with authorization (written or in-person) and when accompanied by

- guardians or representatives.
6. The one who is not a user of the educational establishment must identify himself/herself with a valid document (Citizen Card/ Identity Card, Driver's License, or other) and inform the service or whom the person wishes to contact (teacher or another employee).
 - a) The assistant at the reception desk shall:
 - i. Forward the visitor.
 - ii. Give the visitor an entry authorization form and a visitor card, indicating the place the visitor is going. The latter will be returned at the exit with the form signed by the teacher or employee who was contacted with the time reference at which this contact ended.
 - iii. Verify if the visitor went to the area the visitor was granted access to.
 - b) The employee on duty should not keep or request to keep the visitor's identification card.
 7. Parents and guardians cannot access the classrooms.
 8. The circulation of any vehicle in the School campus during the class period is prohibited, except for loading and unloading; students' transportation, Teaching and non-teaching staff with motor disabilities.
 9. Students', teaching, and non-teaching staff's bicycles must be parked in the place defined for this purpose. Cycling is not allowed on the school premises.
 10. Reception areas of EBAAV^{TN7}, EBSJL^{TN8}, and ESAAV^{TN9} have information about class, teachers, staff, and activities schedules available.

ARTICLE 10th

Entrance and Exit Control and Restriction

1. It is done at the reception area, in the establishments where there is one, by an assistant assigned to this duty.
2. The access of the students is controlled, according to card type (free, conditioned, barred). Students are not allowed to leave the educational establishment during class time or break between classes set on their schedule safeguarding situations, duly authorized by the guardian.
3. The students who are holders of the free card (only available to secondary students) can only leave the school premises during extended breaks.

4. During class time, the ESAAV's^{TN9} entry gate will be closed, except during extended breaks (in this case, the gate will be closed five minutes after the entrance ring).
5. Non-Teaching Staff attendance control is made through the use of the magnetic card.
6. The complementary rules in the regulation regarding the use of the magnetic card must be taken into consideration to comply with this article's provisions.

ARTICLE 11th

Operating Rules and Schedules

1. The Secondary School with 3rd Cycle of Basic Education operates during daytime and nighttime.
2. The EBAAV^{TN7}, EBSJL^{TN8}, and all 1st Cycle basic schools of the Cluster operate in a regular daytime regime.
3. Kindergartens operate in accordance with the specific provisions set out in Article no. 5 (1) of this Regulation.
4. The distribution of teaching time follows pedagogical criteria on each of the Educational and Teaching establishments.

ARTICLE 12th

Educational Offer

1. The offer is defined for each school year, level, and cycle of education and approved by the incumbent bodies and entities.

ARTICLE 13th

Hygiene, Health, and Safety

1. The rules of school evacuation are those established according to the legislation in force.
2. In the event of health, safety, or educational hazard to the minor student, the Director of the Cluster should seek to put an end to the situation via the use of strictly appropriate means and preserving the student's and his/her family's intimacy and private life. The Director may request the cooperation of the incumbent public, private authorities, or solidarity institutions, namely, the CPCJ^{TN10} or the Public Prosecutor representative before the competent Court of Family and Minors Court.
3. Safety regarding the Schools' Cluster's facilities and equipment should be viewed as

- an overarching concern;
4. The following procedures should be contemplated yearly:
 - a) Periodic inspection and maintenance of the facilities and school equipment;
 - b) Fire extinguishers installation in increased fire risk areas, with regular inspection of their operability;
 - c) Promotion of regular emergency evacuation drills in the educational establishments.
 - d) Accessways maintenance through obstacles, object removal to avoid accidents and facilitate access to outdoor spaces.
 - e) Keep the safety record books of educational and teaching establishments duly updated.
 5. Kindergartens and Schools of the Cluster should have a prevention/ emergency plan, which emergency evacuation rules are established by the municipality.

ARTICLE 14th

Field Trips

1. The legislation should be strictly observed in what respects Field trips matters.
2. Field trips initiatives should be done by Curriculum Departments, Subject Groups, Class Councils/ Course Councils, or other school structures, indicating those responsible for organizing the visit.
3. Field trips should be scheduled at the beginning of the school year in order to be integrated into the Schools' Cluster's Annual Activity Plan.
4. After the school year has begun, unscheduled field trips or events require the Director's approval. The Pedagogical Council must approve field trips concerning students of professional courses.
5. Field trips planned to be carried out on the 3rd term should be an exception and require appropriate justification.
6. The incumbent bodies must approve the proposals for field trips.
7. All Teachers of the class (es) involved should be informed in advance about the field trip.
8. Students should be accompanied by the Organizing Teachers and, whenever possible, the Class Director.
9. Students who benefit from additional measures, or others covered by Decree-Law No. 54/2018 of July 6, should take part in the field trips of the group/ class they are

set. Appropriate responses, namely to mobility issues, should be given to cater to the students' needs.

- 10.** Whenever there aren't a sufficient number of accompanying teachers, the Director must appoint the remaining accompanying teachers taking into account the field trip's goals.
- 11.** Pre-schoolers and 1st cycle students must be accompanied by the respective Kindergarten teacher/class teacher and Operational Assistants appointed by the Director. The selection of accompanying teachers should take into account the student/ escort relationship safeguarding specific situations.
- 12.** It is the kindergarten teacher's/ teacher's responsibility to hold the good reputation declaration, the parents' permissions, a document with the group/class's personal data/class, and the required material: signaling rackets and reflective vests.
- 13.** The field trip organizing teachers must elaborate a plan of the field trip using the Schools' Cluster's specific documentation.
- 14.** Other procedures:
 - a)** Authorization forms should be sent 15 working days in advance to parents and guardians.
 - b)** Teacher(s) in charge are responsible for collecting the money for field trip expenses from the students in each class and hand the transportation funds to the Administration services.
 - c)** The Administration services will issue receipts on the paid amounts.
 - d)** Upon request, a receipt for the amount paid for transport will be given to the student.
- 15.** The field trip accompanying Teachers should summarize and number the classes they teach on that day(s). The summary should state: "Teacher and Students on Field trip."
- 16.** In the event that Teachers appointed to the Field trip are not teaching the classes that would have classes on that day(s), should number and summarize: "Teacher on a field trip with the classes ...". This situation does not apply to the training offers that require the full completion of the curricular load.
- 17.** Teachers who do not take part in the field trip should number and summarize the class: "Students on Field trip" (only valid when all students take part in the field trip).
- 18.** The accompanying teachers must hand in an activities plan for the classes they were

going to teach that day and are not part of the field trip.

19. The organizing teachers must hand in the Field trip's evaluation report using the specific documentation provided by the Schools' Cluster within a maximum of fifteen working days to their coordinators and the Class Director.
20. Field trips in a foreign country must comply with the provisions of the legislation in force.
21. Whenever deemed necessary and relevant, the field trip organizers may request, one week in advance, the video/photographic equipment for the activity to the Operational Assistants responsible for the resources in question and following guidelines provided by the Director.
22. In all field trips, it is necessary to collect the parents' and guardians' permission statements. Organizing teachers must be in possession of these authorizations by the 3rd working day before the field trip.

CHAPTER III ADMINISTRATION AND MANAGEMENT REGIME

ARTICLE 15th

The Schools' Cluster's Administration and Management Bodies

1. Specific bodies ensure the educational and teaching establishments of the Cluster administration and management. These are guided by the principles set forth in Articles 3st and 4th of Decree-Law No. 75/2008 of April 22, as amended by Decree-Law No. 137/2012 of July 2.
2. The Administration and Management Bodies of the Schools' Cluster are the following:
 - a) The General Council;
 - b) The Director;
 - c) The Pedagogical Council;
 - d) The Administration Council.

SECTION I GENERAL COUNCIL

ARTICLE 16th

Definition

The General Council is the body responsible for defining the Schools' Cluster activities' guidelines, with respect for the principles preserved in the Constitution of the Republic and the Basic Law of the Educational System.

ARTICLE 17th

Composition

The constitution of the General Council is as follows:

- a) The total number of twenty-one members;
- b) The representation of the teaching staff is ensured by seven elements;
- c) The number of parents and guardians is four;
- d) The representation of the Non-Teaching Staff is done by two elements;
- e) Three members represent the Municipality;
- f) The cultural, artistic, scientific, environmental, and economic institutions of the local community are represented by three elements;
- g) Secondary education students are represented by two elements;
- h) The Director takes part in the General Council's meetings without voting rights.

ARTICLE 18th

Competencies

1. It is up to the General Council to:
 - a) Elect the President among its members, except for the student representatives;
 - b) Elect the Director and appoint him/her, according to articles 21 to 24 of Decree-Law No. 75/2008 of April 22 as amended by Decree-Law No. 137/2012 of July 2;
 - c) Reappoint the Director by an absolute majority of its members in office;
 - d) Vote the termination of the Director's term, for clear inadequacy for the management position, at the end of the school year, by approval of the majority of two-thirds of the members in office, based on proven facts and information presented by any member of the General Council;
 - e) Approve the educational project, monitor and evaluate its implementation;
 - f) Approve the Schools' Cluster's Internal Regulations, its respective amendments,

- taking into account the Pedagogical Council's view;
- g)** Approve the annual and long term activity plans;
 - h)** Appraise periodic reports and approve the final report of the implementation of the Annual Activities Plan;
 - i)** Approve autonomy contract proposals;
 - j)** Define the guidelines to elaborate the budget;
 - k)** Define the guidelines for planning and implementation of school social action activities, via the the Director;
 - l)** Approve the management accounts report;
 - m)** Appraise the results of the Schools' Cluster's internal evaluation process;
 - n)** Express its opinion on the criteria used for schedules organization;
 - o)** Follow up on the activities of other administration and management bodies;
 - p)** Enhance the connections with the educational community;
 - q)** Define the criteria for the Schools' Cluster's participation in pedagogical, scientific, cultural, and sports activities.
- 2.** The General Council's President is elected by the absolute majority of votes of the members in full exercise of their functions on this body.
 - 3.** In the performance of its duties, the General Council can request from other bodies the necessary information to effectively monitor and evaluate the Schools' Cluster's functioning and provide recommendations to them to the development of the Educational Project and the fulfillment of the Annual Plan of Activities.
 - 4.** The General Council may establish a permanent committee within it, to which it may delegate the powers of monitoring the Schools' Cluster's activity between its regularly scheduled meetings.
 - 5.** The permanent commission is comprised of a fraction of the General Council, respecting proportionality in the representation of the bodies on it.

ARTICLE 19th

General Council's Meetings

- 1.** The General Council ordinarily meets once per quarter.
- 2.** The General Council meets extraordinarily whenever convened by the respective President, at the request of one-third of its members in full exercise of their functions or at the request of the Director.

3. The General Council meetings must be scheduled at a time when all its members can attend.
4. The deliberations of the General Council will only be valid when resulting from an absolute majority vote of its members in full exercise of their functions.

ARTICLE 20th

Representatives Appointment

1. The representatives of the students, Teaching Staff, and Non-Teaching Staff on the General Council are elected separately by their respective bodies.
2. The candidate lists of the Teaching Staff representatives for the General Council must include all educational and teaching levels. They must mandatorily be comprised of a kindergarten teacher, a 1st cycle teacher, a 2nd cycle teacher, a 3rd cycle teacher, and a secondary education teacher.
3. Parent and guardian representatives are elected at the Schools' Cluster's General Assembly of Parents and Guardians upon the respective representative organizations' proposal. When there is no Parents and Guardians Association, the representative will be elected by direct and secret vote at the Parents' General Assembly of Parents called by the President of the General Council for that purpose.
4. Representatives of Teaching and Non-Teaching Staff, Parents and Guardians, and Students on the General Council cannot simultaneously be members of the Pedagogical Council.
5. The representatives of the Municipality are appointed by the Municipal Council, which may delegate such competence to civil parishes.
6. The local community representatives, when they are individuals or representatives of economic, social, cultural, and scientific activities are co-opted by the remaining members, as defined by the General Council.
7. Local community representatives if representing institutions or organizations are appointed by them, as defined by the General Council.
8. The representatives referred in points 1 and 2 of this article (Teaching and Non-Teaching Staff) run for election, presenting themselves in separate lists.
9. The lists for the General Council, the Teaching and Non-Teaching Staff in the effective exercise of functions in the Schools' Cluster can be integrated.
10. The lists should indicate the candidates to be effective members, in equal numbers

as the respective representatives on the General Council, and alternate members candidates.

ARTICLE 21st Electoral Process

1. Initiating the process

The President of the General Council, 30 days prior to the end of his/ her term, calls the Electoral Assemblies for the appointment of representatives of the Teaching and Non-Teaching Staff, taking into account the following rules:

- a) The calls must mention the rules of the electoral process, the deadline for the submission of the lists, the locations to display the lists of candidates, as well as the day, time, and place of the ballot;
- b) The calls should be displayed in visible locations in the basic and secondary schools with 3rd cycle (teachers' rooms, atrium) and sent to the Kindergartens and 1st cycle of basic education of the cluster;
- c) When the elections' date is posted, to which maximum internal advertising must be given, the President of the General Council shall safeguard five working days between the electoral registers publishing and the date on which the competing lists must be presented.

2. Electoral Registers

- a) The President of the General Council, in collaboration with the Director, will elaborate and publish the updated Electoral Registers of the Teaching Staff, Non-Teaching Staff, and Students, up to 20 working days before the end of the term of mandate of the elected members of the General Council;
- b) The necessary copies of the electoral registers should be extracted for the use of the polling station tellers and representatives of competing lists.

3. Time limit for complaints - up to five working days after publishing, any interested party may complain to the President of the General Council about any irregularities in the Electoral Registers.

4. Electoral Assembly Board

- a) The Electoral Assembly Board is composed of three elements - a President and two tellers on secretary duty;
- b) The Board is appointed by the Director in elections for the teaching and non-teaching staff - 3 effective elements and 3 alternate elements;

- c) For the election of the Students' representatives, the Board is appointed by the Students Association or, in its absence, by the Director, from the pool of the secondary education class representatives.

5. Elections

- a) The students' representatives, the Teaching Staff and the Non-Teaching Staff on the General Council, referred to in paragraph 2 of Article No. 20, shall stand for election and present themselves in separate lists.
- b) They can integrate the lists for the General Council or the Teaching and Non-Teaching Staff in the full exercise of functions in the Schools' Cluster.
- c) The lists should indicate the candidates for full members, in equal number to their respective representatives on the General Council. The same applies to the candidates for alternate members.
- d) By 4:00 p.m. on the fifth working day prior to the date of the elections, the lists of candidates contesting the election for each of the bodies will be delivered to the Administration Services of the Group, and those delivered after that date will be rejected;
- e) The lists should also indicate their delegates or representatives, two per list maximum, one being the effective and the other the alternate;
- f) Lists should be handed over with joint declarations of application acceptance.
- g) The President of the General Council shall verify the lists' formal regularity on the very day of their presentation. The President with the representatives of the lists should immediately take steps to correct any irregularities detected;
- h) After verifying the formal regularity of the lists, the President of the General Council calls the delegates or their representatives to a meeting to be held within three working days in which the designation to be assigned, in alphabetical order, to each of the lists shall be drawn by lot;
- i) The conversion of votes into mandates is done according to Hondt's highest average proportional representation method.

ARTICLE 22nd

Mandate

1. The term of office of the General Council members is four years, without prejudice to the following paragraphs' provisions.
2. Parents' and guardians' and the students' representatives' term of office is one



school year.

3. The General Council members are replaced in the exercise of functions if they lose the quality determining their election or appointment.
4. With due regard to the provisions of Article No. 20 (3), vacancies resulting from the termination of members' mandate are filled in by the first non-elected candidate on the list to which the incumbent belonged according to their order of precedence.

SECTION II DIRECTOR

ARTICLE 23rd

Definition

1. The Director is the Administration and Management Body of the Cluster in the pedagogical, cultural, Administration, financial, and assets areas.
2. Under the terms of the Autonomy, Administration, and Management provided in Article 19th of Decree-Law No. 75/2008 of April 22, amended by Decree-Law No. 137/2012 of July 2, the Director is assisted in his duties by a Sub-director and Deputies.
3. The number of deputies will be fixed according to criteria established by the government member's order responsible for the area of education.

ARTICLE 24th

Competencies

It is up to the Director:

1. To submit to the General Council for approval:
 - a) The Schools' Cluster's Educational Project elaborated by the Pedagogical Council;
 - b) The Schools' Cluster's Internal Regulations;
 - c) The proposals to conclude autonomy contracts.
2. After the Pedagogical Council has been heard, elaborate and submit to the approval of the General Council:
 - a) Changes to the Internal Regulations;
 - b) The Annual Activity Plan (AAP) ^{TN11};

- c) The Long Term Activities Plan (LTAP) ^{TN12};
 - d) The Annual Activities Report;
 - e) The proposals of autonomy contracts.
3. To approve the training and professional development plan of the Teaching and Non-Teaching Staff, also hearing the Municipality regarding the latter.
 4. When presenting to the General Council the documents referred to in number 2, the Director will also present the Pedagogical Council's opinions on the respective documents.
 5. In the areas of pedagogical, cultural, Administration, financial, and asset management:
 - a) Define the Schools' Cluster's operating rules;
 - b) Prepare the program-budget, according to the guidelines defined by the General Council;
 - c) Appoint the Sub-director;
 - d) Appoint the Deputies;
 - e) Oversee the constitution of classes and the elaboration of schedules;
 - f) Distribute the teaching and non-teaching services;
 - g) Appoint the school's or Pre-school education establishment's Coordinators;
 - h) Propose the candidates to the position of Curriculum Departments Coordinator;
 - i) Appoint the Coordinators of the recruitment groups ^{TN13};
 - j) Appoint the Class Directors;
 - k) Appoint the Class Directors' Coordinator;
 - l) Plan and ensure the implementation of activities in the field of School Social Action in accordance with the guidelines defined by the General Council;
 - m) Manage the facilities, spaces, and equipment, as well as other educational resources;
 - n) Establish protocols and conclude cooperation or association agreements with other schools and training institutions, municipalities, and communities, in accordance with the legislation in force;
 - o) Proceed to the selection and recruitment of Teaching Staff, according to the applicable legal regimes;
 - p) Ensure the necessary conditions for the performance evaluation of teaching and non-teaching staff;

- q) Manage the Administration, technical, and technical-pedagogical services from the top;
 - r) Appoint other Coordinators.
6. It is also up to the Director to:
- a) Represent the Schools' Cluster;
 - b) Exercise hierarchical power in relation to the Teaching and Non-teaching staff;
 - c) Intervene in the Teaching Staff's Performance Evaluation process, in accordance with the law.
 - d) Proceed to the Performance Evaluation of the Non-teaching staff;
 - e) Exercise disciplinary power in relation to the Students;
 - f) Exercise the functions inherent to the Decree-Law no. 54/2018, of July 6.
7. The Director also exercises the powers that are delegated by the Educational Administration and the Municipality.
8. The Director may delegate and subdelegate the duties referred in the preceding paragraphs to the Sub-Director, the deputies, or the School or Pre-school Coordinators.
9. In his absence and impediments, the Sub-director replaces the Director.

ARTICLE 25th

Selection Competition Procedure

1. The Director is elected by the General Council, in accordance with the Article 21st, paragraph 1, of Decree-Law No. 75/2008 of April 22, as amended by Decree-Law No. 137/2012 of July 2, and the proper rules in Order No. 604/2008 of June 9.
2. To recruit the Director, prior to the election, a tender procedure is ensued. The latter should be pursuant to the following paragraphs:
 - a) The contest is opened in the Schools' Cluster by notice advertised in appropriate and visible places, on the Schools' Cluster's web page; on the Regional Direction of Education page, and in a notice published in the 2nd series of the Official Gazette and published on a press agency of national scope, through the announcement, containing a reference to the Official Gazette in which that notice is posted.
3. Applications must be formalized within 10 (ten) working days of publication of the opening notice in the Official Gazette. They must be handed in person to the

Schools' Cluster's Administration services - at the headquarters - or sent by registered mail with acknowledgment of receipt, postmarked with the date within the set limits.

4. When applying, candidates must, under penalty of exclusion, submit:
 - a) A request for submission to the competition. The latter should be addressed to the President of the General Council, using a proper model available on the School's website and in its Administration Services;
 - b) A detailed Curriculum Vitae, containing all the information considered relevant for this purpose and accompanied by all the authenticated documentary evidence;
 - c) A project of intervention in the Schools' Cluster, as established in paragraph 3 of Article 6th of Ordinance No. 604/2008, of July 9.
5. The candidates may also indicate any other elements, duly proven, that they consider relevant for the assessment of their merit.
6. The documentary evidence of the elements contained in the Curriculum Vitae will be made in accordance with the provisions of paragraph 2 of Article 6th of Ordinance No. 604/2008 of July 9.

ARTICLE 26th

Admission to the Tendering Procedures

1. Teachers of the public education system included in the definitive appointment framework or professionalized teachers with an indefinite contract of private and cooperative education can apply. In both cases, with at least five years of service and qualification to perform school administration and management functions, according to no. 4 and 5 of Article 21st of Decree-Law No. 137/2012.
2. The Sub-director and the deputies are appointed by the Director from the pool of teachers with a permanent appointment and have at least five years of service, and are in full exercise of functions in the Cluster.

ARTICLE 27th

Applications' Analysis

1. Applications are examined by a work commission appointed by the General Council.
2. Prior to the appraisal of applications, the work commission, referred to in the



previous number, verifies the requirements for admission to the competition, excluding candidates who have not fulfilled them.

3. The provision of false statements will lead to exclusion from the process and, where appropriate, liable to criminal prosecution.
4. The lists of candidates admitted and excluded will be made public in an appropriate area in the Schools' Cluster and on its website within 10 (ten) working days after the deadline for submitting applications.
5. The working committee will appraise each admitted application, in accordance with article 7th, no. 3 of Ordinance no. 604/2008, of July 9, and article 5th, no. 1 of these Regulations, namely:
 - a) The analysis of the curriculum vitae, in order to appreciate the relevance to the exercise of the Director's functions and merit, considering the professional experience and professional training among other relevant curricular elements.
 - b) Analysis of the Schools' Cluster intervention project to assess the coherence between diagnosed problems, intervention strategies and the proposed activities.
6. After assessing the previous paragraphs' elements, the work committee will proceed with the candidates' individual interviews.
7. The working committee shall prepare a report on the applications' evaluation results to be presented to the General Council. On each of the applications, it shall indicate the reasons to recommend or not for election.
8. Without prejudice to a judicial attitude on the applications under consideration, the commission may not make a seriation of the candidates in the report provided in the previous paragraph.
9. The working commission may consider that none of the candidates meets the conditions to be elected and shall report this conclusion to the General Council.

ARTICLE 28th

Election Process

1. The General Council is responsible for considering the report issued by its Working Committee, discussing it, and electing the Director by secret and in person. The elected candidate obtains an absolute majority of votes from the General Council members in full exercise of their functions.

2. The General Council may, if it deems it necessary, before the election, conduct a hearing of the admitted candidates, as established in article 8th of Order No. 604/2008 of July 9, and/or appreciate the documentation in each candidate's process.
3. In the event that no candidate wins, pursuant to paragraph 1 of this article, the General Council shall meet again within five (5) working days in order to conduct a new ballot, to which only the two candidates with the most votes in the first election shall be admitted. The candidate obtaining the highest number of votes shall be considered elected, provided that the legal and regular quorum required for the General Council to deliberate is respected.
4. In the event of a persistent tie of votes, the President of the General Council has the casting vote.
5. After the conclusion of the tender procedure, the General Council prepares the final graduation list, being the first on the list elected as Director. The list is advertised in the Schools' Cluster appropriate place(s) and on its electronic page, and the elected candidate is informed of it by registered mail, with acknowledgment of receipt on the working day following the General Council's decision.
6. On the day following the election, the General Council's decision is communicated to the Regional Directorate of Education of the Center for later ratification.
7. After the announcement, the elected candidate has three (3) days to confirm the position's acceptance to the General Council President.
8. In case the elected candidate does not accept the position, there will be another General Council's elective meeting. The latter is to be considered an extraordinary meeting of the same body.

ARTICLE 29th

Inauguration

1. The Director takes office before the General Council within 30 days of the ratification of the election results by the Regional Director of Education.
2. The Director appoints the Sub-director and his/her Deputies within 30 days of taking office.
3. The Sub-director and the Deputies take office within 30 days of their appointment by the Director.

ARTICLE 30th

Mandate

1. The Director's term of office is four years, in accordance with Article 25th(1) of Decree-Law No. 75/2008 of April 22.
2. Up to 60 days before the end of the Director's term, the General Council deliberates on the Director's reappointment or opens the tender procedure to hold a new election.
3. The decision to reappoint the Director is taken by an absolute majority of the General Council members in full exercise of their functions. It is not permitted a third consecutive term reappointment.
4. Election for a fifth consecutive term or the four-year term immediately following the end of the fourth consecutive term is not permitted.
5. If the Director's reappointment is not or cannot be approved in accordance with the provisions of the preceding numbers, the tender procedure is opened, with a view to the Director's election, pursuant to article 26th.
6. The Director's mandate may end:
 - a) At the request of the interested party, addressed to the Regional Director of Education, at least 45 days in advance, based on duly justified reasons;
 - b) At the end of the school year, by deliberation of the General Council approved by a majority of two-thirds of the members in full exercise of their functions, in case of manifest inadequacy of the respective management, based on proven facts and duly substantiated information presented by any member of the General Council;
 - c) Following a disciplinary procedure that has concluded with the application of a disciplinary sanction of termination of service commission, in accordance with the law.
7. The termination of the Director's term of office determines the opening of a new tender procedure.
8. The terms of office of the Sub-director and Deputies are four-years long and cease with the Director's term of office.
9. The Sub-director and Deputies may be dismissed by grounded decision of the Director.

ARTICLE 31st

Director's Rights

The rights of the Director of the Cluster are enshrined in Articles 27th and 28th of Decree-Law No. 75/2008 of April 22, 2008, amended by Decree-Law No. 137/2012 of July 2.

ARTICLE 32nd

Director's Duties

The duties of the Director of the Cluster are enshrined in Article 29th of Decree-Law No. 75/2008 of April 22, 2008, as amended by Decree-Law No. 137/2012 of July 2.

ARTICLE 33rd

Teaching Component of Management Positions or Functions

1. The Director performs his duties under the regime of a service commission and exclusive dedication, being exempted from providing teaching services, without prejudice to, on his own initiative, provide it in the subject for which the Director has a professional qualification.
2. The Sub-director and the Deputy Directors have a minimum of teaching activities that allow evaluating the respective teachers' performance.
3. If the Deputies are Pre-school or 1st cycle teachers, they perform a minimum of teaching activities that are necessary for the supervision of the Cluster's educational and teaching establishments.
4. The Sub-director and the Deputy Directors' remaining teaching time is assigned to educational support, study support, assistance, and curricular enrichment activities, in the case of kindergarten teachers and 1st cycle teachers; and to teaching activities, in the case of teachers of other levels and cycles of education.

ARTICLE 34th

Consultancy to the Board of Directors

1. The Director can propose to the General Council the constitution of Technical-pedagogical advisory services to support the Director's activity, in accordance with Article 30th of Decree-Law No. 75/2008 of April 22, as amended by

Decree-Law No. 137/2012 of July 2.

2. The criteria for the constitution and endowment of advisory services referred in the previous number are defined by order of a government member, taking into account the school population and the Schools' Cluster type and operating regime.
3. The Sub-director's and Deputies' teaching hours can be assigned to teachers performing technical and pedagogical support to the Director's activity.
4. Without prejudice to the preceding paragraph's provisions, the consulting tasks in support of the Director can be performed by teachers assigned to this purpose in the time allocated to their non-teaching component of the establishment or by use of time credit.

SECTION III PEDAGOGICAL COUNCIL

ARTICLE 35th

Definition

1. The Pedagogical Council is the Schools' Cluster's educational coordination and supervising body, namely in the pedagogic-didactic domain, students' guidance and monitoring, and the Teaching staff's and Non-teaching staff's initial and continuous training.
2. Within the scope of its activities, the Pedagogical Council works in close liaison with the Director, the General Council, and entities dedicated to teachers' professional development, in accordance with the legislation in force.

ARTICLE 36th

Composition

1. The Director is, inherently, the President of this body.
2. The Pedagogical Council is composed of 13 members:
 - a) A coordinator of the pre-school education department;
 - b) A coordinator of the 1st Cycle of Basic Education department;
 - c) Four coordinators of the Curriculum Departments included in the annex to the Dispatch no. 7465/2008, of March 13;

- d) A coordinator of the class directors of the 2nd Cycle of Basic Education;
 - e) A coordinator of the class directors of the 3rd Cycle of Basic Education;
 - f) A coordinator of the class directors of the science and humanities courses;
 - g) A coordinator of the professional courses;
 - h) A special education representative;
 - i) A representative of the internal evaluation team;
 - j) The coordinator of projects of educational development activities.
3. The teaching staff representatives on the General Council cannot be members of the Pedagogical Council.

ARTICLE 37th

Designation of Representatives

1. The Coordinators of the Curriculum Departments, of the Pre-school and 1st Cycle departments are elected according to the legislation in force.
2. The Coordinator of the Class Directors of the 2nd and 3rd Cycles of Basic and Secondary Education and Professional Courses are designated by the Director, among the Class Directors / Course Directors of the different training modalities.
3. The Director appoints the Coordinator of Educational Development Activities and Projects and the Internal Evaluation Team representative.

ARTICLE 38th

Competencies

1. The competencies of the Pedagogical Council are those defined in the legal norms in force.

ARTICLE 39th

Operating Rules

1. The Pedagogical Council meets ordinarily in plenary once a month, and extraordinarily whenever convened by the respective President, at the request of one-third of its members, or whenever a request for an opinion from the General Council or the Director justifies it.
2. In the plenary meetings of the specialized committees, namely when the agenda is on the subjects foreseen in paragraphs a), b), e), f), j) and k) of Article 33rd of

Decree-Law 137/2012 of July 2, the representatives of the Non-teaching staff, Parents and Guardians and Students may participate at the invitation of the President of the Pedagogical Council, without the right to vote.

ARTICLE 40th

Pedagogical Council's Sections

1. The section dedicated to the Teaching staff performance evaluation is comprised of the Director, who presides, and four teachers elected among the Pedagogical Council members.
2. Other specialized commissions may also be set up when the matters to be dealt with are those provided in paragraphs a), b), e), f), j) and k) of Article 33rd of Decree-Law No. 137/2012 of July 2.

SECTION IV

ADMINISTRATION COUNCIL

ARTICLE 41st

Definition

1. The Administration Council is the deliberative body in the Schools' Cluster's Administration and financial matters, in accordance with the legislation in force.
2. The Administration Council elaborates or revises its Rules of procedure in the first thirty days of the term.

ARTICLE 42nd

Composition

1. The Administration Council has the following composition:
 - a) The Director;
 - b) The Sub-director or one of the Deputies, appointed by the Director for that purpose;
 - c) The Head of School Administration Services or whoever replaces him/her;
2. The Director chairs the Administration Council.

ARTICLE 43rd

Designation and Competencies

1. According to Article 38th of Decree-Law No. 75/2008 of April 22, amended by Decree-Law No. 137/2012 of July 2, without prejudice to the powers conferred by law, it is incumbent upon the Administration Council to:
 - a) Approve the Schools' Cluster's annual program-budget, in accordance with the guidelines defined by the General Council;
 - b) Prepare the management accounts report;
 - c) Authorize expenses and their payment, supervise the collection of revenue, and verify the legality of the Schools' Cluster's financial management;
 - d) Ensure the updated record of the Schools' Cluster assets;
 - e) Exercise other competencies that are in it legally committed.

ARTICLE 44th

Operating Rules

The Board of Directors meets regularly once per month, and extraordinarily whenever the President calls it, at his/her initiative or at the Members' request.

CHAPTER IV PEDAGOGICAL ORGANIZATION

SECTION I

EDUCATIONAL COORDINATION STRUCTURES AND PEDAGOGICAL SUPERVISION

ARTICLE 45th

Definition

To develop the Educational Project, the Coordination and Supervision Structures collaborate with the Pedagogical Council and the Director to ensure the coordination, supervision, and monitoring of school activities, promote collaborative work and perform the Teaching Staff's performance evaluation.

ARTICLE 46th

Coordination Structures

1. The Structures of Educational Coordination and Pedagogical Supervision are:
 - a) Curriculum departments;
 - b) Recruitment groups;
 - c) 1st Cycle Year councils;
 - d) Class Directors' councils;
 - e) Class councils;
 - f) Professional courses coordination;
 - g) Education and training courses coordination;
 - h) Teacher performance evaluation section;
 - i) Differentiated training offers coordination;
 - j) Educational development activities and projects coordination;
 - k) Center for pedagogical innovation;
 - l) Educational teams.

ARTICLE 47th

Competencies

1. To the structures of educational coordination and pedagogical supervision concerns:
 - a) The articulation and curriculum management in the application of the national curriculum and the curricular and programmatic programs and guidelines defined at the national level, as well as, the development of curricular components set by the initiative of the Schools' Cluster;
 - b) The organization, monitoring, and evaluation of class' or group of students' activities;
 - c) The pedagogical coordination of each year, cycle, or course;
 - d) The evaluation of the Teaching staff's performance.
2. Each educational structure has to elaborate its internal regulations. Its approval must occur in the first thirty days of the mandate.

ARTICLE 48th

Articulation and Curriculum Management

1. The Curriculum Articulation, legislated in Article 43rd of the Decree-law no. 75/2008, of April 22, altered by Decree-law no. 137/2012 of July 2, should promote the

cooperation between the Schools' Cluster's teachers to adapt the curriculum to the specific interests and needs of the students.

2. According to the Cluster's dynamics, the articulation and management of curricula are ensured by the Curriculum Departments, which are constituted by all the Teachers of the Subjects/ Courses, Subject Areas, and Recruitment Groups.
3. Pre-School and 1st Cycle of Basic Education Teaching Departments are constituted to assure the articulation at these education levels. These Departments are represented in the Pedagogical Council by the respective coordinators.
4. The Pedagogical Council is responsible for the articulation of the curriculum of projects presented by the Department Coordinators.

ARTICLE 49th

Operating Rules

Meetings of a pedagogical nature have a maximum duration of one hour when weekly and two hours when they have different periodicity.

Subsection I

CURRICULUM DEPARTMENTS

ARTICLE 50th

Definition

The Curriculum Department is a pedagogical structure constituted by a group of teachers whose function is the vertical and horizontal teaching coordination. The Curriculum Department supports the Pedagogical Council.

ARTICLE 51st

Composition

1. The Departments are comprised of, respectively, all the Kindergarten Teachers, the whole of the 1st Cycle teachers, the 2nd, 3rd Cycle Teachers, and Secondary Education Teachers in service in the Schools' Cluster.
2. The Departments also integrate teachers of Professional and Education and Training Courses operating in the Schools' Cluster, who are holders of appropriate qualifications.

3. The Departments are coordinated by teachers designated under the legislation's terms in force and are elected by the respective Department.
4. The Coordinators' mandates are four years long and end with the Director's term.
5. The Department Coordinators may be dismissed at any time by duly justified order of the Director.
6. The Curriculum Departments are the following:
 - a) Preschool department
 - b) 1st Cycle department
 - c) Languages department
 - d) Social and Human Sciences department
 - e) Mathematics and Experimental Sciences department
 - f) Expressions department

ARTICLE 52nd

Departmental Competencies

1. It is the responsibility of the Departments to:
 - a) Ensure the articulation and curriculum management by promoting cooperation between the Schools' Cluster's teachers.
 - b) Plan and adapt the application of the study plans established at the national level to the Schools' Cluster's settings;
 - c) Elaborate and implement reinforcement measures in what concerns specific didactics of the curriculum guidelines/ subjects;
 - d) Ensure, in articulation with other Cluster's educational guidance structures, the adoption of specific methodologies aimed at the development of the curricular guidances, both on study plans and the local scope components of the curriculum;
 - e) Analyze the opportunity of adopting flexible curriculum management measures and other measures aimed at improving learning and preventing exclusion;
 - f) Elaborate diversified curriculum proposals, according to the Students' groups particular features;
 - g) Ensure the coordination of procedures and forms of action in what respects the application of pedagogical differentiation strategies and learning assessment;
 - h) Identify teachers' training needs and propose training;

- i) Analyze and reflect on educational practices and their context;
 - j) Exercise the functions inherent to the Decree-Law no. 54/2018 of July 6.
2. It is also the responsibility of the Departments to:
- a) Elect the Department Coordinator;
 - b) Collaborate with the Pedagogical Council in the elaboration of proposals for the Educational Project, the Internal Regulations and the Annual Activity Plan;
 - c) Elaborate and evaluate the department's Annual Activities Plan to fulfill the School's Educational Project;
 - d) Collaborate with the Pedagogical Council and with the Director in the design of programs that provide the students with the opportunity to take advantage of their school time;
 - e) Collaborate in the equipment, and educational resources needs inventory and promote interdisciplinarity;
 - f) Analyze and reflect upon educational practices and their context;
 - g) To comment on the proposal of textbooks adoption made by the Recruitment Groups (except in what regards Pre-school Education);
 - h) Exercise other competencies resulting from the delegation of powers by the Director.

ARTICLE 53rd

Operating Rules

1. The Departments meet ordinarily at the beginning and the end of each school year.
2. They meet, extraordinarily, whenever justified at the Department Coordinator's request, by the Director's initiative, at the duly substantiated request of one-third of its members, or whenever a comment request for the Pedagogical Council justifies it.
3. The Department Coordinator meets with the Recruitment Groups' Coordinators at least twice per school term.
4. The calls are sent via e-mail from the SCAAV^{TN1} by all the Department Coordinators and made available on the Schools' Cluster's website.
5. The regular meetings are convened by the Department Coordinator in a minimum of 48 hours in advance.
6. The work of each meeting will be continuous and will have the duration necessary to comply with the established agenda; it should not nevertheless exceed two hours.

7. The meetings may be extended up to one additional hour by decision of the simple majority of those present.
8. Minutes of all meetings must be taken and signed by the Coordinator and Secretary of the meeting.
9. The Curriculum departments prepare or review their regulations in the first 30 days of their mandates. The respective rules of organization and operation must be defined in accordance with the general principles of the autonomy regime and the present Cluster's Internal Regulations.

ARTICLE 54th

Coordinator's Designation and Mandate

1. The Curriculum Department Coordinator is elected by the respective Department for four years. The Curriculum Department Coordinator's term ends with the Director's term.
2. The Coordinator may be dismissed at any time by duly justified order of the Director.
3. When the Coordinator is prevented from performing his/ her duties for more than 30 days, for duly justified reasons, the second most voted member of the Department assumes the position.
4. The term of the Substitute Coordinator ends when the effective Coordinator resumes his/ her functions.

ARTICLE 55th

Department Coordinator's Competencies

It is the Coordinator's responsibility to:

- a) Represent the Department in the Pedagogical Council;
- b) Promote the sharing of experiences and cooperation between the teachers of the respective Department;
- c) Ensure the coordination of curricular guidelines and study programs, promoting the adequacy of their objectives and contents to the concrete situation of the various educational and teaching establishments of the Cluster;
- d) Ensure the articulation between the Department and the other educational guidance structures, namely in the analysis and development of guidance measures and pedagogical differentiation strategies;

- e) Propose to the Pedagogical Council the development of local curriculum components/ curricular guidelines and the adoption of measures to improve the students' learning process;
- f) Ensure the participation of the Department in the preparation, development, and evaluation of the Schools' Cluster's Curriculum Project, Educational Project, as well as the Activities Plan and Internal Regulations;
- g) Collaborate with the training structures in the identification of the teachers' continuous training needs in the Department;
- h) Promote procedures for planning and activities' evaluation of the Department, as well as those related to the Evaluation of Teachers' Performance in accordance with the ECD;
- i) Promote research, reflection and study activities aimed at improving the quality of educational practices;
- j) Enhance cooperation with other education and teaching establishments in the area, in terms of sharing resources and pedagogical innovation projects promotion;
- k) Call and Chair the Department meetings;
- l) Propose to the Director the creation of working conditions that favor professional development;
- m) Support new teachers in school and less experienced teachers;
- n) Ensure the organization of dossiers, containing plans, evaluations, the definition of assessment criteria, the definition of basic competencies, and other documents considered vital to the organization of the pedagogical work of the subjects that constitute the department;
- o) Ensure the minutes of the Department are up-to-date;
- p) Manage the resources used by each subject of the department; be responsible for their proper use and conservation, propose the renewal and acquisition of new resources; ensure the respective inventory is organized and up-to-date, except when there is an Establishment Coordinator and/ or Facilities Manager.

Subsection II

RECRUITMENT GROUPS' COUNCILS

ARTICLE 56th

Definition and Composition

1. In the 2nd, 3rd Cycles of Basic and Secondary Education, several Recruitment Groups have been created. These act as support structures to the Departments.
2. Teachers who teach the same or related subjects constitute the Recruitment Groups' Councils.

ARTICLE 57th

Recruitment Groups' Councils' Competencies

The following are the Recruitment Groups' Councils' competencies:

- a) Elaborate the internal regulations of this Council;
- b) Collaborate with the Curriculum Department, Pedagogical Council, and Director in the elaboration, implementation, and evaluation of the Educational Project, Annual Plan of Activities;
- c) Collaborate with the Curriculum Department and Pedagogical Council in the design, implementation, and evaluation of the training plan for the teachers of the Cluster in general and the Recruitment Group in particular;
- d) Propose general evaluation criteria to the Departments;
- e) Define strategies to achieve curricular goals;
- f) Plan the teaching activities of the teachers of the Recruitment Group;
- g) Implement educational support measures defined by the Curriculum Department or Pedagogical Council;
- h) Create an inventory of the didactic resources needs, sending it to the respective Department Coordinator;
- i) Ensure the organization of dossiers containing plans, evaluations, the definition of assessment criteria, the definition of strategies to achieve curricular goals, and other documents considered vital to the teachers' pedagogical work;
- j) Keep the minutes register up-to-date;
- k) Propose to the Curriculum Department the adoption of textbooks;
- l) Collaborate in keeping the inventory of equipment concerning the Recruitment Group up-to-date.

ARTICLE 58th

Recruitment Group Coordinator

1. The Director appoints the Recruitment Group Coordinator among the Teachers who integrate the respective group.
2. In the event the Coordinator of the Recruitment Group is prevented from performing his/ her duties, the Director shall appoint a new representative, on a substitute basis and for as long as the holder of the position is unavailable.
3. According to the number of teachers, to perform their duties, Coordinators must have set in their schedule, in the non-teaching component of the establishment:
 - a) One hour for a number of one to five teachers;
 - b) Two hours for a number equal to or greater than five and less than ten;
 - c) Three hours for a number of ten or more teachers;
 - d) Other situations will follow the guidelines defined for the organization of the school year.

ARTICLE 59th

Coordinator's Competencies

The Coordinator of the Recruitment Group is in charge of:

- a) The pedagogical orientation and coordination of the Teachers of the Group taking into account their continuous training;
- b) The coordination of teaching and non-teaching activities planning;
- c) The provision of didactic/ pedagogical support to less experienced peers;
- d) The coordination of the elaboration of proposals for extracurricular and/ or interdisciplinary activities to be included in the Activities Plan of the Department and the Cluster;
- e) The organization and conservation of the Subject/ Group Dossier, allowing its consultation by the respective Teachers;
- f) Acting as a mediator between the Coordinator of the Curriculum Department and the Recruitment Group;
- g) The scheduling and orientation of Subject Area meetings;
- h) Providing the Curriculum Department Coordinator the lists of adopted textbooks, except in the case of the Special Education Group.

ARTICLE 60th

Recruitment Groups' Operating Rules

1. The Coordinators of the Recruitment Groups meet at least twice per school term with the Department Coordinator.
2. They meet, extraordinarily, whenever convened by the Department Coordinator or the Director.
3. The Recruitment Groups' Councils meet ordinarily twice per term and extraordinarily whenever convened by the respective Coordinator, at the Department Coordinator's or the Director's request.

Subsection III

SPECIAL EDUCATION RECRUITMENT GROUP

ARTICLE 61st

Definition

The Special Education Group is defined as a specialized service and operates in articulation with the teachers and other structures/ services of the Cluster, as well as of the community. It aims to respond to the diversity of each Student's needs and potentialities through increased participation in the learning processes and the educational community's life.

ARTICLE 62nd

Composition

The Special Education Group is comprised the Special Education Teachers of the Cluster (Recruitment Group 910) and Educators appointed to Early Intervention.

ARTICLE 63rd

Competencies

It is the responsibility of Special Education Teachers:

1. To support other teachers in a collaborative way and use a logic of co-responsibility, namely:
 - a) When defining pedagogical differentiation strategies;

- b) In the reinforcement of learning processes;
 - c) In the identification of multiple means of motivation, representation, and expression.
2. As members of the Multidisciplinary Team, to prepare the Technical-Pedagogical Report, the Individual Education Program, and the Individual Transition Plan with the Class teacher/ Class Director of the Students assessed by the team.

ARTICLE 64th

Operating Rules

The Schools' Cluster's Psychology Services and other Technicians involved in the Students' educational process may attend the Recruitment Group meetings, whenever it is considered to be relevant.

Subsection IV

1ST CYCLE YEAR COUNCILS

ARTICLE 65th

Definition and Composition

1. The Year Councils are the bodies in which the 1st Cycle Class Teachers participate. Year Councils act in articulation with the Pedagogical Council and the Curriculum Departments in each grade's pedagogical coordination process.
2. There are four Year Councils, one per grade.
3. Each Year's Council is comprised of the Class and Support Teachers who teach the respective grade.
4. Teachers who teach more than one grade are part of the Year Council representing the majority of their students.

ARTICLE 66th

Competencies

It is the Year Coordinator responsibility to:

1. Convene meetings of the school year the Coordinator represents and preside over them.
2. Reflect on the teaching/ learning processes of the respective Class Teachers who

integrate the Council:

- a) Plan the activities and projects to be developed, annually, according to the guidelines provided by the Pedagogical Council;
 - b) Cooperate with other educational guidance structures and support services;
 - c) Implement the Schools' Cluster's Educational Project;
 - d) Present to the Pedagogical Council proposals for the preparation of the Annual Activity Plan;
 - e) Promote the implementation of the Pedagogical Council's guidelines;
 - f) Analyze Class Teachers' proposals and submit them to the Pedagogical Council via the Department's Coordinator;
 - g) Stimulate and coordinate the performance of Class Projects;
 - h) Propose Students' assessment criteria.
 - i) Elaborate work plans; these should indicate pedagogical differentiation strategies as well as curriculum adequacy strategies taking into the context of the Class;
 - j) Select the textbooks to be subjected to the consideration of the Pedagogical Council afterward.
3. Collaborate with the Coordinator of the Curriculum Department in coordination activities related to the respective cycle.
 4. Elaborate the Internal Regulations of the Year Council.
 5. Coordinate the development of assessment tools.

ARTICLE 67th

Operating Rules

Year Councils of the 1st Cycle of Basic Education meet at least once per term and, extraordinarily, whenever justified.

Subsection V

CLASS ACTIVITIES

ARTICLE 68th

Organization of the Class Activities

The organization, monitoring, and evaluation of students' activities and the articulation

between the school and the families are ensured:

- a) In Pre-School Education, by the Kindergarten Teacher;
- b) In the 1st Cycle, by the Class Teachers;
- c) In the 2nd and 3rd Cycles and Secondary Education, by the Class Council.

ARTICLE 69th

Kindergarten Teacher's / Class Teacher's Competencies

Without prejudice to what is stipulated in the current Teaching Career Bylaws and the subsidiary legislation, it is incumbent:

1. To the Kindergarten teachers who are Group holders, ensure the correct sequencing of the development process stages, namely:
 - a) Observe – the child/ group to know their abilities, interests, and disabilities and adapt the Educational Plan accordingly;
 - b) Plan - learning situations to engage and stimulate each child;
 - c) Act - broaden/ enrich children situations through the educational process;
 - d) Assess - reflect on the progression of the learning processes;
 - e) Communicate - share/ share opinions with the educational community members involved in the ongoing learning processes;
 - f) Articulate - provide the conditions for each child to have successful learning experiences in the following next stage;
 - g) Prepare and update the Student's Individual Dossier;
 - h) Exercise the functions inherent to the Decree-Law no. 54/2018 of July 6.
2. It is the responsibility of the 1st Cycle of Basic Education Teachers, who are class holders, to analyze the situation of the Class and identify Students specific features to be taken into account in the teaching-learning process, such as:
 - a) Plan the development of the activities to be performed with the Students in a classroom context;
 - b) Identify different learning rhythms and the students' special educational needs and promote the articulation with the Educational Support Services to overcome them;
 - c) Ensure the articulation of the curriculum according to the students' profile by establishing priorities, complexity levels, and appropriate sequences;
 - d) Adopt pedagogical differentiation strategies that favor Students' learning

- process;
- e) Design, outline, and propose complementary activities to the proposed curriculum;
 - f) Prepare and provide Parents and Guardians the appropriate information about their Students' learning process;
 - g) Ensure the development of the Class Plan, taking into account integration issues and through interdisciplinary articulation;
 - h) Collaborate in cultural, sports, and recreational activities in which students take part in;
 - i) Analyze students' situations of indiscipline and collaborate in the establishment of support measures. The application of these should be appropriate and framed within a specific intervention program;
 - j) Report to the Director, for disciplinary procedure purposes, behaviors likely to be qualified as severe or very severe;
 - k) Assess the Students taking into account the curricular goals to be achieved at the end of each Year and/ or Cycle;
 - l) After consulting the Department of the 1st Cycle of Basic Education, decide on situations involving the Student's retention in the same year and, consequently, prepare a report;
 - m) Prepare the Student's Individual Dossier, keep it up-to-date, and make it available for consultation by Parents and Guardians and other Stakeholders in the Student's educational process. The confidentiality of data contained in the Student's Individual Dossier should be guaranteed at all times;
 - n) Exercise the functions inherent to the Decree-Law No. 54/2018 of July 6.

ARTICLE 70th

Composition of the Class Council

1. The 2nd, 3rd Cycles and Secondary Education Class Councils are constituted by:
 - a) The Class Teachers;
 - b) Two representatives of the Parents and Guardians;
 - c) A Students representative, in the case of the 2nd and 3rd Cycle of Basic Education and Secondary Education.
2. Other Teachers or Technicians, who participate in the Students' teaching and

learning process, as well as other elements whose participation the Pedagogical Council considers convenient, may intervene in the Class Councils without voting rights.

3. Only teaching members can take part in the Class Council meetings in which the individual assessment of students is discussed.

ARTICLE 71st

Operating Rules

1. The Class Council meets at the beginning of the school year and during the periods established for this purpose.
2. The Class Council should meet whenever necessary to identify learning disabilities or problems, analyze the Class's situation, define intervention strategies that will enhance the Class's educational success, and/ or evaluate the Class Plan.
3. The regular meetings are chaired by the Class Director or, in his/ her absence, by the teaching member holder of the highest service time.
4. The Class Council may also meet extraordinarily:
 - a) Whenever justified, by Director's call, upon request of the Class Director;
 - b) For matters of disciplinary nature.
5. The calls are advertised at least forty-eight hours in advance.
6. The Parents' and Guardians' representatives and the students' representative, in the case of the 2nd and 3rd Cycle, are called, preferably, through the Student's booklet or the most expeditious means forty-eight hours in advance, whenever the character of the meeting justifies it. In the case of Secondary Education via a proper form or the most expeditious means.
7. Minutes of the meetings are to be taken using specific documents and delivered to the Director within 48 hours by the Class Director.
8. The Director appoints the Secretary of the meeting. If absent, the Secretary will be replaced by the Class Council's member with the least service time, safeguarding situations in which this member is already Secretary of another Class Council.

ARTICLE 72nd

Class Council's Competencies

1. It is the responsibility of the Class Council to:



- a) Elaborate the Class Plan in Basic Education;
- b) Ensure the development of the Curriculum Plan to be applied to the Students of the Class, in an integrated manner and in a perspective of interdisciplinary articulation;
- c) Analyze, plan and reflect on inclusive educational practices and their context;
- d) Act in accordance with the Student Statute and School Ethics in disciplinary matters, with regard to educational disciplinary measures;
- e) Perform the functions inherent to Decree-Law No. 54/2018 of July 6;
- f) Identify disabilities learning rhythms, and other students' needs and collaborate with the Cluster's Psychology and Social-Educational Support Services;
- g) Adopt pedagogical differentiation strategies that favor Students' learning process;
- h) Collaborate in cultural, sports, and recreational activities that involve students and the community, according to the Schools' Cluster's Educational Project;
- i) Promote actions that encourage Parents' and Guardians' engagement in the Students' educational path;
- j) Analyze students' integration and relationship problems and define strategies to overcome them;
- k) Assess the students, taking into account the curriculum goals and the established criteria;
- l) Establish, systematically and continuously, measures regarding adequate educational support and perform the respective assessment.

ARTICLE 73rd

Class Director

1. As Coordinator of the Classwork plan, the Class Director is mainly responsible for adopting measures to improve learning conditions and promote a proper educational environment. The Class Director is responsible for articulating the Class Teachers' and the Parents' and Guardians' interventions and collaborating with them to prevent and solve behavioral or learning problems.
2. The Class Director should preferably be a Teacher part of the school's staff board. The Director among the Teachers of the Class appoints the Class Director and, whenever possible, the Class Director is a teacher who teaches all students of the

Class.

3. Without prejudice to the previous paragraph, and as far as possible, a teacher who in the previous year has been the Students' Class Director should be reappointed.
4. Only one Class Direction can be assigned to each Teacher.

ARTICLE 74th

Class Director's Competencies

1. It is Class Director's duty to:
 - a) Ensure articulation between Class Teachers, Students, and Parents and Guardians;
 - b) Promote communication and cooperative work between Teachers and Students;
 - c) Coordinate, in collaboration with the Teachers of the Class, the adaptation of activities, contents, strategies, and working methods to the concrete situation of the Class and each of the Students' features;
 - d) To perform the functions inherent to Decree-Law no. 54/2018 of July 6;
 - e) Articulate the Class's activities with the Parents and Guardians while promoting their participation;
 - f) Coordinate the Students' assessment process ensuring it is comprehensive and inclusive.
 - g) Coordinate the decision-making process concerning the summative assessment and assure it is comprehensive, and it respects the assessment criteria defined by the Pedagogical Council;
 - h) Chair the Class Council's meetings.
2. The Class Director is also responsible for the following:
 - a) Convene an ordinary meeting with the Guardians, once per term;
 - b) Optimise the use of resources and services provided by the Educational Community and keep Students, Parents and Guardians informed of their existence;
 - c) Organize, keep the individual Student's file up-to-date and provide its consultation by the Student, Class teachers, Guardians, and other Stakeholders in the learning process. The Class Director must ensure data confidentiality, namely in what respects:
 - i. The Student's identification records;

- ii. The Assessment Reports;
 - iii. Medical and/or Psychological Evaluation Reports, if any;
 - iv. Pedagogical Support Plans and reports, if any;
 - v. The Technical Pedagogical Report, in case the Student is covered by the Inclusive Education modality;
 - vi. The most significant records and outputs of Student's work, documenting his/her educational path;
- d) Ensure Students, Teachers, Parents, and Guardians take part in the application of educational measures stemming from the assessment of disciplinary failure situations.

ARTICLE 75th

2nd, 3rd Cycle and Secondary Class Directors' Councils

1. The Class Directors' Councils are pedagogical coordination structures organized by the Classes of a given Educational Cycle.
2. There are the following structures:
 - a) 2nd Cycle Class Directors' Council;
 - b) 3rd Cycle Class Directors' Council;
 - c) Scientific-humanistic courses Class Directors' Council;
 - d) Professional courses Class Directors' Council;
3. The Class Directors' Council is comprised of the Class Directors of each of the Educational Cycles, appointed for this purpose.

ARTICLE 76th

Class Directors' Councils' Competencies

1. It is the Class Directors' Council competency to:
 - a) Plan the activities and projects to be developed annually, according to the Pedagogical Council;
 - b) Articulate with the different Curriculum Departments the development of program contents and learning objectives;
 - c) Cooperate with other educational guidance structures and with specialized educational support services in the proper management of resources and in the adoption of pedagogical measures to improve learning;

- d) Stimulate and coordinate the development of classes' interdisciplinary projects;
 - e) Identify training needs within the scope of Class/ Course Direction;
 - f) Design and initiate training and support mechanisms for the Class/ Course Directors and other School Teachers to perform these duties;
 - g) Propose to the Pedagogical Council the development of training actions in the areas of educational guidance and coordination of class activities.
2. It is also the responsibility of these Councils to:
- a) Promote the implementation of the Pedagogical Council guidelines aimed at Teachers training and the development of actions that stimulate interdisciplinarity;
 - b) Analyze their members' proposals and submit them to the Pedagogical Council via the Coordinators;
 - c) Propose and design action plans for and with Parents and Guardians collaboration;
 - d) Promote the interaction between the School and the Community.

ARTICLE 77th

Class Directors' Coordinator

1. The Director appoints the Coordinator among the members of the Class Directors' Council.
2. The Coordinator should be an experienced teacher who has pedagogical and technical skills that suit the Coordinator's duties. Preference will be given to those with specialized training.
3. The Coordinator is in charge of:
 - a) Coordinating the activities of the respective Council, articulating strategies and procedures;
 - b) Submitting to the Pedagogical Council the proposals of the Council the Coordinator coordinates.

ARTICLE 78th

Operating Rules

1. The Class Directors' Councils meet upon the respective Coordinators' call, once per term, and, extraordinarily, whenever justified or at the Director's request.

2. The operating rules must be defined in the Internal Regulations and must be set within the first thirty days of the Council's constitution.

SECTION II

COORDINATION OF PRE-SCHOOL EDUCATION ESTABLISHMENTS, BASIC SCHOOLS WITH 1ST CYCLE

ARTICLE 79th

Coordinator

1. A Coordinator ensures the coordination of each Pre-school Establishment or 1st cycle School integrated into a Cluster.
2. In Educational Establishments in which there are less than three positions, a Coordinator will not be appointed.
3. The Coordinator is appointed by the Director among the teachers in the full exercise of their functions in the School or the Pre-school Establishment.
4. The Establishment's Coordinator term is four years long and ends with the Director's term.
5. The Establishment's Coordinator may be exonerated at any time by duly justified order of the Director.
6. The Coordinator can be replaced on his/ her duties by the Director if the Coordinator is absent for more than 30 days.
7. The Substitute Coordinator ends his duties as soon as the Coordinator presents himself/ herself to service.

ARTICLE 80th

Competencies

1. It is the responsibility of the Coordinator of the 1st cycle school or the Pre-school Educational Establishment, according to article 41st of Decree-Law No. 75/2008, as amended by Decree-Law No. 137/2012 of July 2, to:
 - a) Coordinate the educational activities, in articulation with the Director;
 - b) Comply with and enforce the Director's decisions and exercise the powers delegated to him/her;

- c) Convey information related to Teaching and Non-teaching Staff, and Students;
- d) Promote and encourage parents and guardians, local authorities, and the municipality to take part in educational activities.

SECTION III DIFFERENTIATED TRAINING OFFERS

ARTICLE 81st

Education and Training Courses

1. The Education and Training courses (CEF^{TN14}) are governed according to the legislation in force.
2. These courses seek to stimulate the pursuit of acquiring further academic/ training qualifications and allow the attainment of professional skills through flexible solutions by taking into account both the students' interests and the local labor market's needs.

ARTICLE 82nd

Professional Courses

Professional courses are one way to complete Secondary Education and provide a level IV qualification upon completion. Regulated by current legislation, these courses prepare students to continue their studies and enter the world of work.

ARTICLE 83rd

Adult Education and Training Courses

The Adult Education and Training Courses (EFA Courses^{TN15}) are an integrated education and training offer aimed at 18 years old or older at the time the training starts, or 16 years old, provided they have an employment relationship. They are aimed at people with low-level education, scarce professional qualifications, unskilled or who do not have the required qualifications to be integrated into the labor market.

ARTICLE 84th

Structure, Operating Rules, and Competencies

The structure, functioning, and competencies of the various elements involved in CEF, Professional, EFA, and Vocational courses are subject to their own Regulation through the establishment of specific regulations.

CHAPTER V SERVICES

ARTICLE 85th

Administration, Technical and Technical-Pedagogical Services

The Schools' Cluster has Administration, Technical, and Technical-Pedagogical Services that work under the Director's dependence.

ARTICLE 86th

School Administration Services

1. The Schools' Cluster of Albergaria-a-Velha provides Administration Services operating at the Cluster's headquarters.
2. The Services' timetable must be displayed in a visible place at their facilities.
3. The School Administration Services provide support and information services to the entire School Community and execute all the Cluster's Administration and financial matters.
4. The School Administration Services is led by a Head of School Administration Services in accordance with the legislation in force.

ARTICLE 87th

Technical Services

1. Stationery/ Reprography services:
 - a) The Stationery Services are spaces in which Teachers, Staff, and Students can purchase any of the items on display, according to the timetable posted on each of the Schools;
 - b) The Reprography Services is in charge of copying all supporting documents necessary for the development of the teaching/ learning process;
 - c) All documents to be copied must be sent to this service at least 48 hours in

- advance;
- d) Upon the corresponding payment, any School Community Member has access to photocopying services.
2. Cafeterias:
- a) The cafeterias are spaces in which Teachers, Non-teaching Staff, and Students can have lunch at the time displayed on an appropriate area. Users must present their magnetic cards. The amount charged for the meal service is fixed annually, in accordance with legal regulations;
- b) The meal can be purchased the day before or on the same day until 10 a.m. with an additional fine, the amount of which is fixed annually in accordance with legal regulations;
- c) Meal menus are available on the Schools' Cluster's website;
- d) Users must wait in lines, and access to the area is reliant on the instructions provided by the staff member on duty.
- e) In the cafeteria area, users must behave correctly;
- f) Once the meal is finished, users should collect their trays, wait in the corresponding line, and leave the place in an orderly manner;
- g) The users are responsible for the equipment they use; the user must replace the latter, or the necessary amount is to be paid for its replacement.
3. Bars:
- a) The bar is a supplementary meal service for Teachers, Staff, and Students, in which light meals can be acquired upon presentation of the card and during the period set in each of the Educational Establishments;
- b) All users have to keep the space clean and tidy, avoiding throwing garbage on the floor and calling the attention of those who do.
4. Communal areas:
- a) In these areas, Students can attend, perform leisure and social activities in an orderly manner;
- b) All users must keep these areas clean and tidy, avoiding throwing garbage on the floor and making proper use of the furniture and equipment.
5. Sports Pavilions:
- a) Playing fields and the sports pavilions can be used for the practice of Physical Education and School Sports;

- b) The use of these spaces is conditioned to compliance with the respective regulations.
6. Reception Area:
- a) At the entrance, there is an Operational Assistant who controls students' entry and exit as well of other eventual visitors;
 - b) The ones who are not users of the school have to be identified in accordance with Article 9th(3);
 - c) Given that it is a crossing point, Students, Teachers, or Non-teaching Staff and External Staff are not allowed to loiter in this area.
7. Computer Rooms:
- a) The use of these spaces is conditioned to compliance with the respective regulations;
 - b) The timetable of these rooms is displayed in their proximities;
 - c) The use of computers is conditioned to the compliance of the fixed Terms of Use displayed in the respective computer rooms.

Section I

OTHER SERVICES

ARTICLE 88th

Facilities

These concern the various equipment and spaces related to different subjects in the schools of the Cluster.

ARTICLE 89th

Facilities Director

1. In order to make the most of the existing resources in terms of equipment, teaching resources, and support resources for the development of curricular and extracurricular activities, the Director appoints, among the teaching members, the Facilities' Directors for the following Recruitment Groups:
 - a) Visual and Technological Education and Arts;
 - b) Music Education;

- c) Physical Education;
 - d) Informatics;
 - e) Mechanic technics;
 - f) Physics;
 - g) Chemistry;
 - h) Biology;
 - i) Geology;
 - j) Natural Sciences.
2. The Director at the beginning of the school year appoints the respective Facilities' Directors.
 3. The Facilities' Director is nominated for a school year.

ARTICLE 90th

Facilities Director's Competencies

1. The following are competencies of the Facilities' Director:
 - a) Organize, periodically, and provide the Director the annual inventory of the existing resources in the facilities;
 - b) Propose the acquisition of new material and equipment.

ARTICLE 91st

Technical-Pedagogical Services

1. These are the Schools' Cluster's teaching establishments' support services. The latter include social educational support, vocational guidance services, and the library.
2. The services provide different types of responses to the students' specific needs.
3. The support offered by these services may be provided by Teachers and/ or Psychologists of the Cluster, in accordance with their respective competencies.

ARPA^{TN16} Team - Acting as a Network for the Student

ARTICLE 92nd

Competencies

1. Develop actions to empower Students and their families in the social environment.
2. Support Students, namely those:
 - a) That reveal the most significant learning disabilities;

- b) At the risk of dropping out of school;
 - c) Displaying risk behavior or that have seriously violated the student's duties;
 - d) Those at the risk of exceeding the absences limit provided in the Student Statute and School Ethics.
3. To act preventively in relation to the Students who find themselves in the situations mentioned in the previous point.
 4. The ARPA team pursues the objectives of the current legislation.
 5. Forwarding students to GAM^{TN17}.

ARTICLE 93rd

Constitution

The Schools' Cluster's ARPA team includes the following members:

- a) The 1st Cycle Coordinator;
- b) Class Directors' Coordinators (2nd and 3rd Cycle of Basic Education and Secondary Education);
- c) The GAA^{TN18} (Student Support Office) Coordinator;
- d) The GAM^{TN17} Coordinator (Follow-up and Mediation Groups);
- e) Psychologist(s) of the SPO^{TN19} (Psychology and Guidance Services);
- f) Representative of the CPCJ^{TN10};
- g) Representative of the NLI^{TN20} (Local Insertion Center);
- h) A Guardian preferably qualified in areas such as Psychology, Health or Social Service;
- i) Representative of the PSE^{TN21} (School Health Program of Albergaria-a-Velha);
- j) Representative of the CAFAP^{TN22} (Family Support and Parental Counseling Center);
- k) Representative of the Social Institutions in the Community.

ARTICLE 94th

Operating Rules

The ARPA team complies with the terms of the law and with those established in its regulations.

Multidisciplinary Team to Support Inclusive Education



ARTICLE 95th

Competencies

1. Raise awareness to inclusive education in the educational community;
2. Propose the support measures for the learning process in question;
3. To monitor and follow up on the implementation of measures to support learning;
4. Provide advice to teachers on the implementation of inclusive pedagogical practices;
5. Prepare the Technical-Pedagogical Report and, if applicable, the Individual Educational Program and the Individual Transition Plan;
6. To monitor the functioning of the Learning Support Center.

ARTICLE 96th

Constitution

The multidisciplinary team of the SCAAV^{TN1} is constituted under the terms of Decree-Law No. 54/2018 of July 6. It is subdivided into two groups:

- a) Pre-School and 1st Cycle of Basic Education Area;
- b) 2nd and 3rd Cycle of Basic and Secondary Education Area.

ARTICLE 97th

Operating Rules

The Multidisciplinary Team to Support Inclusive Education abides by the terms of the law and those established in its regulations.

ARTICLE 98th

Educational Support

1. It refers to the support provided to the student who presents learning disabilities in a particular area/subject.
2. It is mainly provided in Basic Education Cycles.
3. In the case of the 2nd and 3rd Cycle, the teacher of the subject in which the student is struggling should preferably provide this support. Priority is to be given to the subjects of Portuguese and Mathematics.
4. In addition to the situations mentioned in the previous numbers, the Class Councils may propose the educational support that will be analyzed by the Director.

5. All proposals for Educational Support must be communicated to Parents and Guardians, as well as the time at which they will take place. Their implementation depends on the Parents' and Guardians' written authorization.
6. The support may be temporary or systematic.
7. All Teachers who propose students for Educational Support must submit a report, including the students' list, the goals to be achieved, the activities to be developed, and the expected duration.
8. If the Teacher providing the support is not the student's teacher, the teacher should work in articulation with the Teacher who proposed the support.
9. At the end of each school term, the Teacher providing the Educational Support will have to present to the Class Director, before the Class Council meeting, a report in which it will make a detailed analysis of all the performed activities, as well as justify the need to continue or cease the provision of the Educational Support to the proposed students.

ARTICLE 99th

Tutorships

1. The Tutorships' main goals are to develop study strategies, provide guidance, and advice to the student.
2. It is the Tutor's responsibility to:
 - a) Develop measures to support Students, namely, integration in the class and the school, and provide counseling and guidance in what respects study and academic tasks;
 - b) Promote the articulation of the Students' school activities with other training activities;
 - c) Develop its activity in an articulated way, either with the family, or with other educational guidance structures, or other stakeholders outside the school;
 - d) Ensure the effective students' support in what respects school and play the role of a reference person in whom the students trust and to whom they can share their experiences;
 - e) Elaborate the Action and Tutorship Follow-up Plan in which the criteria and organizational procedures of the tutorship and the activities with students, teachers, family, and community are indicated.

ARTICLE 100th

Study Workshop

1. The Study Workshop represents a space in which the students' learning can be optimized, and appropriate responses can be provided to those with learning disabilities. It is dependant on the available human and logistic resources in each of the Teaching Establishments that integrate the Cluster. This service is to be facilitated by Teachers of different subjects.
2. The Study Workshop aims at:
 - a) Supporting and guiding students in their study by promoting learning autonomy, self-confidence, and the students' academic success;
 - b) Supporting Students in developing skills related to the collection, selection, processing, and use of information;
 - c) Assisting Students in consulting/using diverse resources in a context that is not exclusively to a specific subject;
 - d) Promoting knowledge sharing and exchange of opinions;
 - e) Supporting the Students in solving their questions;
 - f) Enhancing the development of self-control behavior and cooperation at a group level.
3. The opening and closing hours will be defined annually, according to each School's availability.

ARTICLE 101st

Psychology and Guidance Services (SPO^{TM19})

1. The services develop their activities in the fields of psycho-pedagogical support to Students, Teachers, and Non-Teaching Staff members and support the development of the School Community relationship system.
2. In the 3rd Cycle of Basic Education and Secondary Education, the services are also active in the field of school and professional guidance.
3. In what concerns psychological and pedagogical support, it is up to these services to:
 - a) Collaborate with Kindergarten Teachers and Teachers by providing psychological and pedagogical support to the performance of educational activities;

- b) Identify and analyze the causes of school failure and propose the measures to eliminate them;
 - c) Make an overall assessment of situations related to developmental disabilities, learning disabilities, and providing the most appropriate psychological and pedagogical support;
 - d) Collaborate in the forwarding of Students to the Cluster's support services that best suit their specific needs;
4. In terms of supporting the development of the educational community's system of relationships, the service is responsible, among other things, for:
- a) Collaborating, in their area of expertise, with the Board and the Cluster's Administration and Management Bodies;
 - b) Collaborating in all community actions aimed at preventing early school drop out and systematic absenteeism;
 - c) Articulating its activity with other Specialized Services, namely in the areas of Health and Social Security to contribute to the correct diagnosis and social, medical, and educational evaluation of children and youth and to plan the most appropriate intervention measures;
 - d) Establishing connections with other social and educational support services necessary for the development of programs;
 - e) Taking part in the ARPA Team, promoting the design of an interconnected and global response to the problems exposed therein;
 - f) Collaborating in training actions and take part in pedagogical experiences;
 - g) Collaborating, according to their area of expertise, with Teachers, Parents, and Guardians, and other educational agents, toward the provision of psychological and social support;
 - h) Collaborating in the proposal of protocols with different services, companies, and other community agents at the local level;
 - i) Developing informative and awareness-raising actions regarding learning hindrances and developmental constraints for Parents and Guardians and the community in general.
5. In terms of educational and professional guidance, these services are responsible, in particular, for:
- a) Supporting Students in the process of developing their identity and life project;

- b) Planning and performing school and professional guidance activities, namely developing programs with groups of Students throughout the school year and providing individual support to their selection process;
- c) Developing school and professional informative actions under different modalities, ensuring the active participation of students in the exploration of the techniques and resources used;
- d) Collaborating in the planning and follow-up of field trips, work experiences, internships, and other forms of contact with the world of professional activities;
- e) Collaborating with other services, namely with the Institute of Employment and Vocational Training, in the organization of information and career guidance programs;
- f) Developing informative and awareness-raising actions in regards to the problems associated with academic and professional options for Parents and Guardians and the Community in general.

ARTICLE 102nd

Learning Support Center

1. The Learning Support Center is an aggregated support structure of the school's human and logistic resources, knowledge, and competencies.
2. The Learning Support Center, in collaboration with the other services and structures of the school, has the general objectives of:
 - a) Supporting the inclusion of children and youth in the group/class and in the school's routines and activities, namely through the diversification of strategies to access the curriculum;
 - b) To promote and support access to training, higher education, and integration in life after school;
 - c) To promote and support access to leisure, social participation, and independent living.
3. The educational action facilitated by the Learning Support Center is subsidiary to the activities developed in the student's class. It must be concerted with all educational agents' interventions, including the Special Education Teacher.
4. The Learning Support Center, as an organizational resource, is part of the educational response continuum provided by the school.

5. To students attending compulsory education, whose additional measures to support learning are provided in Article no. 10 (4)(b), (d), and (e) of Decree-Law 54/2018 of July 6, the Center ensures the provision of a response aimed at their inclusion and that complements the work performed in the classroom or other educational contexts.
6. The specific objectives of the Learning Support Center are to:
 - a) Promote the quality of Student participation in the activities of the Class they are integrated into and in other learning contexts;
 - b) Support the Teachers of the group or class in which the Students are integrated into;
 - c) Support the design of learning resources and assessment tools for the various curriculum components;
 - d) Develop interdisciplinary intervention methodologies that facilitate the processes of learning, autonomy, and adaptation to the school context;
 - e) Promote the creation of structured, rich environments in terms of communication, interaction that enhance learning;
 - f) Support the organization of the transition process to life after-school.
7. It is up to the Schools' Cluster's Director to define the space for the Learning Support Center to operate, taking into account the School's resources' optimization.

ARTICLE 103rd

Duties of the Operational Assistants appointed to the Learning Support Center

In addition to the established general duties, Operational Assistants assigned to Learning Support Centers are also required to perform the following specific duties:

- a) Communicate the number of meals to the cafeteria;
- b) Collaborate at the time of feeding the students according to the established guidelines;
- c) Collaborate in the student's personal hygiene care according to the established guidelines;
- d) Clean and sanitize the items used by the students;
- e) Care for and keep the specific items of each one of the students organized.

ARTICLE 104th

Student Support Office (GAA^{TN18})

1. The Student Support Office aims to provide Students with the means to express themselves about relationships problems with family, friends, teachers, questions about sexuality, drugs, affective relationships, conflicts with parents, life projects, school guidance, and issues of a social nature, on an open, safe, mutual-trust and confidential level.
2. Whenever the questions raised go beyond this office's competencies, the Students should be forwarded to the ARPA Team.

ARTICLE 105th

Personalized Support Office (GAP^{TN23})

The Personalized Support Office aims to provide Students in professional courses with personalized support to promote attendance, discipline, and success.

Follow-Up and Mediation Groups (GAM^{TN17})

ARTICLE 106th

Definition

1. GAM aims to assist students in the effective management of their conflicts to get constructive responses. It attempts to draw on each situation to identify what is positive and enable the construction of an educational and disciplined environment.
2. GAMs are comprised of Teachers supported by the SPO^{TN19}.

ARTICLE 107th

Objectives

1. Mediate situations of indiscipline.
2. Establish personal and interpersonal development commitments.
3. Aimed at students displaying inadequate behaviors once or more times.
4. Aimed at Students forwarded by their Guardians, full-time teacher, GAA^{TN18}, Class Director, or the Board via the Class Director.
5. The ARPA^{TN16} team may also forward students to the GAM^{TN17}.

OTHER TECHNICAL-PEDAGOGICAL SUPPORT SERVICES

SCHOOL LIBRARY



ARTICLE 108th

Definition

1. The School Library (SL) is a service made up of a set of logistic resources (facilities, equipment, and furniture), human resources (Teachers, Students, Staff), and documentary resources (printed, audiovisual and digital media), which are duly organized.
2. The School Library, as part of the educational process, promotes equal opportunities, attempts to blur social inequalities, and coordinates different knowledge and subject areas.
3. The School Library develops its action in articulation with the Curriculum Departments, Educational Teams, Class Directors, Teachers in general, the various Schools and/or Libraries of the Cluster, and the Municipal Library Network.
4. The School Library coordinates the management and use of information and knowledge resources, which are critical for curricular and non-curricular development, as well as for the all-round development of the individual.

ARTICLE 109th

Principles

1. The School Library is an essential pedagogical resource to support curricular and non-curricular activities, leisure-time activities, and the student's educational journey.
2. It is also the Cluster's center of pedagogical initiatives, open to activities and partnerships with the Municipal Library Network, Local Community, and others.
3. The Schools' Cluster's Libraries are supported by the respective Educational Teams with expertise in pedagogy, project management, information management, and documentary sciences.

ARTICLE 110th

Objectives

1. The School Library, as a nucleus of pedagogical organization, supports the development of the Schools' Cluster's Educational Project, defining as priorities the following objectives:

- a) Promote the full use of existing resources, support Teachers and Students in the performance of curricular and non-curricular works and projects;
- b) Develop Students' literacy skills in terms of finding, analyzing, and producing information, namely through research, analysis, criticism, production, and use of documents in various media;
- c) Promote the interest in reading as a tool for work, entertainment, and pleasure;
- d) Support the development of the skills that integrate the Student's Profile when leaving Compulsory Education.

ARTICLE 111th

Documentary Policy

1. The Documentary Policy takes into account the mission and the School Library's objectives. It is defined according to the proposals provided by the Users, the Teacher-Librarian and team, the Schools' Cluster's Director, and the Municipal School Libraries Network, and requires the Pedagogical Council's approval.
2. The School Library's Documentary Fund is established in accordance with:
 - a) The Cluster's Educational Project;
 - b) The national curriculum areas, taking into account the different levels of education in the Schools' Cluster;
 - c) The curricular, extracurricular, and recreational areas;
 - d) Students' special educational needs and multicultural backgrounds;
 - e) The balance between all the resources, respecting the proportionality of 1:3 in relation to book and non-book resources;
 - f) The attainment of a global documentary fund equivalent to 10 times the number of students;
 - g) Registration and availability for search in the School Libraries Network's Common Catalog of documents acquired by the Schools' Cluster (offer, purchase, or exchange).
3. The Teacher-Librarian will be the main responsible for executing the defined Documentary Policy with the team's support.
4. The Teacher-Librarian is accountable for managing the document collection, decreasing its size whenever it seems necessary.

ARTICLE 112th

Organization and Management

The Schools' Cluster's Libraries constitute a single nucleus. They have a working team composed of Teacher-Librarians, Team Teachers, and Operational Assistants. If possible, the continuation of the team should be ensured.

ARTICLE 113th

Teacher-Librarian

The Teacher-Librarian must either have academic qualifications in information management or be certified in specialized training in documentary sciences or have continuous training certifications in the area of school libraries and proven experience in the organization and management of school libraries.

ARTICLE 114th

School Social Action

1. The School Social Action Services are responsible for:
 - a) Applying positive discrimination criteria aimed at social and educational compensation of the most economically deprived students;
 - b) Adopting a diversified set of actions, in which there is extensive participation in meals, transportation, accommodation, textbooks, and school resources;
 - c) Preventing and protecting in the situation of school accident through the School Insurance - in this context, an instrument of social and educational support provided to Students to complement the assistance provided by other Public or Private Social Security or Health Systems.

SECTION II

OTHER NON-CURRICULAR ACTIVITIES

ARTICLE 115th

Animation and Family Support Activities

1. These are considered to be the activities intended to ensure the monitoring of children in Pre-school Education, before and/or after the daily period of educational

activities, and during periods of interruption of these activities, in accordance with current legislation. This family support service includes all school time that extends beyond the 25 curricular hours:

- a) The coordination is the responsibility of the Kindergarten Teacher or Coordinator. The Animator, together with one or more Operational Assistants, is in charge of the organization, dynamics, and accompaniment of the Children;
- b) The Animation and Family Support Activities must be integrated into the regulations of the Pre-school establishment. These are to be set at the beginning of each school year by the Kindergarten Teachers, after hearing the Municipality, Parents' and Guardians' Representatives, the Animator, and other Community partners;

ARTICLE 116th

Family Support Activities

1. The Animation and Family Support Activities cover all periods in which the Children do not have curricular or teaching activities and are set according to the Families' needs.
2. The Animation and Family Support Activities are recreational in essence, always safeguarding the children's well-being. These activities seek to reinforce the child's socialization process and are less structured in relation to the Kindergarten Teacher's activities. The Animator should work in articulation with the Kindergarten Teacher to avoid repeating activities.
3. The Animation and Family Support Activities should take place preferably outside the Kindergarten room.
4. In the Kindergarten Teacher's absence, in Kindergartens where there are social and educational animation activities, the family support component should take place.
5. During school interruptions, if necessary, the Animator and Operational Assistants provide animation and Family support activities.

ARTICLE 117th

Animation and Family Support Activities Plan

1. Each year, the Kindergarten Teacher(s) and Animator(s) prepare a plan of activities.
2. Its evaluation and reformulation will be made at the end of each school term.

3. At the end of the year, a report of the developed activities must be elaborated. This document should include the evaluations performed at the end of each term.

ARTICLE 118th

Articulation

1. The Kindergarten's Coordinator, Kindergarten Teachers, and the socio-cultural Animator meet to plan and evaluate the work developed.
2. The meetings take place at the beginning of the year and the end of each school term.

ARTICLE 119th

Responsibilities/ Competencies

1. In what regards to the Animation and Family support activities, it is the responsibility of the Coordinator or Kindergarten Teacher to:
 - a) Inform Parents of the importance of the family in the child's development;
 - b) Inform Parents of the existence of support responses to the family;
 - c) Verify the need to implement the appropriate responses together with the Parents' Association and the Municipality, and always take minutes of the meetings;
 - d) Organize and coordinate Animation and Family Support Activities, even when they take place in Institutions with which protocols of cooperation have been established;
 - e) Collaborate with the local Municipality and partner institutions in the selection of resources and equipment to equip the spaces and selection of staff members to perform duties;
 - f) Collaborate with the local Municipality in the collection of documents to determine the family-contribution;
 - g) Request the necessary support from the competent services;
 - h) Evaluate the work performed per school term, with the local Municipality, Parents' Association, and/or Entity (ies) responsible for services provided;
 - i) Be a training and information agent in the community;
 - j) Inform the Animator or person in charge of the room if the Child (ren) was (were) sick, to provide evidence of their current health condition, and report whether or

- not the Child can attend the Animation and Family Support Activities.
2. It is the Animator's responsibility to:
 - a) Work directly with the Children, aiming at their all-round development, as established jointly with the kindergarten teacher or coordinator;
 - b) Organize and propose Animation and Family Support Activities to be developed under the Coordinator or Kindergarten Teacher's guidance. Activities should be designed to take into account the Children's age group and prioritize their interests and initiatives. They should fulfill the proposed objectives and the plan of activities despite their main goal being enjoyment;
 - c) Take care of the resources provided for the Family Support Activities by being responsible for their inventory;
 - d) Report to the pedagogical responsible about the Children's experiences, both at individual and group level, the Children's participation in the various activities and also decisions taken, anomalous situations, as well as maps, official orders, notices, or other documents;
 - e) Ensure the operating hours of the Animation and Family Support Activities, according to what is defined in minutes elaborated at the beginning of the year;
 - f) Collaborate in assisting the children's Parents.
 3. Among other competencies established in the legislation in force, it is the competency of the Municipality to:
 - a) Work in partnership with the Cluster in the development of activities;
 - b) Make the necessary human resources for the activities available.

ARTICLE 120th

1st Cycle Curriculum Enrichment Activities

1. The Curricular Enrichment Activities are developed in accordance with the Decree-Law no. 139/2012 of July 5 and the Dispatch no. 9265-B/2013 of July 15. These activities are provided to all students of the first cycle of the Cluster.

ARTICLE 121st

ParaSaberes

1. The ParaSaberes project offers a set of optional activities. It is a project targeted at the individual's overall development.

2. The Schools' Cluster of Albergaria-a-Velha, alongside learning and teaching activities, whenever possible, offers a range of recreational and educational activities aimed at the enrichment of the curriculum and the students' free-time occupation.

HEALTH AND SEXUAL EDUCATION PROGRAM

ARTICLE 122nd

Definition and Objectives

Health / Sexual Education is a specialized service to support activities related to health. Its goal, among others, is the promotion of the school population's health.

ARTICLE 123rd

Coordinator

A Teacher appointed by the Director coordinates the Health Education/ Sexual Education Program.

ARTICLE 124th

Composition

1. The team responsible for the Health Education/ Sexual Education is appointed by the Director; it is a multidisciplinary team comprised of:
 - a) A Teacher from Recruitment Groups 230 or 520;
 - b) A Physical Education Teacher;
 - c) A Teacher from the Social and Human Sciences.
2. The Health Education/Sexual Education Coordinator manages the team.
3. Teachers who are members of the team should preferably:
 - a) Have attended training courses in the areas of health and sexual education;
 - b) Be the Class Director or Teacher of the 1st Cycle of Basic Education.

CHAPTER VI

ACTORS IN THE EDUCATIONAL PROCESS

RIGHTS AND DUTIES OF MEMBERS OF THE EDUCATIONAL COMMUNITY

ARTICLE 125th

Educational Community

The Educational Community includes, without prejudice to the contributions of other entities, the Students, the Parents and Guardians, the Teachers, the Non-Teaching Staff of the Schools, the Local Authorities and the Services of the Central and Regional Administration with intervention in the area of education, in accordance with their respective responsibilities and competencies.

ARTICLE 126th

General Norms of Conduct of the Educational Community

1. Any member of the educational community should:
 - a) Refrain, in public, at school, or outside school premises, from disclosing any facts concerning the personal, professional, or social life of its members;
 - b) Be familiar with these Regulations assuming the commitment of full compliance with all their terms;
 - c) Respect and treat with courtesy all the members of the educational community and avoid behaviors that put at risk their physical, moral, and psychological integrity;
 - d) Contribute to the development of good interpersonal relationships;
 - e) Observe the hierarchical relations, respecting and valuing each member of the educational community's functions and role.
2. Smoking is forbidden on the School premises.
3. It is not allowed to enter or remain in the School under the effect of alcoholic beverages or other substances that cause behavioral changes.
4. Any educational community member who witnesses or becomes aware of a criminal fact in the School must report it to the Class Director, a Teacher, and the Director.

ARTICLE 127th

Possession and Consumption of Addictive Substances

1. The possession and consumption of addictive substances, especially drugs, alcoholic beverages, and tobacco, as well as the promotion of any form of trafficking, facilitation, and consumption of them on the school premises are expressly prohibited.

2. Any infraction to the previous point is to be reported to the Director, who, in each specific case, shall exercise his/ her disciplinary powers.

SECTION I TEACHING STAFF

ARTICLE 128th

The special Role of Teachers

1. As the main ones responsible for conducting the teaching process, Teachers should promote measures of pedagogical nature that stimulate the harmonious development of education and foster an orderly and disciplined environment for activities in the classroom and school.
2. The Class Director or, in the case of 1st cycle students, the Class Teacher, acting as the coordinator of the class's work plan, is responsible for adopting measures to improve learning conditions and promote a good educational environment. He/ She is responsible for articulating the Class Teachers' and Parents' or Guardians' interventions and collaborating with them to prevent and solve behavioral or learning issues.

ARTICLE 129th

Teacher's Authority

1. The law protects Teachers' authority in the pedagogical, scientific, organizational, disciplinary, and civic education areas.
2. The Teacher's authority is exercised inside and outside the classroom, within or outside school premises, in the exercise of their functions.
3. Teachers' proposals or decisions concerning Students' assessment are considered to be sufficiently substantiated, for all legal purposes, when presented and justified before the Class Council and summarily reported in the minutes, which are considered ratified by the said Council with its approval, unless the contrary is expressly stated.
4. Teachers have special protection from criminal law regarding crimes committed against them or their property in the exercise of their functions, or because of them.

The penalty to the respective crime is increased by one third in its minimum and maximum limits.

ARTICLE 130th

Rights

The Teaching Staff, in addition to the rights conferred by the Teaching Career Statute and the Disciplinary Statute of Workers exercising public functions, are entitled to:

- a) Consideration and recognition of their authority by Students, their families, and other members of the educational community;
- b) The Families' and the Educational Community's collaboration in the process of educating Students;
- c) Be informed of all the activities that take place at the School;
- d) Receive the appropriate collaboration of all those involved in the educational process;
- e) Have working conditions, namely, facilities and support resources, which allow the attainment of the programmed goals for each subject;
- f) Have the tests, support texts, and other documents photocopied on the scheduled date, provided they are requested within the deadline;
- g) Upon request, obtain a receipt whenever they deliver any document to the Administration Services;
- h) Be called, within the time limits prescribed by law, for all the activities not included in their schedule;
- i) Have support and conditions for the free exercise of trade union activities;
- j) Have access to computers and printers for the development of school activities;
- k) Not have their personal contacts disclosed by the School unless the interested party states otherwise;
- l) Be evaluated according to the legislation in force.

ARTICLE 131st

Duties

1. The Teaching Staff, in addition to the duties conferred in the Teaching Career Statute and the Disciplinary Statute of the Workers performing public duties must:
 - a) Respect the entire educational community and the general public;

- b) Comply with the curricular programs, using the most appropriate methods, in order to attain the goals set for each subject and promote academic success;
- c) Plan all the activities inherent to the compliance with the previous point;
- d) Declare program contents that were not taught and justify the fact in the minutes of the last Class Council meeting and or Recruitment Group's meeting, on each school term.
- e) Guide the performance of their duties by the principles of rigor, exemption, justice, and equity;
- f) Guide the performance of their duties by quality criteria and seek its permanent improvement;
- g) Collaborate with all those involved in the educational process, foster the creation of a cooperative environment and the development of relationships of mutual respect and recognition, especially among teachers, students, parents, and non-teaching staff;
- h) Update and improve their knowledge, skills, and competencies in a perspective of lifelong learning, personal and professional development, and improvement of their performance;
- i) Participate in a committed way in the various training modalities they attend, namely those promoted by the Board, and use the acquired skills in their professional practices;
- j) Improve or maintain the quality of the didactic and pedagogical resources by being receptive to innovation.
- k) Reflect upon their pedagogical practices, perform self-evaluation processes, and take part in the Schools' Cluster's evaluation activities;
- l) Know, respect, and fulfill the normative dispositions about education by cooperating with the educational administration in the pursuit of the goals stemming from the educational policy, in the interest of students and the society;
- m) Register the content of each lesson as well as the students' absences on the platform;
- n) File in the respective Recruitment Group dossier, one copy of each test;
- o) Work in close collaboration with the Class Directors, providing them all the relevant data about the students' performance and disciplinary conduct or any other information deemed necessary for their integration in the School and their

- academic success;
- p) Collaborate with peers in the analysis, reflection, and resolution of problems of pedagogical or other nature;
 - q) Participate in the school activities developed under the Annual Activity Plan;
 - r) To be assiduous and punctual in the performance of all the incumbent tasks, namely, classes and meetings convened under the law;
2. It is also the teachers' duty to:
- a) Ensure cleaning and hygiene maintenance of the school spaces;
 - b) Comply with the general and specific assessment criteria defined for each school year;
 - c) Respect the confidentiality of the meetings that require it, namely those of the Class Councils and the Pedagogical Council, in accordance with the legislation in force;
 - d) Be acquainted with the Emergency Plan of the educational establishment where he/ she teaches;
 - e) Be mindful of suggestions and clarification requests placed by the students, and attempt to clarify them or forward them to the most appropriate service;
 - f) Know the Internal Regulations;
 - g) Register in the first two weeks of each term, the date of the written assessment tests on the platform, so that they do not clash with other appointments and other non-teaching activities and ensure that Students do not take more than one test per day;
 - h) Collaborate with the Non-Teaching Staff in the scope of user's/ school's facilities' security;
 - i) Solve, as far as possible, the problems and conflicts eventually created within the educational community using common sense and firmness.

ARTICLE 132nd

Duties towards Parents and Guardians

1. The following are the Teachers' specific duties towards Parents and Guardians of the students:
 - a) Respect the legal authority of Parents or Guardians and establish an open relationship and dialogue as well as cooperation in the context of

- shared-responsibility in the students' education and development.
- b) Promote the Parents or Guardians active participation in the students' education in order to ensure their effective collaboration in the learning process;
 - c) Encourage the Parents' or Guardians' engagement in school activities to provide the necessary conditions for the successful integration of all students;
 - d) Regularly provide Parents or Guardians information on the development of their children's learning and educational path, as well as any other elements relevant to their education;
 - e) Participate in promoting specific training or informative actions for Parents or Guardians that foster their engagement in school activities.

SECTION II STUDENTS

ARTICLE 133rd

General Framework

The Student Statutes and School Ethics in force frame the student status.

ARTICLE 134th

Enrollment and Renewal of Registration

1. The act of enrollment or renewal of registration confers the Student status, which, in addition to the rights and duties enshrined in the legal diplomas, also includes those enshrined in the Cluster's Internal Regulations.
2. Each educational establishment's vacancies obey the priorities established in the legal diploma for enrollment or renewal of registration purposes.

ARTICLE 135th

Students' Responsibility

1. Students are responsible, in terms appropriate to their age and power of judgment, for the exercise of the rights and fulfillment of the duties granted to them by the Student Statute and School Ethics and by the present regulations, as well as by other applicable legislation.

2. The Students' disciplinary responsibility implies respect for the legislation referred to in the previous number, for the Schools' Cluster's assets, peers, staff members, and, in particular, teachers.
3. No student may hinder the right to education of others.

ARTICLE 136th

Student's Rights

1. The Student has the right to:
 - a) Be treated with respect and correction by any member of the educational community and may in no case be discriminated against his/her ethnic background, health condition, gender, sexual orientation, age, gender identity, economic, cultural or social condition, or political, ideological, philosophical, or religious beliefs;
 - b) Benefit from quality teaching and education under effective conditions of equal access to opportunities, in accordance with the law;
 - c) Under the terms established in the applicable legal framework, select (when a minor, through Parents or Puardians) and benefit from the educational project that provides the Student with the conditions for his/her physical, intellectual, moral, cultural, and civic development as well as personality development.
 - d) Have the following recognized and valued:
 - i. Merit, dedication, assiduity, and work effort in the Student's academic performance and be stimulated in this sense;
 - ii. Their efforts, in particular the merit of their performance, by being awarded an honorable mention, at the beginning of the following school year, in a public session, according to criteria to be defined by the Pedagogical Council;
 - iii. The commitment to commendable actions, namely volunteering in favor of the community in which one is inserted or of the society in general, practiced at school or outside, and to be stimulated in this sense;
 - e) Benefit from an adequate school timetable for the year attended, as well as balanced planning of curricular and extracurricular activities, namely those that contribute to the cultural development of the community;
 - f) Benefit from, within the scope of school social action services, a support system

- that allows the Student to overcome or compensate for social, family, economic or cultural gaps that may hinder the access to a school or the teaching process;
- g) Benefit from prizes, supports, and complementary means used to recognize and distinguish merit;
 - h) Benefit from other specific supports that are suitable to their educational and learning needs, such as psychology and guidance services or other specialized educational support services;
 - i) Have their safety safeguarded at school and their physical and moral integrity respected, benefiting, in particular, from the special protection enshrined in criminal law for members of the school community;
 - j) Be treated promptly and adequately if a sudden illness or accident happens during school activities;
 - k) See that the confidentiality of the data and information (personal or family related) contained in the Student's individual process is ensured;
 - l) In accordance with the law, take part in the school's administration and management bodies in the design and execution of the respective educational project, as well as in the elaboration of the Internal Regulations via the Students' representatives;
 - m) Elect the students' representatives for the bodies, positions, and other representative functions within the school, as well as to be elected, in accordance with the law and the school's Internal Regulations.
 - n) Present criticism and suggestions concerning the school's functioning; be heard by Teachers, Class Directors, and school administration and management bodies in all matters that justifiably are of his/ her interest;
 - o) Organize and take part in initiatives that promote training and leisure time occupation;
 - p) Be informed about the school's Internal Regulations and, by means to be defined by the school, about all subjects that are justifiable of his/ her interest, in terms appropriate to the Student's age and the year attended; namely, be informed about how the study plan or course is organized, the program and essential goals of each subject or subject area and the assessment processes and criteria, as well as registration procedures, family allowance, and social-educational support, rules for the use and safety of resources and equipment and facilities, including

- the emergency plan, and, in general, about all activities and initiatives related to the school's educational project;
- q) Take part in the other school-related activities, in accordance with the law and the respective Internal Regulations;
 - r) Take part in the assessment process via self-assessment and the assessment of peers;
 - s) Benefit from measures, defined by the school, appropriate to their learning recovery process for duly justified situations of being absent at school.
2. The benefit of the rights set forth in paragraphs g), h) and r) of the preceding number may be, in whole or in part, temporarily prohibited as a result of disciplinary or sanctioning measures applied to the Student, as provided in these regulations.

ARTICLE 137th

Specific Rights

These following are the Student's specific rights:

- a) Have access to a clean and welcoming school;
- b) Take part in the life of the School under the terms established in the Autonomy, Administration and Management Regime and the present Regulations;
- c) Be represented by the Class Representative and/or Sub-representative, in accordance with the provisions of these rules;
- d) Be able to actively participate in classes, pose questions and be conveniently attended;
- e) Receive support from the Class Director to solve personal and school-related issues;
- f) Be aware of what is taking place at the School and what concerns the Student via public announcements;
- g) Propose initiatives to fulfill the school's cultural and educational objectives;
- h) Get the data that allows the Student to perform a self-assessment process throughout the school year and to take part in the analysis of the assessment items;
- i) Benefit from School Insurance coverage in school activities.

ARTICLE 138th



The Right to Representation

1. Students can meet at Students' Assembly or General Assembly and are represented by the Students Association, Class Representative and/or Sub-representative and by the Class Representatives' Assembly, in accordance with the Law and the school's present Internal Regulations.
2. The Students' Association and students' representatives taking part in the school's governing bodies have the right to request the Director to hold meetings to assess matters related to the school's functioning.
3. The Class representative and the Sub-representative have the right to request Class meetings to consider matters related to the Class's functioning, without prejudice to the teaching activities' fulfillment.
4. On the students' initiative or their own initiative, the class director or the class teacher may request the parents' or guardians' representatives of the students to participate in the meeting referred in the previous number.
5. Students may not be elected or continue to represent other students on school bodies or structures if they are or have been subject to a disciplinary measure equal or greater than a registered reprimand in the last two school years; if they have been excluded from attendance on any subject in the last two school years or retained in a given school year due to reiterated failure of the attendance duty, as established by current legislation.

ARTICLE 139th

Class Representative

1. The Class Representative is a student elected by his/her class peers, by a majority, among the Students enrolled in the totality of the year/course subjects, being correspondingly applicable to him/her what is stated in number 5 of the previous article.
2. In each Class, a Representative will be elected to represent the Students of the Class in the Class Council and the Class Representatives' Assembly.
3. The term is one school year and ceases with the application of a disciplinary measure greater than a registered reprimand.
4. The Representative must possess a spirit of leadership, responsibility, loyalty, availability/ openness, a spirit of justice/ camaraderie, impartiality, solidarity, and a



sense of group identity

5. The second most voted Student is the Sub-representative, applying to his/ her election and term the previous numbers' provisions.

ARTICLE 140th

Class Representative/ Sub-representative Assignments

1. The duties of the Class Representative are the following:
 - a) Act as the spokesperson of the Class to the Class Director by raising awareness of issues affecting the students.
 - b) Listen to peers, if necessary, attempt to reconcile different points of view;
 - c) Help the Class to solve conflicts;
 - d) To stimulate the reflection and discussion of issues related to their interests;
 - e) Represent the Class before the management bodies, Teachers, and Non-teaching Staff Members;
 - f) Take part in Class Representatives' Assemblies and/or Class Councils;
 - g) Promote compliance with the Internal Regulations;
 - h) To elect and be elected representative of Secondary Education Students in the General Council, if applicable.
2. In addition to replacing the Class Representative when he/ she is absent or prevented from performing his/ her duties, the Class Sub-representative takes part in the Class Representatives' Assemblies.

ARTICLE 141st

Student's Duties

1. Without prejudice to the provisions of article no. 40 of the Student's Statute and the other duties set in the school's Internal Regulations, the Student has the duty of:
 - a) Studying taking into account his/ her age group, educational needs, the school year the Student attends, the Student's education and all-round development;
 - b) Being assiduous, punctual, and committed to the fulfillment of all duties in the school activities;
 - c) Following teachers' guidelines regarding the teaching process;
 - d) Treating with respect and courtesy any member of the educational community, and in no case be discriminated against his/her ethnic background, health



- condition, sexual orientation, age, gender identity, economic, cultural or social condition, or political, ideological, philosophical or religious beliefs;
- e) Being loyal to all members of the educational community;
 - f) Respecting the authority of Teachers and Non-teaching Staff Members and follow instructions provided by them;
 - g) Contributing to a harmonious social coexistence and students' full integration in school;
 - h) Taking part in educational or training activities developed in the school, as well as in other organizational activities that require students' participation;
 - i) Respecting the physical and psychological integrity of all members of the educational community; not committing any acts, including violent ones, regardless of the place or the means used, that attack the physical, moral or patrimonial integrity of Teachers, Non-teaching Staff Members, and Students;
 - j) Providing help and assistance to other members of the educational community, safeguarding situations that pose a threat to the Student's physical and psychological integrity;
 - k) Caring for the preservation, conservation of didactic material, furniture, green spaces, and school facilities by making appropriate use of them;
 - l) Respecting the property of all the members of the educational community;
 - m) Staying in the school premises during the times assigned on the Student's timetable except when there is Parents' or Guardians' written authorization indicating otherwise or the school's board indication;
 - n) Taking part in the election of Students' representatives and provide them the necessary collaboration;
 - o) Knowing and complying with the Student's regulations, the operating rules of the school's services, and Internal Regulations and sign an annual declaration of acceptance and active commitment to its full compliance;
 - p) Not possessing and or consuming addictive substances, especially drugs, tobacco, and alcoholic beverages, nor promoting any form of distribution, facilitation, and consumption thereof;
 - q) Not carrying any materials, technological equipment, instruments, or devices that may, objectively, disrupt the development of teaching activities or that may pose a physical or psychological threat to the Students or any other member of

- the educational community;
- r) Not using any technological equipment, namely mobile devices, equipment, programs, or computer applications in the areas where classes or other training activities are taking place; the latter also applies in the event of meetings of bodies or structures of the school in which the Student might take part in. The use of the means mentioned above is authorized when it is correlated to the development of educational activities, and it is authorized by the Teacher or the person in charge of monitoring and supervising the works or activities in progress;
 - s) Not capturing sound or images, namely, of teaching and non-teaching activities, without the Teachers' prior authorization, or those responsible for the school's direction or supervision of the work or activities in progress. The latter applies in the event of any member of the school or educational community whose image might have been, even if unintended, be recorded;
 - t) Not disseminating, in or outside school premises, namely, online or via other means of communication, sounds or images captured during teaching and non-teaching times, without the Schools' Cluster's Director permission;
 - u) Respecting the copyright and intellectual property rights;
 - v) Wearing clothing items, which are age-appropriate, suitable, and appropriate to wear in an educational environment and for the development of school activities in accordance with the school's regulations.
 - w) Repairing the damage caused to any member of the educational community or School's equipment, facilities, or other facilities in which school-related activities might occur; in the event of this not being possible to repair or it is insufficient, compensate the injured parties for the damage caused.

ARTICLE 142nd

Specific Duties

1. Follow basic hygiene rules.
2. Bring the magnetic card and all the necessary material for school activities every day.
3. Know and comply with the Student's Statute, the operating rules of the Cluster's Services, and the Schools' Cluster's Internal Regulations.

Subsection I

DUTY OF ATTENDANCE AND EFFECTS OF EXCEEDING THE LIMITS OF THE ABSENCES

ARTICLE 143rd

Class Attendance and Attendance Regime

Students' attendance and attendance regime is regulated by the legislation in force.

ARTICLE 144th

Duty of Attendance

1. In addition to the mandatory duty to attend school, according to the law, Students are responsible for fulfilling the duties of attendance and punctuality.
2. Parents and Guardians of underage Students are responsible, in conjunction with them, to fulfill the duties referred to in the preceding paragraph.
3. The duty of attendance and punctuality implies the Student's presence and punctuality in the classroom and other places where schoolwork is performed; the Student must attend a class with the necessary material or equipment previously indicated by the Teacher; the Student should also display an intellectual commitment to the teaching and learning process.
4. The control of Students' attendance is mandatory, as defined in the previous number, in all school and non-teaching activities in which they participate or should participate.

ARTICLE 145th

Absences and their Nature

1. The student's absence implies that the Student is absent in a class or other mandatory school-related activity or an optional attendance activity if registration has taken place.
2. The lack of punctuality or class/ activity attendance without the necessary equipment or material will result in an absence.
3. The lack of punctuality is understood as a delay of more than five minutes in relation to the scheduled time for the beginning of the activity.
4. The lack of punctuality is taken into account in the Student's assessment in the

subject, according to the approved criteria. The reiterated failure of the punctuality duty and the disruption of teaching activities may result in the application of the corrective measure of performing integration activities.

5. In the 1st Cycle of Basic Education, absences correspond to periods of sixty minutes and fifty minutes in the 2nd and 3rd Cycle of Basic and Secondary Education.
6. The absences are registered on the platform by class teachers in the 1st Cycle or the Teachers of the different subjects, in the other cycles of education, and Teachers responsible for the development of activities.
7. The respective Class Teacher or Class Director will report all Students' absences to the Guardian.
8. Absences resulting from the order to leave the classroom or the application of disciplinary measures are considered unjustified absences.
9. The participation in field trips previously indicated in the school's activity plan is not considered an absence. The latter applies to subjects or subject areas involved; classes scheduled for the day in question are considered as given unless specific provisions are made.

ARTICLE 146th

Physical Activity Exemption

1. The Student may be temporarily discharged from performing physical education activities or school sports for health-related issues. The latter should be justified via a medical certificate, which must clearly state the physical activity's contraindications.
2. Without prejudice to the previous number, the Student must always be present in the space where the physical education class occurs.
3. Whenever, for duly substantiated reasons, the Student cannot be present in the space where the physical education class takes place, he/she should be indicated to an area where he/she is pedagogically accompanied.

ARTICLE 147th

Absences Justification

1. Justified absences are those listed in the Student's Statute and School Ethics:
 - a) Student's illness must be reported in written form by the Guardian or by the 18

- years old Student or older, in the event of a period of three working days or less is determined: It must be reported by a doctor if an impediment of more than three working days is determined or in the case of chronic or recurrent illness. A single declaration is accepted for the entire school year or until the end of the health condition that determined it.
- b) Prophylactic isolation, determined by infectious disease of a person cohabiting with the Student; the latter must be proven via a declaration of the competent health authority;
 - c) Death of a relative, within the legal period of absences justification period due to the death of a family member indicated in the employment contract regime of workers performing public duties;
 - d) Birth of a sibling, during the day of birth and the day immediately after;
 - e) Performance of outpatient treatment due to illness or disability, which cannot be performed outside the period of the teaching activities;
 - f) Assistance in the event a member of the household is ill, in situations it can be proven that no other person can provide such assistance;
 - g) Attendance to pre-natal appointments, birth and breastfeeding period, according to the legislation in force;
 - h) When the event is inherent to the student's religion, provided that it cannot be performed outside the teaching activities period and corresponds to a commonly recognized religious practice.
 - i) Participation in cultural, associative, and sports activities recognized by law as being of public interest or considered relevant by the respective school authorities;
 - j) Preparation and participation in sports played at a highly competitive level, under the applicable legal terms;
 - k) Fulfillment of legal obligations, which cannot be performed outside the teaching activities period;
 - l) Other events that prevent the Student's presence in the school or in any school activity, as long as it is proven that it is not attributable to the Student and considered to be reasonable by the Director, the Class Director, or the Class Teacher;
 - m) Absences resulting from preventive suspension applied in the course of a

- disciplinary procedure and in the event, no disciplinary measure is applied to the Student;
- n) Participation in field trips indicated in the school's activity plan, in what regards subjects or subject areas not involved in the field trip;
2. The absence justification should be provided via a written request submitted by the Parents or Guardians or by the Students, when they are 18 years old or older, to the Teacher or the Class Director. The request should indicate the day and the school activity in question and the reasons for the absence. The written request can be done in the Student's report booklet, in the case of Basic Education Students, or via the appropriate form, in the case of a Secondary Education Student.
 3. The Class Director, or the Class Teacher may request to the Parents or Guardians, or the adult Student, additional evidence to justify the absence or evidence provided by any entity contacted for this purpose.
 4. The absence justification must be presented in advance if it is a predictable situation or up to the 3rd working-day following the event.

ARTICLE 148th

Unjustified Absences

1. Absences are unjustified when:
 - a) No justification has been provided in accordance with paragraph 1 of the previous article;
 - b) The justification has been submitted after the deadline;
 - c) The justification has not been accepted;
 - d) The absence results from the order to leave the classroom or disciplinary measures are applied.
2. In the situation indicated in paragraph c) of the previous number, the non-acceptance of the justification must be briefly described and justified.
3. Unjustified absences are communicated to the Parents or the Student by the Class Director, or the Class Teacher, within three working days, by the most expeditious means, namely via email or text message.

ARTICLE 149th

Material Absences

1. Students should attend school activities with the necessary material or equipment.
2. At the beginning of the school year, the Pedagogical Council approves the necessary material under the proposal of the Recruitment Groups.
3. The lack of material is taken into account in the assessment of the subject, according to the approved criteria. The reiterated failure of this duty and the disruption of teaching activities may result in the application of the corrective measure of performing integration activities.

ARTICLE 150th

Serious Absence Excess

1. In each school year, unjustified absences limit cannot be exceeded:
 - a) Ten days, sequenced or interpolated, in the 1st Cycle of Basic Education;
 - b) Double the number of weekly school hours per subject in the remaining cycles or levels of education, without prejudice to the following number.
2. In training offers that provide professional qualifications, namely professional courses or other training offers that require minimum compliance levels with the respective workload attributed to each subject, module, unit, or training area, under the terms outlined in the specific regulations, the Students are in the situation of excessive absences when exceeding the limits of justified and or unjustified absences defined for the subject, module, unit, or training area.
3. When half of the expected absence limits have been reached, the Parents or the Guardians or the adult Student are called to the school by the most expeditious means, by the Class Director, the Teacher in a similar position, or by the Class Teacher.
4. The notification mentioned in the previous paragraph has the objective of warning students about the consequences of the situation and seek a solution to ensure effective compliance with the duty of attendance.
5. If the above is impracticable, due to reasons beyond the School's control, and whenever the severity of the situation justifies it, the School might communicate the situation to the respective CPCJ^{TN10} where the underage student lives. Additionally, these authorities are informed of the procedures and the steps taken up to that point by the School, Parents, or Guardians to jointly attempt to find a solution to

overcome the Student's lack of attendance.

ARTICLE 151st

Effects of Exceeding the Limit of Unjustified Absences

1. Exceeding the limits of unjustified absences outlined in paragraph 1 of the preceding article constitutes a violation of the duties of attendance and assiduity. The Student is therefore obliged to comply with specific recovery and/ or corrective measures in accordance with the provisions of the following articles. Exceeding the limits of unjustified absences may also lead to the application of disciplinary measures in accordance with these Bylaws.
2. The exceeding of the limits of absences indicated in the formative offers referred to in paragraph 2 of the previous article constitutes a violation of attendance and assiduity duties. It has for the Student the consequences established in the specific regulations of the formative offer in question.
3. The provisions indicated in the previous paragraphs do not exempt the Student's Parents or Guardians from being accountable for the situation, in accordance with Articles no. 44 and no. 45 of the Student Statute.
4. All events, activities, measures, or the consequences provided in this article are communicated to the Parents or Guardian, or the Student, when of legal age, to the Class Director and the Student's Tutor Teacher, whenever designated, and are registered in the Student's individual process.

ARTICLE 152nd

Recovery and Integration Measures

1. Irrespective of the educational modality the Student attends, except for the situation provided in paragraph 2 of this article, the violation of limits of absences obliges the Student to perform activities that allow the recovery of the learning process or and Student's integration in the school community. Students and Guardians are co-responsible for the performance of these activities.
2. If the absences limit has been determined by the application of a corrective measure to leave the classroom or a disciplinary measure to suspend the Student, there will be no need to apply recovery measures and/ or school integration activities.



3. The corrective measures indicated in this Article are defined in accordance with the procedures set in Article no. 157, with the specific features set out in the following paragraphs.
4. The learning recovery activities can be performing a written work, solving worksheets/ exercises, doing research work, or performing a speaking activity.
5. It is the Class's teacher or the subject Teacher in which the absence limit has been exceeded responsibility to decide, in accordance with the previous number, which activity is the most suitable to the specific situation.
6. The measures referred to in the previous paragraphs are to be performed in addition to the Student's teaching time indicated in his/her timetable. The measures can be applied at school or outside the school premises, according to the decision of the Teachers who apply them.
7. If the activities mentioned must be performed on the school premises, the Student will be sent to the study room. If they are to be performed outside the school premises, students must follow the instructions provided by the Teacher who stipulated the activities.
8. In the event it is a speaking activity that was determined, the Teacher who decided on the application of this type of activity must appoint a date and time without compromising the Student's attendance to the remaining school activities.
9. The contents covered in the recovery activities must be limited to the topics, units the Student didn't cover when absent.
10. Recovery activities can only be applied a single time during a school year but can nevertheless be implemented in different subjects simultaneously.
11. After verifying the Student's serious absence, the Class Director proceeds to comply with the legal formalities, namely inform the Student or Guardians and start to implement the recovery plan within ten days after the absences limit violation was detected.
12. Teachers who requested the development of the recovery activities must submit a written report, in the specific form provided by the Schools' Cluster, indicating the outputs of the application of these measures and providing an analysis of the Student's accomplishment of the proposed activities.
13. The fulfillment of the requested activities along with a positive assessment of activities leads to the disregard of the excessive absences.

14. If the violation of the unjustified absences limit occurs in educational support, it implies the Student's immediate exclusion from the activities in question.

ARTICLE 153rd

Non-compliance and Ineffectiveness of Recovery and Integration Measures

1. Failure to comply with the measures provided in the previous article and their ineffectiveness or impossibility of action determines, in the case of a minor, the mandatory communication of the fact to the respective CPCJ^{TN10} or, in its absence, to the Public Prosecutor's Office before the Court of Family and Minors. The goal is to define a suitable response for the Student in terms of educational path and promote his or her social and professional integration. If necessary, the Student may be indicated to pursue a different educational route. This process should be defined in collaboration with the school and, whenever possible, with the Parents' and or Guardians' authorization and their accountability in the process.
2. The option indicated in the previous paragraph is based on the measures defined by the law on compliance with compulsory schooling and may be applied at any time, without the need to wait for the end of the school year, when school dropouts are imminent.
3. When the measure indicated in numbers 1 and 2 is not possible, or the Student is forwarded to a different educational offer after January 31st or the non-fulfillment of the measures stated in the previous article or their ineffectiveness due to non-attributable cause to the school, implies that the school determines, as soon as the Class teacher or Class Council so defines:
 - a) The Student's retention or non-transition of the school year, in Basic Education; or the Student's exclusion of the subject(s) in which the excess of absences is detected, in Secondary Education.
 - b) Notwithstanding the previous paragraph's application, the Student is obliged to attend school until the end of the school year and until he/she is eighteen years old, or until sent to a different educational path if this occurs earlier.
4. When aware of the situation of non-compliance with the recovery plan or its ineffectiveness, the Class Director must:
 - a) Communicate the situation to the Board;
 - b) Call the Guardian for a prior hearing;



- c) Call an extraordinary Class Council to issue an opinion on the activities to be developed; besides the Class teachers, the following will take part in the Class Council:
- i. An element of the SPO ^{TN19};
 - ii. The representative of the Cluster at the CPCJ ^{TN10};
 - iii. A representative of the ARPA ^{TN16} Team;
 - iv. A representative of the GAM ^{TN17};
5. After hearing the Class Council members, the Class Director, in collaboration with the members mentioned above, elaborates a preliminary plan of activities, according to the Student's profile.
 6. This preliminary plan will be presented to the Board to receive its endorsement or suggestions for improvement.
 7. After the Board's approval, the Class Director calls the Student's Guardian to inform him/ her of the Plan.
 8. The Plan's implementation will be monitored by the Class Director, by the GAM ^{TN17}, and, if possible and/or of interest, by a Tutor Teacher appointed by the Board.
 9. Failure or ineffectiveness of the measures and activities referred to in this article also implies restrictions on the performance of equivalence exams or other exams. Restrictions and limitations are indicated in the specific regulations of any type of educational or training offer.
 10. The reiterated failure to comply with the duty of attendance and/or the activities referred to in the preceding paragraph may also determine the application of disciplinary measures.

DISCIPLINE

SECTION III

INFRACTION

ARTICLE 154th

Qualification of Infractions

If the student displays inappropriate behavior that goes against the rules of conduct, this represents a failure to comply with the general and specific duties of these Internal

Regulations; this conduct constitutes therefore an infraction. The Students who commit infractions are subject to the application of a corrective measure and/or disciplinary sanctioning measure under the terms of the following articles.

ARTICLE 155th

Report of Occurrences

1. The Teacher or Non-teaching Staff Member who witnesses or is aware of behaviors that may constitute a disciplinary infraction under the previous article's terms shall immediately report them to the Schools' Cluster's Director.
2. The Student who witnesses behaviors referred to in the previous number must immediately communicate them to the Class Teacher or the Class Director, who, in the case of considering them severe or very serious, participates them within one working day to the Director.
3. Records and report of occurrences should be provided using the Cluster's means in use, in accordance with the definitions to be established by the competent bodies.

Subsection II

CORRECTIVE MEASURES AND DISCIPLINARY SANCTIONS

ARTICLE 156th

Purposes

1. All the corrective measures and disciplinary sanctions pursue pedagogical, preventive, dissuasive, and integration purposes. They aim to enhance the fulfillment of the Student's duties, the respect for Teachers' and Non-teaching Staff Members' authority, as well as safeguard the educational community.
2. Corrective and disciplinary measures sanctions are also aimed at ensuring the regular performance of school activities, the correction of the disruptive behavior and the reinforcement of the Student's civic education.
3. The disciplinary measures, taking into account the particular relevance of the duty violated and the severity of the infraction practiced, also pursue, in addition to those identified in the previous number, punitive purposes.
4. The corrective measures and the disciplinary sanctions must be applied in coherence

with the Student's educational needs. It should be taken into account the goals set for the Student's educational path and the context in which the Class's work plan is developed as well as the school's educational project, in accordance with the following articles.

ARTICLE 157th

Determination of the Disciplinary Measure

1. When determining the corrective measure or disciplinary sanction, the following parameters should be taken into consideration:
 - a) The severity of the breach of duty;
 - b) The circumstances;
 - c) Mitigating and aggravating factors;
 - d) The Student's maturity;
 - e) Degree of guilt;
 - f) The Student's academic performance;
 - g) The Student's family and social environment;
 - h) The Student's disciplinary background;
 - i) Other relevant circumstances concerning the infraction.
2. The mitigating circumstances of the Student's disciplinary responsibility are his or her previous good behavior, academic performance, and the recognition, with regret, of his or her conduct's illicit nature.
3. The aggravating circumstances of the Student's responsibility are premeditation, collusion, as well as the accumulation of disciplinary infractions and recidivism, especially if occurring during the same school year.

ARTICLE 158th

Corrective Measures

1. The corrective and integration measures are preventive in nature.
2. The following are corrective measures, without prejudice of others that may be contemplated in these regulations:
 - a) The reprimand: outside the classroom, any Teacher or Non-teaching Staff Member has the competency and duty to warn the Student; confront him or her verbally about the disruptive behavior affecting the functioning of the school

- activities or the relationships within the educational community; alert the Student to avoid such conduct;
- b) The order of leaving the classroom or other places where school work is performed:
- i. This measure is of the exclusive competence of the respective teacher and implies the permanence of the Student in the school;
 - ii. It is up to the Teacher of the subject to determine the time during which the Student must remain outside the classroom, whether or not the application of such a measure results in the determination of an absence, and what activities the Student must perform during that period;
 - iii. This measure must be communicated, in writing, to the Class Director as soon as possible;
- c) Performance of school integration tasks and activities should take into consideration that:
- i. These integration activities consist of cleaning and/or repairing school facilities or performing learning recovery activities; the Student's compulsory daily or weekly stay at school may be increased for the performance of learning recovery activities;
 - ii. This measure is applied by the Cluster's Director under the proposal of the Class Director, and, if justified, the Class Council can be heard on this matter;
 - iii. The provisions of this paragraph do not exempt the Student from the obligation to comply with the timetable assigned to his/her Class or to remain in the school during these periods.
- d) Occasional or permanent conditioning of the access to specific school spaces and/ or of the use of determined equipment and materials;
- i. This measure provides for the Student's condition of access to specific school spaces, participation in extracurricular activities, and the use of specific materials and equipment, without prejudice to those who are used for teaching activities;
 - ii. This measure is applied by the Cluster's Director under the Class Director's proposal, and, if justified, the Class Council can be heard on this matter;
 - iii. The application of this measure may not, according to the legislation in force, exceed the time corresponding to one school year;

- e) Class change; the Director applies this measure under the Class Director's proposal, and, if justified, the Class Council can be heard on this matter.
3. According to the particularities of the cases concerned, the Schools' Cluster establishes another type of sanctions, namely:
 - a) Damage to any material by improper use will result in its repair or payment;
 - b) Neglect of the school's hygienic conditions implies the Student will clean designated school facilities;
 - c) Aggressions directed toward peers will be punished according to each situation. All cases of aggression involving material damage (broken glasses or watches, torn clothes, or damaged school material, among others) or resulting from physical aggression and implying medical treatment will be borne by the aggressor.
4. The Class Director reports the implementation of the corrective measures, in the case of underage Students, to the Parents or the Guardians in the most expeditious way.
5. The application of the corrective measures provided in this article is to be performed in an incremental manner.
6. If occurring during the same school year and applied more than three times to the Student by the same Teacher, the corrective measure of leaving the classroom must be analyzed by the Class Council or the school board. The same procedure applies in the fifth time the event occurs regardless of the Teacher who applies the measure. The goal is to identify the causes and the pertinence of the proposal of application of other disciplinary or corrective measures, in accordance with the Student's Statute and these Regulations.

ARTICLE 159th

Implementation of Corrective Measures

1. In compliance with paragraph 2(b) of the previous article, the Teacher, so that the Student performs the proposed activity, may opt for one of the following hypotheses:
 - a) Forward the Student to the GAA^{TN18};
 - b) Forward the Student to the Study Workshop;
 - c) Forward the Student to the School Library.

2. In compliance with paragraph 2(c) of Article 158th, school integration activities are carried out at a time that does not coincide with the teaching activities. They should never be performed for more than four weeks, nor exceed three daily periods of 50 minutes nor be developed for more than three times a week. They may be the following:
 - a) Repairing the damage caused;
 - b) Collaborate in activities that contribute to the beautification of the school space;
 - c) Performance of civic tasks during school interruption periods;
 - d) Performance of specific tasks related to a given subject area at school during a pre-established period;
 - e) Contribution to the maintenance of the school assets;
 - f) Support the development of ongoing cultural or pedagogical activities.
3. All the activities must be monitored by a member of the Educational Community appointed by the Director.

ARTICLE 160th

Disciplinary Sanctions

1. The disciplinary measures translate into a disciplinary sanction attributed to the Student's behavior. The occurrences should be immediately reported, by the Teacher or Non-teaching Staff Member who witnessed it or was aware of it, to the Schools' Cluster's Direction and the Class Director.
2. The following are disciplinary sanctions:
 - a) Registered reprimand: the application of this disciplinary measure is the responsibility of the respective Teacher when the infraction is practiced in the classroom, of the Class Director, or the Cluster's Director, in the remaining situations. The following should be registered in the Student's individual process: Student's identification as the author of the act; date of occurrence and the rationale behind the decision-making process.
 - b) Suspension from School (up to three working days). As a deterrent measure, it is applied directly by the Director provided that the Student's hearing and defense rights are safeguarded, and the decision to apply it is grounded on supporting facts.

- c) Suspension from School from four to twelve working days:
 - i. The suspension decision is applied by the Schools' Cluster's Director after proceeding with the disciplinary process. During the latter, the Student's hearing and defense rights are safeguarded, and the Class Council provides its opinion on the particular matter, other elements considered to be relevant to the process are also taken into account.
 - ii. The decision to apply the suspension measure is therefore preceded by the hearing of the Student concerned, which contains, in concrete and precise terms, the facts attributed to him/ her, the duties violated by him/her, and the express reference, not only to the possibility of pronouncing on those facts but also to prepare a defense.
 - d) School transfer: it is the General Director's of Education responsibility, with the possibility of delegation. This decision is preceded by the conclusion of the disciplinary procedure and is based on the practice of facts notoriously impeding the continuation of the teaching process of the remaining students of the school or the existence of a disruptive relationship with one or some of the members of the Educational Community;
 - e) Expulsion from School:
 - i. The General Director of Education, with the possibility of delegation, prior to the disciplinary procedure's conclusion applies the disciplinary measure of expulsion from school. It consists of the Student's retention in the school year he or she is attending when the measure is applied and the prohibition of access to the school premises until the end of that school year and the two following school years immediately after that;
 - ii. This disciplinary measure is applied to the Student when it is clear that there is no other measure or mode of accountability for the performance of his/her duties as a student.
3. In addition to the measures provided in paragraph 2, it is the Schools' Cluster's Director's responsibility to decide on compensation for damage or replacement of damaged property. In the event of these not being possible, provide compensation for damage caused to the school or third parties by the Student. The amount of the compensation may be reduced in proportion to the Student's degree of responsibility and/or by taking into account his/her social-economic situation.

4. The application of one or more of the corrective measures can only be combined with the application of a disciplinary measure.
5. Without prejudice to this article's provisions, only one disciplinary measure may be applied for each infraction.
6. When the disciplinary procedure is initiated, by the decision of the entity that established it, or in the course of its establishment by the proposal of the instructor, the Director may decide, via reasoned order, the preventive suspension of the Student whenever:
 - a) The Student's presence in the school is seriously disruptive and hinders the functioning of school activities;
 - b) There is a need to ensure public peace and tranquility in school;
 - c) The Student's presence at the school hinders the instruction of disciplinary procedures.
7. The preventive suspension has the duration that the Cluster's Director deems appropriate in the specific situation, without prejudice to the fact that, for duly justified reasons, it may be extended until the date of the decision of the disciplinary procedure. It may not, in any case, exceed ten working days.
8. The effects resulting from the Student's absence during the period of preventive suspension, with regard to the assessment of learning, shall be determined in accordance with the decision to be made at the end of the disciplinary procedure, under the terms established in the current legislation.
9. The Student's days of preventive suspension shall be deducted from the disciplinary measure to which the Student will be penalized following the initiated disciplinary procedure.
10. Parents and Guardians are immediately informed of the preventive suspension applied to their Child or Student. Whenever the circumstances' assessment indicates it, the Schools' Cluster's Director must report the occurrence to the respective CPCJ^{TN10}.
11. During the period the student is suspended, thus absent from school, he or she must carry out a pre-defined plan of school activities.
12. The procedures relating to the application of disciplinary measures are made in accordance with the provisions of the Student Statute and School Ethics.

ARTICLE 161st

Execution of Corrective and Disciplinary Measures

1. The implementation of corrective and disciplinary sanctions is the responsibility of the Board. The Class Director and/or a Teacher designated for this purpose will monitor the Student in the execution of the measures; this latter is ensured in accordance with the legislation in force.
2. The competency referred to in the previous number is particularly relevant when the school's corrective measure of integration activities is carried out or when the Student to whom the school's disciplinary measure of suspension has been applied to returns to school.
3. The preceding paragraph provisions also apply when the Student is integrated into the school to which he has been transferred following the application of this disciplinary measure.
4. In pursuit of the purposes indicated in paragraph 1, the Cluster relies on the SPO^{TN19} and the ARPA^{TN16} Team's collaboration.
5. During the suspension period, the Student will not take part in written and/or oral assessment processes, which eventually might occur at this time.

ARTICLE 162nd

Parents' and Guardians' Intervention

Between the time the disciplinary procedure is initiated and its conclusion, the Parents and the Guardians must contribute to the correct ascertainment of the facts. When the disciplinary sanction is applied, the Parents and Guardians should ensure that its execution pursues the objectives of reinforcing the Student's civic education to achieve a balanced development of his/ her personality, improve the Student's ability to relate to others, and promote his or her full integration in the Educational Community, or that his or her sense of responsibility is enhanced, and the Student's learning process is further developed.

ARTICLE 163rd

Civil and Criminal Liability

1. The application of a corrective or disciplinary measure, provided by law, does not exempt the Student and his/ her legal representative from the civil liability in place,

under the general terms of the law, without prejudice to the determination of any criminal liability arising therefrom.

2. Whenever facts or behaviors, particularly the severe ones, are likely to constitute a crime, the Schools' Cluster's Director must communicate them to the Public Prosecutor's Office before the competent Court for family and minors.
3. When the behavior of a Student under 16 years of age is likely to lead to the application of a disciplinary measure, and if it can simultaneously constitute a crime, the Schools' Cluster's Board must communicate this fact to the representative of the CPCJ^{TN10} or, in his absence, to the Public Prosecutor's Office before the competent Court for minors. If the Student is, at the time, less than 12 or between 12 and 16 years of age, without prejudice to the appeal, and for reasons of urgency, the fact should be reported to the police authorities.
4. When the criminal procedure for the facts referred to in the previous paragraph depend on a complaint or a private accusation, this right falls to the Board itself. Its exercise must be based on reasons that specifically weigh the interest of the Educational Community in the development of the criminal proceedings before the interests relating to the Student's education in question.

SECTION IV PARENTS AND GUARDIANS

ARTICLE 164th

Rights and Duties

1. Parents and Guardians are also responsible for their legal obligations, a special responsibility inherent to their duty to guide their Children and Students education in their interest and promote their physical, intellectual and moral development.
2. Under the terms of the responsibility referred to in the previous paragraph, each Parent and Guardian should be aware of the rights and duties outlined in the legislation in force.
3. The participation of Parents and Guardians in the construction and assessment of the educational process concerning their Students should be done in collaboration with the school, in particular with the Class Teacher/ Class Director by:

- a) Keeping abreast of the educational process of his/ her Child/Student, namely of their curriculum, programs, and learning assessment criteria;
- b) Informing the Class Teacher/ Director of all the relevant data for purposes of assessing the Student;
- c) Supporting and monitoring school tasks and helping in the detection of learning disabilities.

ARTICLE 165th

Parents' and Guardians' Special Role

1. Under the terms of the responsibility referred to in the previous paragraph, each Parent or Guardian, should in particular:
 - a) Actively follow the Student's educational life;
 - b) Promote the articulation between education at home and teaching at school;
 - c) Strive to ensure that the Child/ Student effectively benefits from his/ her rights and rigorously fulfills the duties that are incumbent upon him/ her, under the terms of these Regulations;
 - d) Contribute to the creation and execution of the educational project and the school's Internal Regulations and participate in the school's events;
 - e) Cooperate with Teachers in the performance of their pedagogical mission; in particular, when it is requested, collaborate in the process of teaching the students;
 - f) Recognize and respect the Teachers' authority and instill in the Students the duty of respect for the Teachers, the Non-Teaching Staff, and Peers and in this contributing to the preservation of discipline and harmony in the educational community;
 - g) To contribute to the correct ascertainment of facts in disciplinary proceedings instituted to the Student, take part in the acts and procedures for which he or she is notified. In the event of a corrective measure or disciplinary sanction is applied, the Guardian should pursue the objectives of reinforcing his or her civic education, achieving a balanced development of his/ her personality, improving the Student's ability to relate to others, and promoting his or her full integration in the Educational Community.
 - h) Contribute to the preservation of security and physical and psychological

- integrity of all those who take part in the school's life;
- i) Be an active member in the Educational Community, in particular by keeping abreast of all the relevant matters related to the Student's educational process;
 - j) Attend the school whenever necessary or when requested to do so;
 - k) Be aware of the Internal Regulations, sign an annual declaration of acceptance and express an active commitment as to its full compliance;
 - l) Compensate the school for damage caused by its Student;
 - m) Keep his or her contacts up-to-date, namely telephone, address, email address, and those of the Child's or the Student's, when different, and inform the school in case of change.
2. Parents or Guardians are responsible for their children and students duties, especially regarding attendance, punctuality, and discipline.
 3. For the purposes of these Regulations, anyone who has minors living with them or entrusted to their care is considered a Guardian by:
 - a) Exercising parental responsibilities;
 - b) Judicial decision;
 - c) Exercising executive functions in the Direction of Institutions that have minors, in any capacity, under their responsibility;
 - d) Mere de facto authority or by delegation, duly proven, by any of the entities referred to in the preceding paragraphs.
 4. In case of divorce or separation and, in the absence of a Parents' agreement, the Guardian will be the Parent with whom the minor resides.
 5. Once the alternate residence is established with each Parent, they must decide, by agreement or, in the absence of an agreement, by judicial decision, on the exercise of the Guardian's functions.
 6. The Guardian may also be the father or mother who, by express agreement or presumption between the two, is appointed to perform these functions. Until any indication to the contrary, the Guardian assumes that any act he or she practices in relation to the Child's educational path is performed by joint decision with the other parent.

ARTICLE 166th

Parents or Guardians Non-compliance of Duties

1. Failure by Parents or Guardians, with respect to their children or minors or non-emancipated Students, to comply with the duties set forth in the preceding article, in a conscious and reiterated manner, shall result in the Guardian being held accountable under the terms of the law and of this Statute.
2. It constitutes a particularly objectionable breach of the parents and guardians duties:
 - a) Failure to enroll the children and/or Students; failure to comply with the attendance, assiduity, and punctuality duties of the Students, as well as the absence of justification for such failure, in accordance with the law;
 - b) The non-attendance at school whenever the Children and/or Students reach half of the limit of unjustified absences, or the non-attendance or non-pronouncement, in cases where the hearing is mandatory, in the context of disciplinary proceedings;
 - c) The failure of their Children and/or Students to perform the recovery measures defined by the school under the terms of these Internal Regulations or perform the integration activities at the school and in the community resulting from the application of corrective and/or disciplinary sanctions; Parents and Guardians are also accountable in what respects the Student's non-attendance in appointments or therapies prescribed by specialized technicians.
3. The repeated failure of Parents or Guardians to comply with the duties referred to in the previous paragraph determines the school's obligation to notify the competent CPCJ^{TN10} or the Public Prosecutor's Office, as provided by law.
4. The conscious and reiterated failure by Parents or Guardians of underage students to comply with the duties outlined in paragraph 2 may also be determined by the decision of the CPCJ^{TN10} or the Public Prosecutor's Office; following the analysis after the communication provided in the previous paragraph, attendance at parental training sessions might be determined. The sessions are developed by the School's Cluster's multidisciplinary team or by schools; whenever possible, in collaboration with the judges and magistrates of the Public Prosecution Service of Courts of Family and Minors, with the members or representatives of the CPCJ or of commissions for the protection of children and young people, with technicians of the multidisciplinary teams supporting the social security courts, members of the educational community and other professionals who have taken part in the Student's

educational path.

5. In the case the family is receiving social and family support, granted by the state, the fact is also communicated to the competent services for reassessment, in accordance with the applicable legislation, of the supports related to school attendance of their Children/ Students. School social action or school transportation support received by the family is not included in this action scope.
6. Failure by Parents or Guardians to comply with the provisions of the final part of paragraph 2(b) of this article shall presume their agreement to the measures applied to their child or Student unless they prove that the school has not followed any of the established compulsory procedures with regard to the disciplinary process and its celerity.

ARTICLE 167th

Administration Offenses

1. Parents or Guardians of underage Students deliberate and reiterated non-compliance of duties referred in paragraph 2 of the previous article in conjunction with the refusal, non-attendance, or ineffectiveness of the determined parental training actions provided under the terms of said article constitutes an Administration offense.
2. The offenses provided in paragraph 1 are punishable by a fine equal to the maximum amount established for students in rank B of the year or cycle attended by the Student in question, in accordance with the regulations that define the support in the scope of school social action to acquire textbooks.
3. Without prejudice to the provisions of the following paragraph, when the sanction presented in this article results from Parents or Guardians failure to perform their duties in relation to more than one Student, then as many judicial processes will be filed as there are Students.
4. In the situation referred to in the preceding paragraph, the overall value of the fines may not exceed, in the same school or schools' cluster and on the same school year, the highest maximum value established for a student in rank B of the 3rd Cycle of Basic Education, as established in the regulations that define the support within the school social action scope for the acquisition of textbooks.
5. In the case of Parents or Guardians whose students benefit from support within the



framework of school social action, in place of the fines provided for in paragraphs 2 to 4, the sanctions of deprivation of the right to school support and its restitution may be applied as long as its benefit to the Student is not being fulfilled.

6. Negligence is punishable.
7. It is the General Director of School Administration's responsibility, at the proposal of the Schools' Cluster's Director, to prepare the instruction of the respective Administration offense proceedings, without prejudice to the collaboration of the inspection services in education and the imposition of fines.
8. The proceeds of the fines imposed under the preceding paragraphs constitute the School's or the Cluster's revenue.
9. The failure to pay the fines referred to in paragraphs 2 to 4, for reasons attributable to the person in charge of the Student's / Child's education or failure to comply with the duty to return the school supports established in paragraph 5 when requested, may determine, by the decision of the School's Cluster's Director:
 - a) In the case of Parents or Guardians to whom the alternative sanction provided for in paragraph 5 has been applied, the deprivation, in the following school year, of the right to support, within the framework of school social action related to textbooks acquisition;
 - b) In all other cases, and if considered suitable for the case in question, a fine equal to twice the value provided in paragraphs 2, 3, or 4 can be imposed.
10. Without prejudice to paragraph (a) of no. 9, the maximum duration of the alternative sanction provided in paragraph 5 is one school year.
11. The provisions of the General Regime of Mere Social Ordinance shall apply to everything that is not provided in this law with respect to Administration offenses.

ARTICLE 168th

PARENTS AND GUARDIANS ASSOCIATION

1. The Parents and Guardians Association is governed by its statutes and in accordance with current legislation. Its structures include the Board of Directors that steers the association and represents the Parents and Guardians in collective matters.
2. The Parents and Guardians Association is a privileged structure that cooperates with the Cluster. It promotes actions and creates the necessary conditions that allow the Schools' Cluster to fulfill its objectives effectively.



ARTICLE 169th

Parents and Guardians Association Rights

The Parents and Guardians association has the right to:

1. Take part in the educational or teaching establishments' administration and management.
2. Meet with the Administration and management bodies of a given educational or teaching establishment in which most of the Children and Students of its associates are enrolled, namely to monitor Parents' participation in school activities.
3. Benefit from documentary support provided by the educational or teaching establishment or the Ministry of Education's competent services.
4. Be answered in the requests and clarified in their issues by incumbent staff in the school structure.
5. Express opinions, presenting well-founded criticism on the subjects in question.
6. Request a meeting with the Schools' Cluster's management body whenever there are reasons to do so.
7. Appoint representatives to the Schools' Cluster's General Council under this regulation.

ARTICLE 170th

Parents and Guardians Association Duties

The Parents and Guardians Association duties are the following:

1. Take part in the Cluster's life by presenting proposals to be included in the annual activities' plan and foster the development of activities proposed to be submitted to this plan.
2. Follow the schools' educational, cultural, and social activities, and contribute to finding the best solutions.
3. Collaborate with the Schools' Cluster's management bodies and educational structures.
4. To disseminate the Parents Association's documentation of interest and post it in areas for this purpose in the educational or teaching establishment.
5. Ensure that Parents and Guardians are interconnected with other members of the educational community.

ARTICLE 171st

STUDENTS ASSOCIATION

1. The Students Association, hereinafter referred to as SA, is the body that represents all the Students of the Schools' Cluster of Albergaria-a-Velha.
2. Its operating regime and competencies are defined in the statutes in accordance with the legislation in force.
3. The SA has the right to request the Director to hold meetings to appraise subjects related to the school's functioning.
4. The SA's Internal Regulations are established or revised annually in the first thirty days of the term.
5. The SA's Board must present to the Director, at the end of each school year, a report that circumstantiates the activities that the SA performed, as well as the respective expenses.

CHAPTER VII
NON-TEACHING STAFF

ARTICLE 172nd

General Framework

1. The Non-Teaching Staff is framed by the public service general regime and remaining subsidiary regulations.
2. In the case of fixed-term contract staff members, the respective labor contracting regimes additionally apply.

ARTICLE 173rd

Specific Rights

1. The Non-Teaching Staff is entitled to:
 - a) Information and updates on information relating to the general law and its bylaws; the Internal Regulations and the Educational Project and its activities; job assessment and professional training and related activities to it;
 - b) The progressive dignification of his/ her specific duties and professional and continuous training;

- c) Assessment of the work performed in its multiple dimensions;
 - d) Active participation in the school's life, via the presentation of initiatives' proposals to the school's administration and management bodies;
 - e) Have, according to the school's capacity, proper space for meetings:
 - i. The referred meetings may be convened by any of the representatives of the Non-Teaching Staff or at the request of one-third of their members;
 - ii. The meetings may not be convened at a time that may hinder the school's normal functioning;
 - f) Propose, organize and take part in activities included in the plan of activities.
2. It also has the rights defined within the reference framework for the duties attributed to him/ her.
 3. It also has the right to protection and safety in situations of bodily injury or other physical or verbal violence situations occurring in the performance of his/ her duties.

ARTICLE 174th

Specific Duties

1. It is the Non-teaching Staff members duties to:
 - a) Always keep under confidentiality personal information attained while performing their duties;
 - b) Know and respect the general law and the public service statute norms, in particular, those that directly concern the worker;
 - c) Perform incumbent duties with zeal, courtesy, and professionalism;
 - d) Actively take part in their general and professional training;
 - e) Contribute to the school's broad application of discipline and take care of the entrusted area;
 - f) Strictly comply with the established schedule at the workplace;
 - g) Not allow students to loiter in the hallways during classes;
 - h) Report verified malfunctionings to their immediate superior;
 - i) Use identification provided by the school, with the respective name and category, in a visible area;
 - j) The educational assistants' specific duties are those provided by law and take into account the duty turnover principle concerning the ability and quality of the staff member's performance.

2. Kitchen Staff:

The Schools' Cluster cafeterias are leased; thus, only the general rights and duties inherent to employees' presence within the Schools' Cluster's premises apply to them.

ARTICLE 175th

Non-teaching Staff Assessment

1. Non-Teaching Staff's assessment complies with the general law norms specific to public administration workers. Specific adaptations related to public non-higher educational establishment workers are also taken into account.
2. The assessment process is biannual.
3. The assessment process relates to the performance of duties during two calendar years.
4. Regardless of the fact that the Operational Assistant/ Technical Assistant/ Senior Technician has worked in public services, in the previous calendar year, for less than one year, the worker's performance during the current period must be assessed.
5. Regardless of the fact that the Operational Assistant/ Technical Assistant/ Senior Technician has worked in different public services, in the previous calendar year, for at least six months, the worker's performance must be assessed taking into account the worker's performance in the previous year.
6. The worker's duties are to be performed in functional contact with the assessor or in functional settings. In the impossibility of this process being performed during the referred period, the assessment may be performed if the Evaluation Coordination Council so decides.
7. If during the previous calendar years, and or during the period to be assessed, various evaluators have taken part in the process, the one at the time in charge of performing the assessment process should collect from predecessors written data to provide an effective and fair assessment.
8. In the case of employees who had the legal relationship of public employment in the previous calendar year, for at least one year, but do not have the corresponding effective service as already established or being in the situation defined in no. 3 or did not attain a favorable decision from the Evaluation Coordination Council, the assessment of their duties will not occur in what relates to the position occupied at the time.

9. In the case described in the previous number, the last assessment report is to be considered for career purposes in the circumstances.
10. In the case described in no. 5, the holder of the legal relationship of public employment does not have assessment data, which falls within the terms established in the previous number, or if the holder wishes its modification, it is possible to request to the Evaluation Coordination Council a biannual assessment via proposal of the evaluator specifically appointed by the Director.

CHAPTER VIII LOCAL AUTHORITY

ARTICLE 176th

Rights and Duties

1. The local authority has the right to:
 - a) Be represented in the Schools' Cluster's General Council;
 - b) Be informed and collaborate in activities aimed at the strengthening of the school/ context bond;
 - c) Promote the Schools' Cluster inclusion in the surrounding socio-cultural context.
 - d) Expect availability from the Cluster's Teaching Establishments to collaborate in what it might request;
 - e) Intervene, in partnership with the cluster, in the conclusion and implementation of its contracts.
2. It is the local authority's duties to:
 - a) Collaborate in solving the Schools' Cluster's problems;
 - b) Create the facilities and or keep in good condition the Kindergartens' and 1st Cycle Schools' equipment;
 - c) Create the necessary conditions for the family support component good functioning in the Kindergartens;
 - d) Allocate a sufficient number of employees to ensure the Kindergartens' good functioning, preferably ensuring these are qualified to perform these duties;
 - e) Equip the Kindergartens' and 1st cycle schools' facilities with the necessary supplies ensuring their proper functioning;



- f) Articulate with the Pre-school establishments' or 1st cycle schools' Coordinators activities they may intend to develop;
- g) Be acquainted with the Schools' Cluster's Educational Project;
- h) Be acquainted with the Schools' Cluster's Internal Regulations.

CHAPTER IX PROVISIONS

SECTION I COMMON PROVISIONS

ARTICLE 177th **Ineligibility**

1. The following may not be elected or appointed to the bodies and structures framed in the present Regulations:
 - a) Teaching and Non-teaching staff to whom a disciplinary penalty greater than a fine has been applied, during the period of serving a sentence and in the four following years;
 - b) Students to whom a disciplinary measure has been applied in the last two school years or who have been excluded for serious excess of absences, in accordance with the legislation in force.
2. The provisions of subparagraph a) of the preceding number do not apply to teaching and non-teaching staff and education professionals who have been rehabilitated according to the terms of the disciplinary statute of central, regional, and local government officials and agents.

ARTICLE 178th **Quorum and Polls**

1. No institutional body may meet and deliberate in the first call without the presence of the majority of its effective members in office. When the body's size and

specificity require it or finds it suitable, its internal regulations may allow its development on a second call.

2. Votes are roll-call votes, except when the law or the present Regulation indicates the secret ballot.
3. In case of a tied vote, the president has a casting vote, except if it is carried out by secret ballot.
4. The management and Administration bodies' and their members' deliberations are to be taken by secret ballot.

SECTION II FINAL PROVISIONS

ARTICLE 179th

Internal Regulations

1. The Internal Regulations of the Cluster will be available at the:
 - a) Administration Services;
 - b) Schools' Cluster's Libraries;
 - c) Teachers Rooms;
 - d) Kindergartens and 1st Cycle Schools part of the Schools' Cluster;
 - e) Schools' Cluster web page.
2. The non-observance of the regulatory precepts in the Schools' Cluster's life in general, and these Internal Regulations in particular imply sanctions, in accordance with this Regulation and the legal provisions in force.
3. Any situation omitted in these Regulations, if justified, must be promptly handled by the Director in accordance with his powers and without prejudice to the legislation in force.
4. Once approved by General Council, these Regulations shall be disclosed to the School Community and shall enter into force immediately.

ARTICLE 180th

Subsidiary Regime

In the alternative, the provisions of the Administration Procedure Code and other legislation in force apply in what regards procedure.

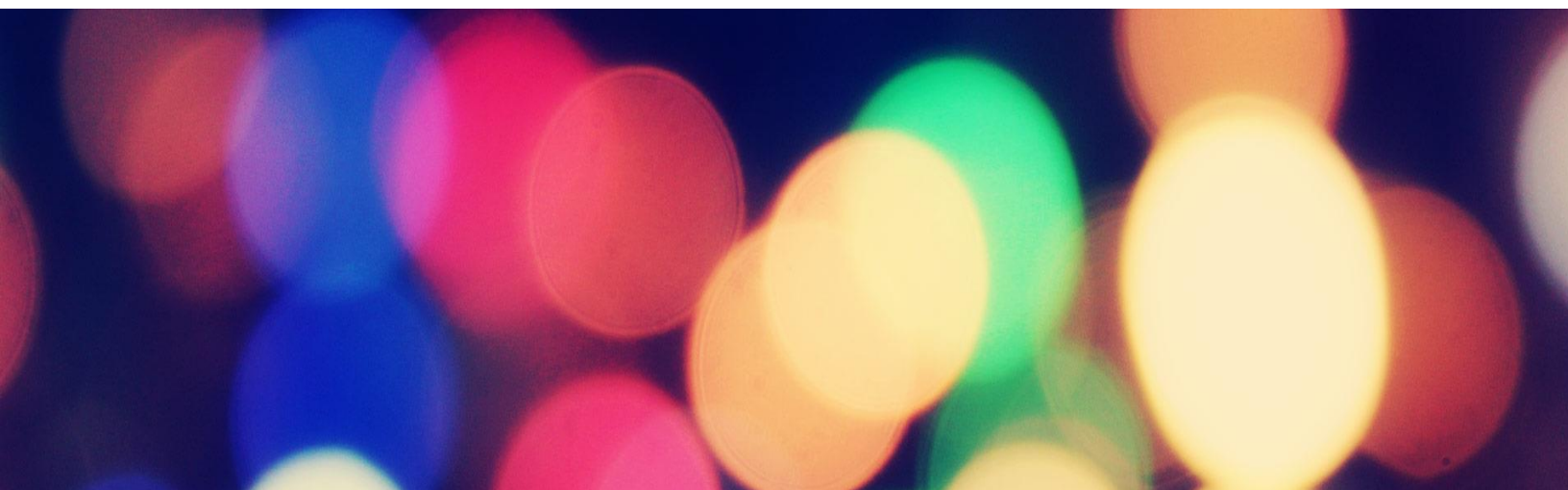
ANNEXES

1. Class Formation Criteria
2. Code of Conduct
3. Honor roll
4. Electronic Card

Annex I

Class Formation Criteria

Schools' Cluster of Albergaria-a-Velha



Article 1st

Preamble

Based on the current legislation, namely, Dispatch no. 5048-B/2013 of April 12, this regulation intends to standardize in an enlightening way the criteria for class-formation of the Schools' Cluster of Albergaria-a-Velha,

Article 2nd

General criteria

1. The constitution of the group/class should, whenever possible, obey the principle of pedagogical continuity.
2. The assumption referred to in the previous paragraph may not be fulfilled for the following reasons:
 - a) Recommendation, duly substantiated, from the Class Teachers or Class Council to change their formation;
 - b) School network planning;
 - c) Other constraints, namely the management of human resources and equipment of a given educational establishment.
3. Whenever the pedagogical continuity of a Group/Class is not applied, the following criteria must be duly weighed in equal value:
 - a) Distribution of students in a balanced way, taking into account the type of problems indicated in the RTP;
 - b) A balanced distribution of students retained in the same school year;
 - c) The Group's/ Class's global academic performance;
 - d) Class size;
 - e) Behaviors/ attitudes of the Group/ Class taking also into account individual cases.

Article 3rd

Pre-School

1. The groups of children will consist of a minimum of 20 and a maximum of 25 children. The latter cannot be exceeded; nevertheless, in the case of a homogeneous group of 3 years of age, the number of children entrusted to each Kindergarten Teacher must not be higher than 15.
2. Heterogeneity in terms of gender and age should be taken into account in the

children's group formation.

3. The Group's formation should be based on the previous school year's group, keeping children from the Kindergarten together.

Article 4th

1st Cycle

1. Prevalence of pedagogical criteria.
2. The number of students allowed by law will constitute the Classes.
3. Continuity of classes formed in the previous school year, in the case of 2nd, 3rd, and 4th years.
4. Heterogeneity in terms of gender and age, academic performance, and behavior should be taken into account in class formation.
5. Respecting the legally established priorities in the formation of 1st-year Classes, the Groups coming from the Kindergartens will be distributed taking into account the Kindergarten Teachers' information and the Guardians' preferences, when possible and pedagogically advisable.
6. Siblings should be integrated into the same Class and/or Timetable unless the Guardian indicates otherwise.

Article 5th

2nd and 3rd Cycle

1. Prevalence of pedagogical criteria;
2. The number of students allowed by law will constitute the Classes.
3. Continuity of classes formed in the previous school year, whenever possible and pedagogically advisable.
4. Heterogeneity in terms of gender and age, academic performance, and behavior should be taken into account in class formation.
5. For the formation of 5th-grade Classes, the pedagogical indications provided by the 1st Cycle Teacher (Class Holder's Statement) about the 4th year students should be taken into account.
6. In the formation of 5th-grade Classes and respecting the legally established priorities, the Groups coming from the different classes of 1st cycle educational establishments may be split, taking into account the Class Holders' information and the Guardians'



preferences.

7. In the formation of 7th-grade classes, students will be distributed, taking into account their II Foreign Language option selection.
8. In the formation of 7th-grade classes, students grouped according to their Foreign Language II option will be distributed in classes according to their Artistic option selection.
9. Class Councils' recommendations of the previous year (at the end of the 3rd term) should be taken into account.
10. Siblings should be integrated into the same Class and/or timetable unless the Guardian indicates otherwise.

Article 6th

Secondary Education

1. In the formation of secondary education Classes, the inclusion of students in the same class in the previous cycle should be taken into account, whenever possible. The Class Directors' information (who accompanied the students in the previous cycle) should also be considered.
2. The options expressed by the Guardian/ Student at the time of enrollment or registration renewal should be taken into account in the class formation
3. The class formation process should be guided by a balanced inclusion of students in terms of age, sex, and educational measures.
4. Students who have not transited from one school year to another must be integrated in a balanced way in the classes in operation in a given grade.

Article 7th

Professional Education

1. Vacancies for enrollment or registration renewal in the Schools' Cluster should be filled in, subsequently giving priority to students:
 - 1.1 With Special Education Needs, in accordance with the law, or whose previous educational path reveals a particular vocation to attend professional education, or when it is of clear educational interest for the young person to attend it;
 - 1.2 Who apply for the first time to enroll in the first year of the training cycle of the intended course;

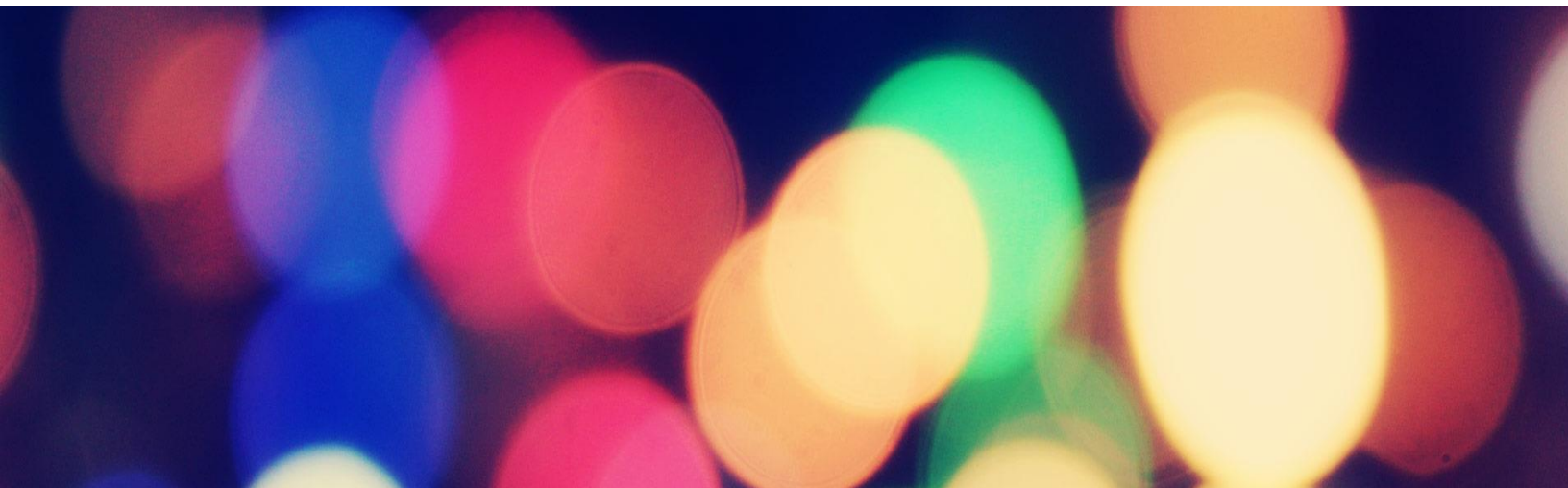


- 1.3 Who have attended the school in the previous school year and have a good attendance and academic record.
2. In the event of equality between the candidates priority will be given subsequently:
 - 2.1 To candidates with siblings already enrolled in the Cluster;
 - 2.2 To younger candidates;
 - 2.3 To candidates whose residence or their parents or guardians' professional activity is located in the educational establishment's geographical area.
 - 2.4 Taking into account results of the interview conducted by a team (obligatorily composed of the Course Director and a Psychologist) which will select candidates according to the following criteria:
 - 2.4.1 Assessment of the Educational Path (academic performance, attendance, and behavior);
 - 2.4.2. Having been referred by the Psychology and School Guidance Services (SPO).
 - 2.4.3 Display the right profile to attend the requested course.

Annex II

Code of Conduct

Schools' Cluster of Albergaria-a-Velha



Introduction

Indiscipline is one of the problems that affect the school community's different members. It clearly damages relationships established in the educational context and the development of the teaching/ learning process. Thus, this Code of Conduct was outlined to be a facilitator and a promoter of academic success by bringing uniformity to ways of acting.

The Code of Conduct advocates for the development of educational practices leading to responsible and participatory citizenship and caters to students' full inclusion in the school community. Such a process implies respect for the rights and duties defined in the Internal Regulations and the school's assertion that it is an institution whose role in the knowledge dissemination, development of ethical, cultural, and citizenship values and principles is paramount to society.

This code of conduct also seeks to enhance an accountability culture. Parents and guardians should take part in the development of students' educational path, not only but also by managing and responding to non-compliance with duties.

1. Rules of conduct

Every student must:

- a) Act in accordance with the Internal Regulations in all school activities, inside and outside the school premises;
- b) Have the necessary school supplies to perform designated tasks;
- c) Promote the display of appropriate behaviors to ensure the development of a participatory and responsible citizenship process;
- d) To respect and value the diversity of all members regardless of their race, culture, religion, gender, and age;
- e) To respect the orders and guidelines provided by management bodies, teachers, technical and operational assistants, and other educational agents of the school in the performance of functions;
- f) Treat with respect and courtesy any member of the educational community, and address teachers by "Teacher";
- g) Use appropriate verbal and non-verbal language;

- h) Use common courtesy etiquette: "Please" - "Thank you" - "Good morning / Good afternoon," "Excuse me" - Knock on the door; Give way to the elders;
- i) In the classroom:
 - I. Be punctual and assiduous;
 - II. Wait, silently, for the beginning of the class.
 - III. Raise the arm to ask for permission to speak, wait their turn and respect the rule of speaking one at a time;
 - IV. Sit down/ stand up without dragging chairs or other equipment.
 - V. In case of late arrival:
 - i. Knock politely on the door,
 - ii. Ask permission to enter, only justifying the teacher,
 - iii. Enter the room quietly and sit in the attributed place,
 - VI. Request permission to stand up (the papers should be thrown away at the end of the class);
 - VII. Wait in silence for permission to leave the room;
 - VIII. Tidy the room quietly;
 - IX. Leave quietly.
- j) Not use mobile phones or any electronic communication or entertainment device at school, in areas, this is not allowed;
- k) Not chew gums in the school's working areas;
- l) Not throw garbage on the floor;
- m) Not smoke, drink alcoholic beverages, possess, use or distribute drugs or illicit substances inside the school premises;
- n) Not show affection in an exaggerated way inside the school premises;
- o) Not wear clothing items that are not appropriate to the educational environment: exaggerated necklines or exposed bellies, loose pants showing underwear; caps, hats, scarves, hats inside the classroom, working areas, library, and cafeteria; slippers and beach shorts; sportswear and gear for the Physical Education class;
- p) Provide help and assistance to other members of the educational community;
- q) Care for the conservation and tidiness of the material, equipment, and facilities of the school by using them appropriately;
- r) Respect the property of other members of the educational community;

- s) Bring to the attention of the Board / Class Director any issue that may be harmful to the welfare of the school community members.

2. Consequences of non-compliance with norms

This Code of Conduct aims to promote self-control learning and modification of inappropriate behaviors. The desired conduct should be actively taught both at home and school. In the event of non-compliance with norms, sanctions are to be applied, taking into account the following guidelines:

- a) The sanctions will be appropriate to the age group and specific needs of each student;
- b) The sanctions should reflect the degree of severity of the behavior and take into account the frequency and duration of the inappropriate behavior;
- c) The sanctions will always be applied to an educational end and towards a behavioral modification;
- d) Inadequate behaviors will not be ignored and will be acted upon;
- e) Outside the classroom, the Student must abide by the guidance of any operational assistant, teacher, or any other member of the educational community.

3. Procedures in case of non-compliance with norms

3.1. Reprimand: any teacher or non-teaching staff member has the competency and duty to warn the student by confronting him or her verbally about the disruptive behavior affecting school activities or interactions between members of the school community or to prevent him/her from performing such conduct.

3.2 The order of leaving the classroom and other places where schoolwork is performed is of the respective teacher's exclusive responsibility. It implies the student's permanence in the school, and it is the subject teacher's responsibility to determine the time during which the student must remain outside the classroom.

3.3 In case the student leaves the classroom, the teacher, in order to carry out the planned activities, may opt:

- a) To forward the student to the Student's Support Office (SSO), where the appointed teacher for this service should:
 - i. Lead the student to reflect/ review the impact of his/ her behavior on others

- ii. Discuss with students the use of inappropriate language/ verbal abuse
- iii. Recall the rules of conduct
- iv. Plan progressive intervention actions
- v. Define an action plan as a preventive measure
- vi. Request the collaboration of a student body (Students Association, Class Representatives, etc.)
- vii. Allow the student to reflect upon his or her behavior by scheduling sessions in which the student can analyze misconduct situations similar to the one he or she has performed
- viii. Ensure that sanctions are clear and applied in a consistent manner

3.4. The teacher may assign the student a pre-defined task and forward the Student to:

- a) The Study Workshop/ Learning Laboratory;
- b) The School Library.

3.5. According to the displayed behavior, the student may also perform tasks and activities aimed at school integration:

- a) Repair or pay for any material damaged by improper use;
- b) Collaborate in activities that contribute to the beautification of the school space;
- c) Perform civic activities during school interruption periods;
- d) Perform specific tasks related to a given subject area at school during a pre-established period;
- e) Support the development of ongoing cultural or pedagogical activities;
- f) Clean and/or repair school areas that were damaged by the student or others;
- g) Support, financially, all material damages (broken glasses or watches, torn clothes or damaged school material, among others) or medical treatment resulting from physical aggression to peers and other school community members.
- h) Have limited access to specific spaces or use of particular resources and equipment;
- i) Be deprived of participating in extracurricular activities (except those related to teaching activities);

3.6 These measures will be applied by the school Director, taking into account the Class Director's recommendations. If justified, the Class Council's views may be heard on the particular matter;

3.7. The application of the corrective measures identified above is to be reported to the parents or guardian (in the case of a minor) and the class director as soon as possible.

3.8. If occurring in the same school year and applied more than three times to the student by the same teacher, the corrective measure of leaving the classroom must be analyzed by the class council or school board. The same procedure applies in the fifth time the event occurs regardless of the teacher who applies the measure.

3.9. The school integration activities will be carried out at a time that does not coincide with the teaching activities.

3.10. All these activities must be monitored by a member of the educational community designated by the Director.

4. Types of behaviors and measures

4.1 Disruptive behavior

Behavior that disrupts the students' and the school's learning environment, putting at risk the welfare of others.

a) Type of behavior

- i. Use of inappropriate language;
- ii. Access areas restricted to students in the school premises;
- iii. Disrespect for the guidance provided by teachers or other educational agents;
- iv. Disobedience;
- v. Forgery of documents/ signatures;
- vi. Minor damage to facilities or school equipment;
- vii. Shoving or fighting;
- viii. Throw garbage on the floor;
- ix. Chewing gum in school workspaces;

b) Procedure

Teachers and/or the Operational Assistants will act upon the display of disruptive behaviors. The provision of a reprimand will be the first measure to be applied. If a student displays disruptive behavior, and the teacher considers that they should leave the classroom, the procedures are as follows:

- i. The teacher registers the Student's name in the appropriate form and forwards it to the SSO (at a specific time when a teacher in that service is

- available);
 - ii. Calls the operational assistant who will accompany the student to that office;
 - iii. The teacher at the SSO reports the event to the class director;
 - iv. At the SSO, the student provides a reflection about the occurrence in a proper document, which will be filed and a copy of it sent to the class director;
 - v. In the SSO, the teacher assigns the student a task from those listed in the appropriate annex; the class director monitors the processes and reports the matter to the guardian.
- c) Possible Measures
- i. Apology to class/ teachers/ technical and operational assistants;
 - ii. Not allow students to take field trips or take part in recreational activities promoted by the school;
 - iii. Meeting with the student and the guardian;
 - iv. Referral to the SSO or the FMG (Follow-up and Mediation Group);
 - v. Conduct research on various subjects (e.g., indiscipline, tobacco, alcohol, etc.);
 - vi. Tasks completion at school;
 - vii. Registered reprimand;
 - viii. Disciplinary Hearing;
 - ix. Confiscate equipment.

4.2 Very disruptive behavior

Behavior that seriously disrupts the students' or the school's learning environment.

- a) Type of behavior
 - i. Petty theft;
 - ii. Other acts of misconduct that may create a danger to people's safety or property;
 - iii. Mobile phone misuse;
 - iv. Insubordination.
- b) Procedure

The school community member that observes the behavior must report the event, in

writing, to the Class Director and simultaneously to the FMG as soon as possible.

In the event of the Class Director not being on the school premises, a member of the FMG should be contacted and respond immediately.

c) Possible measures

- i. Apologies to injured parties;
- ii. Replacement of stolen or damaged goods;
- iii. Not allow the student to take field trips or take part in recreational activities promoted by the school;
- iv. Meeting with the student and the guardian;
- v. Referral to the SPO or ARPA Team;
- vi. Tasks completion at school.

4.3 Extremely disruptive behavior

Behavior that disrupts, in an extreme way, the students' and the school's learning environment.

a) Type of behavior

- i. Vandalism;
- ii. Verbal aggression - obscene language;
- iii. Any discrimination based on any ground;
- iv. Sexual harassment;
- v. Severe physical violence;
- vi. Bullying;
- vii. Use or possession of weapons;
- viii. Drugs possession, use, and distribution;
- ix. Other illegal activities;
- x. Smoking within the school premises;
- xi. Jumping bars and fences.

b) Procedure

Whenever extremely disruptive behavior occurs, the student will be immediately referred to the board, escorted by an operational assistant/ professor.

The Director urgently contacts the guardian to report the event.

Depending on the severity of the occurrence, the Director may also inform the incumbent authorities (GNR, CPCJ, Public Prosecutor's Office).

In any of these situations, the ARPA Team will meet to analyze the situation.

A disciplinary process will be initiated following the legal procedures.

- c) Possible measures
- i. Apology to class/ teachers/ operating assistants;
 - ii. Not allow the student to take field trips or take part in recreational activities promoted by the school;
 - iii. Payment for damage repair or replacement of damaged equipment;
 - iv. Meeting with the ARPA Team;
 - v. Registered reprimand;
 - vi. Disciplinary hearing;
 - vii. Disciplinary process;
 - viii. Class attendance suspension and performance of civic work at school;
 - ix. Suspension;
 - x. Referral to the incumbent authorities (GNR, CPCJ, and Public Prosecution Service).

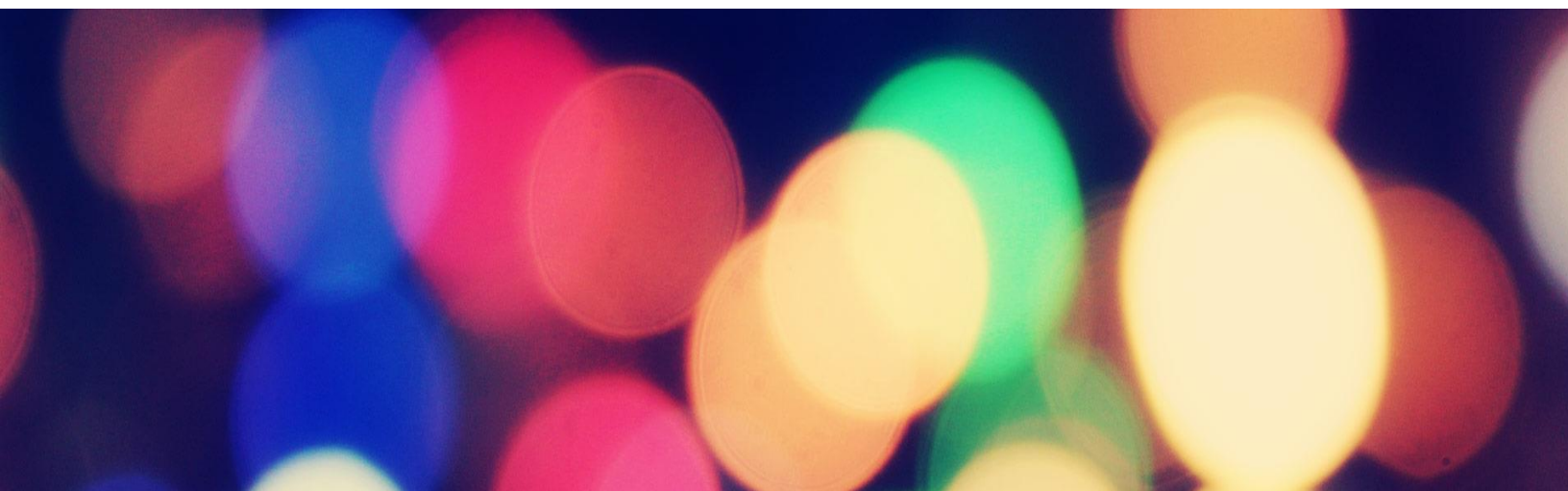
5. Tasks to be performed by students displaying disruptive, very, or extremely disruptive behavior

- a) Indoor and outdoor spaces cleaning activities;
- b) Sweep the floor of classroom access areas;
- c) Cleaning glasses;
- d) Cleaning tables of unoccupied rooms;
- e) Clean the bar and cafeteria tables;
- f) Empty the garbage containers;
- g) Water the garden;
- h) Remove weeds from the garden;
- i) Wash walls;
- j) Remove leaves from the floor;
- k) Perform a refection activity in a designated place;
- l) Collecting garbage;
- m) Other.

Annex III

Honor Roll

Schools' Cluster of Albergaria-a-Velha



Preamble

The educational process integrates different dimensions of human nature, to which the social, cultural, economical, family, and intrinsic features of the person are not unrelated.

The school is responsible for promoting the individual's full and harmonious development, encouraging academic and educational success by appreciating schoolwork's human dimension.

The recognition of merit, effort, and value demonstrated by each student constitutes a mechanism for promoting academic success, as it is a stimulus to perform schoolwork with effort and dedication.

At the same time, it will elevate one's character and constructive participation in the community by developing skills, attitudes, and values.

Hence, the Schools' Cluster's of Albergaria-a-Velha Pedagogical Council decided to create, according to the Internal Regulations, the Honor Roll, to promote the values that guide the development of the human being.

CHAPTER 1

PURPOSE

Article 1st

Scope and Nature

The Honor Roll aims to highlight students' merit and value. It seeks to reward highly skilled students in the cognitive domain and excel in personal, cultural, and social attitudes. Thus, it recognizes the students who obtain excellent academic results, who reveal extraordinary abilities or exemplary attitudes to overcome difficulties, or develop social initiatives or actions to benefit the community and pursue the common good.

The Honor Roll is organized by school years and is aimed at basic and secondary education students or groups of students. It is comprised of the Merit Roll, the Value Roll, the Excellence Roll, and the Honorable Mention Roll.

CHAPTER 2

ROLLS ORGANIZATION

Article 2nd

Common criteria

- 1) Students will have access to the honor roll at the end of the school year if they meet all of the following requirements:
 - a. No record, during the school year in question, of disciplinary action registered in accordance with the Internal Regulations (IR) in force;
 - b. No unjustified absences during the school year in question;
 - c. At the secondary education level, students are enrolled in all respective year and course subjects.

SECTION I MERIT ROLL

Article 3rd

Definition

The Merit Roll aims to value work and school results, recognizing students who have an excellent report.

Article 4th

Access conditions

1. Students who meet one of the following requirements at the end of the school year will have access to the Merit Roll:
 - a) Attain, in the 2nd, 3rd, and 4th years, the qualitative mention of Very Good in all subject areas;
 - b) Attain, in the 2nd and 3rd cycle, the overall average equal or greater than 4.6 (four-point six) values, without the attribution of any level lower than 4 (four);
 - c) Obtain, in secondary education, the overall average equal or greater than 16.5 (sixteen points five) values, without any classification lower than 14 (fourteen).
2. The overall averages are calculated, in the years subjected to final/ national exams, through the final results attained by each student.



3. Optional subjects will not be considered to determine the final average.

Article 5th

Proposers and deadlines

1. The Class Teacher/ Class Director presents the Merit Roll proposals to the Schools' Cluster's Director at the end of the 3rd term. The requests should indicate the students who meet the requirements of the articles 2nd and 4th, and done through a proper form. The latter should include name, year, class, number and be sent via email to direction@aeaav.pt until the fifth working day after the final classifications posting.
2. It is up to the Pedagogical Council to evaluate the Merit Roll applications proposed by the Director.

SECTION II VALUE ROLL

Article 6th

Definition

The Value Roll aims at recognition and the distinction of students who distinguish themselves:

- a) For the companionship and common good, sociability, for establishing a good report with others, while working with different people, in a mutual respect/help and collaborative environment;
- b) For the commitment, determination, effort, and persistence in overcoming difficulties;
- c) For exemplary conduct in respect of principles and ethical values;
- d) For the deeds, actions developed in the construction and improvement of the organization;
- e) For the great concern in seeking the welfare of others;
- f) For the excellent rapport with the various members of the school community;
- g) For the respect of the available goods and services.

Article 7th

Access conditions

Students who fulfill the criteria will have access to the Value Roll at the end of the school year.

Article 8th

Proposers and deadlines

1. Any educational agent may make a proposal to the Year Coordinator/ Class Director. The request should specify actions, events, periods, and benefits to substantiate it.
2. The proposal should be sent until the last day of classes of the school year in question, in a closed envelope, duly dated and signed by the applicants.
3. It is up to the Year Council / Class Council to analyze the proposal and issue an opinion, which shall be recorded in the year-end assessment minutes.
4. It is up to the Pedagogical Council to evaluate and ratify the Value Roll applications proposed by the Director.

SECTION III EXCELLENCE ROLL

Article 9th

Definition

The Excellence Roll awards students who have excellent academic performance and show exemplary behavior.

Article 10th

Access conditions

Students will have access to the Excellence Roll at the end of the school year if they have been proposed cumulatively to integrate the Merit's and Value's Rolls.

Article 11th

Proposers and deadlines

It is up to the Pedagogical Council to identify the students who meet the criteria to access the Excellence Roll and select students proposed by the Schools' Cluster Director.



SECTION IV HONORABLE MENTION

Article 12th

Definition

The Honorable Mention distinguishes the students who are committed to the accomplishment of activities by their action. Students who promote and actively participate in them; show initiative and effort and ultimately contribute to personal as well as collective development by promoting healthy lifestyle practices, or by taking part in constructive dynamics in the school environment in the following areas:

- a) Sports: awards the engagement and participation in the practice of sports, both curricular and school sports;
- b) Innovation and creativity: rewards collaboration and participation in curricular and extracurricular activities in the field of science, technology, and Innovation, as well as relevant participation in contests and projects promoted by the schools' cluster and other entities;
- c) Service to the community: distinguishes students who, by their civic action, encourage or participate in activities that promote the common good, manifesting availability and dedication to the Service of the entire community;

Article 13th

Access conditions

Students or groups of students will have access to the Honorable Mention if, by the end of the school year in question, they had an outstanding performance or achieved significant results in internal or external, national or international competitions.

Article 14th

Proposers and deadlines

1. Any educational agent may make a nomination to the Schools' cluster's Director. The request should specify actions, events, periods, and benefits to substantiate the honorable mention's attribution.

2. The proposal should be sent until the last day of classes of the school year in question, in a closed envelope, duly dated and signed by the applicants.
3. It is up to the Pedagogical Council to evaluate the Honorable mention proposals indicated by the Director.

CHAPTER 3

AWARDS AND DISSEMINATION

Article 15th

Awards

The awards have an educational purpose eminently and seek to be a stimulus to overcome challenges, enhance collaboration, and excellence in learning. Students who are on the Honor Roll receive a diploma and a commemorative medal.

Article 16th

Administration Council's Competence

According to the availability, support, and sponsorship, the Schools' Cluster's Administration Council is responsible for funding the Honor Roll attribution.

Article 17th

Administration Services

It is up to the Schools' Cluster's Services to update the student's record by adding a document, duly signed by the School's Cluster Director, proving the application.

Article 18th

Dissemination

1. It is the Schools' Cluster Director responsibility to disclose the Honor Roll on the 15 (fifteen) working days after the final assessment grids have been published. The disclosure must be made:
 - a) At the Schools' Cluster headquarters, in a designated place, where the list of the winners will remain throughout the following school year;
 - b) In the remaining schools, in a designated place, during the first term of the

- following year;
- c) At the Schools' Cluster website.;

Article 19th

Honor Roll's set up

The Honor Roll is organized into categories (Merit, Value, Excellence, and Honorable Mention) by grades, students' average, alphabetical order, and uses the respective students' photos.

Article 20th

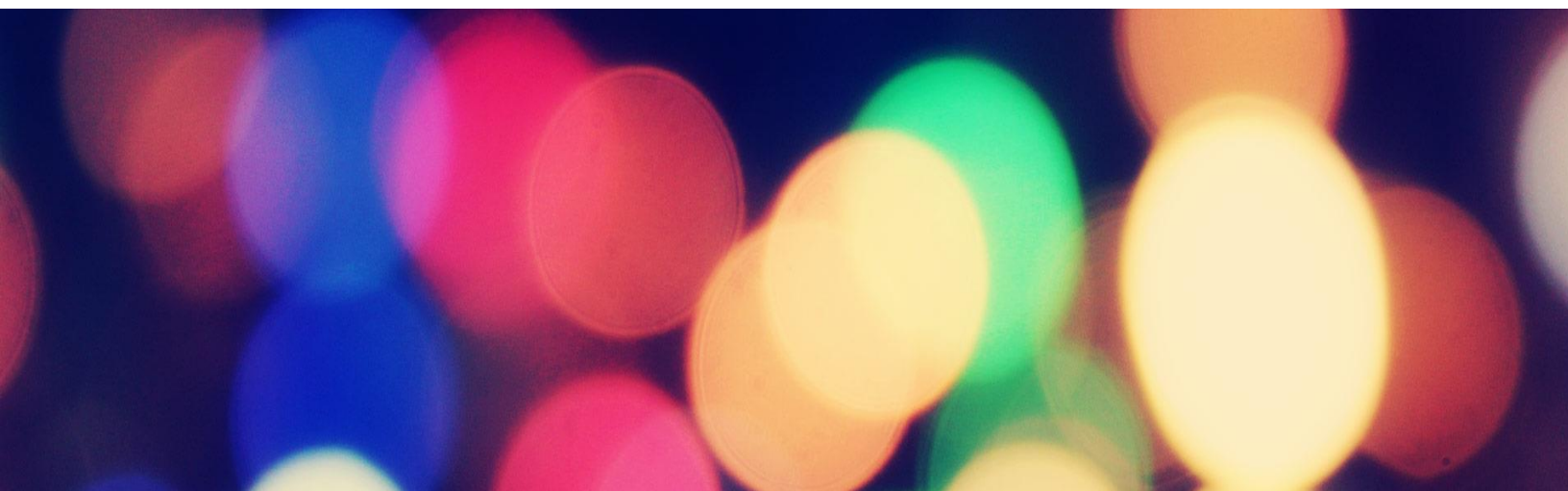
Awards attribution

A public ceremony will be held during the following year. Educational agents or their representatives should be present to hand the students the honor roll awards.

Annex IV

Electronic Card

Schools' Cluster of Albergaria-a-Velha



Article 1st

Definition

The electronic card/ student's card is an electronic reading card used by all students, teachers, and employees of the Schools' Cluster of Albergaria-a-Velha School. It aims to increase security, create a system of reliability in exchanging information, and simplify school management since it operates in most services offered by the educational establishments.

Article 2nd

Scope

The electronic card allows to:

1. Identify the members of the Schools' Cluster;
2. Enter and exit the school;
3. Make purchases and services payments;
4. Schedule meals;
5. Consult data and movements;
6. Do online consultation;
7. Control time and attendance control of non-teaching staff.

Article 3rd

Access to services

To have access to schools that have installed the the electronic reading system, all users (students, teaching and non-teaching staff, as well as other stakeholders) will have to have their card read through the existing devices for entrance and exit registration purposes.

Article 4th

Electronic Card Charging

The cards will be charged at the school at the designated locations, with a minimum of € 0.50. It can also be charged on an ATM or online, through the means made available by the banking institutions, upon payment of an agreed fee.

Article 5th

Payments

Payments made in schools equipped with the system will be carried out exclusively with the electronic card, as long as the option is available in the service.

Article 6th

Meal Scheduling

Meals are booked at the kiosks, with the electronic card or online, by all users and for the price established by the Ministry of Education, until 4:00 p.m. of the working day immediately before the day of the intended meal. It is also possible to book the meals on the same day, until 10:30 a.m., up to the limit of 30 meals, with the existing additional fee.

Article 7th

Meals Cancellation

The cancellation of previously acquired meals is possible at the Administration Services, as long as it is requested until 4:00 p.m. on the eve of the day to which the acquired meal relates. The cancellation of the meal on the same day is only possible due to illness or duly proven.

Article 8th

Consultations/Reports

It is possible to obtain a detailed report of all the operations performed with the electronic card.

Balance verification and account movements consultation can be performed at the kiosks installed in these schools and/ or online through the SIGE Portal.

Exceptionally, the Administration Services may request the operations report upon payment of the amount established for each printed sheet.

Article 9th

Validity

The electronic card is valid as long as its holder is a member of this Schools' Cluster.

Article 10th

Balances

Whenever the user has ceased functions or no longer attends the Schools' Cluster, the cardholder may request the return of charged amounts by presenting the card's balance. The request must be made within a maximum period of thirty days after the date of the situation; after this period, the user loses the right to the card's balance refund.

Article 11th

Use

1. The use of the electronic card is personal and non-transferable, being its use and use of its holder's responsibility.
2. As the system manager, the Schools' Cluster reserves the right to access its use, solve situations that occur, or provide necessary actions, which are of the student's or its parent's/ guardian responsibility.
3. Likewise, the Schools' Cluster may make payments using the available balance whenever there the student fails to comply in time with responsibilities, such as meals payment, fines, payments associated with the use of the card, and other overdue charges that may be regularized in this way.
4. The fraudulent use of the card may be subject to disciplinary action.

Article 12th

Identification Card

The electronic card constitutes the means of identification of the holder as a Schools' Cluster member and must be kept in perfect condition. If a card is found to be damaged (photo not visible, name or number not readable, or broken), its holder must immediately go to the Administration Services to replace it.

Article 13th

Temporary and/or damaged card

The user who alleges loss, theft, damage, or negligence of the electronic card must

request a temporary replacement card at the Administration Services. The temporary card is valid until 4:00 p.m. on the weekday following the request.

If the temporary card is not returned in the referred period, the payment of a fine of €1.00 (one euro) per day will be applied.

Whenever the temporary card returned is considered damaged, an amount equivalent to the request of a 2nd copy of the electronic card is charged.

Article 14th

Card replacement

1. The 1st electronic card has a cost, for the user, of € 3.00 (three euros).
2. When it is necessary to issue a 2nd copy of the card for loss, misappropriation, damage, or any other reason not attributable to the Schools' Cluster, the cost will also be supported by the user, €5.00 euros (five euros). The payment is to be done upon the replacement request at the Administration Services
3. The issuing of a 3rd card and subsequent card implies the payment of double of the amount requested for a 2nd card.

Article 15th

Exit Check

Students exit check is done according to the type of authorization granted by the guardian:

- a) Free Card - allows leaving the school grounds only during extended intervals (this option is only available to secondary students);
- b) Conditioned Card - allows leaving the school's premises at lunchtime;
- c) Barred Card - you can only leave the school premises, at the end of the teaching activities listed in your timetable.

Article 16th

Access to the Cafeteria

1. Access to the cafeteria is done through the presentation of the electronic card, where the previously purchased meal will be reported.
2. If the user presents in the cafeteria without the previous meal acquisition, he must

immediately go to the Administration Services to report the reason and regularize the situation.

3. If it is not possible, for reasons not attributable to the Schools' Cluster, or if the user is unable to take the meal outside the school premises, the student will follow the staff member's instructions. The latter will ensure, when possible, the meal or its replacement by a basic meal/ snack.
4. Students, who benefit from any economic support for meals' acquisition and unjustifiably don't take two previously scheduled meals, lose the right to this benefit.

Article 17th

Tax Purposes

A statement of expenses incurred with school material and meals can be issued for tax purposes, per fiscal year and upon cardholder or guardian request.

Article 18th

Final Dispositions

Cases not provided in this regulation and doubts resulting from its application shall be handled by the Schools' Cluster's administration and management bodies, based on the analysis of the specific situations and compliance with this regulation and the powers provided by law.

Translator's Notes

Schools' Cluster is an organizational unit constituted by schools of different educational levels (ranging from pre-school to secondary). The educational establishments share a joint pedagogical project; have autonomous management and administration bodies. Schools' Cluster of Albergaria-a-Velha - SCAAV (AEAAV, Agrupamento de Escolas de Albergaria-a-Velha).

TN2

ARPA - abbreviation for Agir em Rede para o Aluno (Acting as a Network for the Student).

TN3

EMAEI - abbreviation for Equipa Multidisciplinar de Apoio à Educação Inclusiva.

TN4

CAA - abbreviation for Centro de Apoio à Aprendizagem.

TN5

GAM - abbreviation for Grupos de Acompanhamento e Mediação.

TN6

PESES - abbreviation for Programa de Educação para a Saúde e Sexualidade.

TN7

EBAAV, Escola Básica de Albergaria-a-Velha (Basic School of Albergaria-a-Velha).

TN8

EBSJL, Escola Básica de São João de Loure (Basic School of São João de Loure).

TN9

ESA AV. Escola Secundária de Albergaria-a-Velha (Secondary School of Albergaria-a-Velha).

TN10

CPCJ, Comissões de Protecção de Crianças e Jovens (Portuguese authority, Protection of Children and Youth commission).

TN11

In Portuguese, Plano Anual de Atividades (PAA).

TN12

In Portuguese, Plano Plurianual de Atividades (PPA).

TN13

Recruitment Groups are groups of teachers of a specific subject.

TN14

CEF, abbreviation for Cursos de Educação e Formação (Education and Training Courses).

TN15

EFA courses, in Portuguese Cursos de Educação e Formação de Adultos (Adult Education and Training Courses).

TN16

ARPA, the abbreviation for Agir em Rede para o Aluno (Acting as a Network for the Student).

TN17

GAM, abbreviation for Grupos de Acompanhamento e Mediação (Follow-up and Mediation Groups)

TN18

GAA, abbreviation for Gabinete de Apoio ao Aluno (Student Support Office).

TN19

SPO, abbreviation for Serviço de Psicologia e Orientação (Psychology and Guidance Services).

TN20

NLI, abbreviation for Núcleo Local de Inserção (Local Insertion Center).

TN21

PSE, abbreviation for Programa de Saúde Escolar (School Health Program).

TN22

CAFAP, abbreviation for Centro de Apoio Familiar e Aconselhamento Parental (Family Support and Parental Counseling Center).

TN23

GAP, abbreviation for Gabinete de Apoio Personalizado (Personalized Support Office).