



Agrupamento de Escolas
CARLOS AMARANTE
150149



**REPÚBLICA
PORTUGUESA**
EDUCAÇÃO

RULES OF PROCEDURE
CARLOS AMARANTE SCHOOL CLUSTER

ANNEX I

EDUCATIONAL COMMUNITY

Students, teaching staff, non-teaching staff, parents
and guardians, local authority, partnerships,
economic, social, scientific and cultural interests

[18 July 2019]



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ANNEX I EDUCATIONAL COMMUNITY

Article 1

Definition

1. The educational community includes pupils, parents and carers, parents and guardians associations, teaching and non-teaching staff, educational administration services, the municipality and other local bodies, in accordance with their respective responsibilities and competences.
2. The educational community is responsible for fully pursuing the objectives of the AECA's educational project, including those of socio-cultural integration and the development of a culture of citizenship, the values of democracy, the responsible exercise of individual freedom and the fulfilment of the rights and duties associated with it.
3. Each school and educational establishment in the cluster is the collective space for effectively safeguarding the right to education and teaching, and its operation must fully guarantee that right.
4. The autonomy of each AECA institution presupposes the responsibility of all members of the educational community to effectively safeguard the right to education, equal opportunities in access to school and the promotion of measures aimed at school engagement and success.



Article 2

General duties of the community

All members of the school community must:

- a) Comply with and enforce the AECA's rules of procedure;
- b) Be assiduous and punctual, dedicating the time legally allocated to their activities;
- c) Treat with civility and correctness all people with whom they come into contact in the performance of their duties;
- d) Collaborate in the organisation of each of the educational establishments and strive to keep tidy, both by preserving furniture and other materials and keeping classrooms, corridors and playgrounds clean;
- e) Contribute to an atmosphere of tranquillity and order, in a climate of collaboration, conviviality and trust;
- f) Meet the needs of collective work, maximising their participation;
- g) Report any anomalies in school life to the headmaster and collaborate in resolving them;
- h) Always adopt the proper and respectful attitudes of a common workplace;
- i) Contribute to the public recognition of the school, namely by publicising school results, curricular and extracurricular activities and important events at AECA.

Article 3

General community rights

1. All members of the educational community have the right to:
 - a) Participate in the process of drawing up the educational project and monitoring its development, under the terms of the law;
 - b) Make suggestions and criticise the functioning of any school sector;
 - c) Be heard in all matters that concern them, individually or through their representative bodies;
 - d) Be treated with respect and correction by the other members of the community.
2. The school community not only has the right, but also the duty, to participate in the different stages of self-evaluation, either by contributing to the development of the self-evaluation process (e.g. defining priority areas to be evaluated, building instruments...) or by responding to the surveys requested of them.

CHAPTER I STUDENTS

Article 4

Definition and enrolment

1. A student at the AECA is any citizen who has a valid enrolment in one of the educational programmes offered by any of the cluster's educational establishments or units.
2. Enrolment is compulsory and confers student status, which, in addition to the rights and duties enshrined in the law, namely in the student statute and school ethics, includes those set out in these rules.
3. The requirements and procedures for enrolment, as well as the restrictions to which it may be subject, are laid down in specific legislation.



Section I Rights and Duties

Article 5

Student Rights

Students' rights are those set out in Article 7 of Law 51/2012 of 5 September.

Article 6

Student representation

1. Students are recognised as having the right to participate in the life of the school, and this right is realised through class delegates, the assembly of class delegates and student assemblies.
2. Class delegates have the following duties:
 - a) Representing the students in their class on class councils;
 - b) Acting as a mediator between the students in the class and other members of the educational community.
3. The delegates and sub-delegates, elected at the beginning of each school year, meet in an assembly, per school, chaired by the headmaster or his representative, on his initiative or at the request of more than two thirds of the delegates in each school, to reflect on issues related to the life of the school or the cluster.
4. Student participation is also realised through the inclusion of student representatives on the general council electoral assembly, the general council and class councils.

Article 7

Right of association

1. All students have the right to participate in association life, including the right to elect and be elected to governing bodies and to be appointed to association positions.
2. Student associations enjoy autonomy in drawing up their statutes and other internal rules, electing their governing bodies, managing and administering their assets and drawing up activity plans.
3. The rights of student associations include, among others, those conferred by law:
 - a) Have their own premises in their respective educational establishment, provided they are available, which are provided by the school's governing body and managed by them in order to continue developing their activities, and are responsible for ensuring that they run smoothly;
 - b) Collaborate in the management of social and sports spaces, as well as other areas related to student activities, namely the celebration of School Day;
 - c) Be supported and encouraged by the educational community in the activities they carry out, particularly in educational, social, cultural and sporting activities;
 - d) By means of a protocol with the management and student associations, use of the school's physical spaces.
4. The duties of student associations include, among others, those conferred by law:
 - a) Respect, individually or collectively, the specific regulations that exist in the school, and do not exempt themselves from any general or special duty as students;
 - b) Collaborate in the management of spaces for student activities;
 - c) Draw up their activity plan in accordance with the educational project and in liaison with the school board.
5. Students can also set up other forms of organisation, meeting and association, as long as the objectives and functioning are formalised in advance with the school headmaster.



Article 8

Student duties

1. Without prejudice to the provisions of article 10 of law no. 51/2012, of 5 September, and with the aim of contributing to successful schooling, from the perspective of the integral formation of the citizen, which implies the responsibility of the student as an element of the educational community, the following student duties are also stipulated through these regulations:
 - a) Study and work hard for their success at school;
 - b) Respect other students' right to education and teaching;
 - c) Comply with the procedures established for study visits in all activities carried out outside the school;
 - d) Carry a school report card and, for secondary education, a student ID card on a daily basis;
 - e) Dress appropriately for school activities;
 - f) Deliver a copy of the locker key to the headmaster's office, via head teacher or another mechanism defined by the headmaster;
 - g) Empty the locker at the end of each school year within a maximum of fifteen days. Once this period has elapsed and it has not been claimed by the student or guardian, the material will be returned to the school or to organisations;
 - h) Do not circulate in the corridors during teaching activities; in the event of an urgent need, communicated to the floor staff member, circulation must take place in silence;
 - i) Do not remain near the classrooms during breaks; go in an orderly manner after the dismissal bell to the student areas and after the entrance bell to the classroom, waiting silently for the teacher to arrive;
 - j) Move in a civilised manner (without running, shouting or running over) in corridors and stairwells, using the right-hand side.

Section II

School Merit

Article 9

Preamble

Under the terms of article 9 of Law 51/2012, of 5 September, the Carlos Amarante School Group's academic merit and human merit awards are created with the aim of recognising, valuing and rewarding the conduct and work of students with the best individual or collective academic, personal or social performance.

Subsection I

Human, social, sporting, cultural and artistic merit

Article 10

Scope and nature

1. The human, social, sporting, cultural and artistic merit awards are designed to recognise students who show exemplary attitudes in overcoming their difficulties or who develop initiatives or actions of recognised social, sporting, cultural or artistic relevance (points *a*) and *d*), art. 9, Law 51/2012, 5 September);
2. Awards for human, social, sporting, cultural and artistic merit can recognise individual students as well as classes, teams, clubs or groups.



Article 11

Organisation

1. The awards for human, social, sporting, cultural and artistic merit are organised by year of schooling, covering all regular, professional or vocational education classes from the 4th year onwards and all regular and professional education classes in secondary education;
2. They may also include each of the subjects, curricular areas or supplementary curricular activities, as well as other activities, works or achievements of a social, sporting, cultural and artistic nature which, even if they are expressed outside the school context, are worthy of recognition due to their relevance.

Article 12

Filing criteria

1. Applications may be submitted by students who individually fulfil at least one of the following criteria:
 - a) Reveal great abilities or exemplary attitudes in overcoming individual difficulties;
 - b) Respect, accept and defend the rules and values of each and every member of the school and community;
 - c) Persistently support their classmates in their school activities;
 - d) Engage in meritorious actions in favour of the community, whether carried out at school or outside it;
 - e) Support and participate enthusiastically in school activities;
 - f) Obtain outstanding results in complementary curricular activities/projects representing the school;
 - g) Carry out activities, works or achievements of a social, sporting, cultural and artistic nature which, although expressed outside the school context, are of recognised importance.
2. Applications may be submitted by classes that collectively fulfil the following criteria:
 - a) Reveal great abilities and exemplary attitudes in overcoming the difficulties of the class;
 - b) Reveal a spirit of friendship and solidarity between class members and with other classes;
 - c) Participate in a committed and active way in the activities carried out inside and outside the school;
 - d) Carry out actions or initiatives of social or community benefit.
3. Applications may be submitted by clubs, teams or groups that collectively and cumulatively fulfil the following criteria:
 - a) They show a spirit of initiative or creativity in group activities or in sports, cultural or artistic activities;
 - b) They show great ability or exemplary behaviour in overcoming the group's difficulties;
 - c) Carry out actions or initiatives of social or community benefit.
4. Human merit will not be awarded to students who display attitudes and behaviour that are not appropriate to the educational context.

Subsection II

Academic merit

Article 13

Scope and nature

1. The academic merit award is designed to recognise students who show excellent academic results, produce outstanding academic work or carry out curricular or complementary curricular activities of relevance in the community (al. b) and c), art. 9, Law 51/2012, 5th September;



2. The academic merit award can recognise individual students as well as classes, teams, clubs or groups.

Article 14

Organisation

1. The academic merit award is organised by year of schooling, covering all regular, vocational and vocational classes from the 4th year onwards and all regular and vocational classes in secondary education;
2. It can also cover each of the subjects, areas or supplementary activities.

Article 15

Filing criteria

1. Proposals are submitted to students who fulfil the criteria defined for their year in the following paragraphs:
 - a) Primary school pupils:
 - i) Obtain a simple arithmetic average rounded to the nearest 5, taking into account the internal marks of all the subjects in the curriculum attended by the student;
 - ii) Obtain a level equal to or higher than 3 in all subjects of the curriculum attended by the student;
 - iii) Obtain a Very Good mark in the other curricular areas in the 4th year of school.
 - b) Secondary school students:
 - i) Obtain a simple arithmetic average rounded to the nearest 18, taking into account the internal marks for all the subjects in the curriculum attended by the student;
 - iv) Obtain a level equal to or higher than 14 in all subjects attended;
 - v) Complete all the subjects or modules provided for in the curriculum matrix for the respective year of schooling;
 - vi) In vocational courses, the mark obtained in each subject corresponds to the simple arithmetic average of the marks obtained in the modules taught in that academic year.
2. Proposals may be submitted for individual students, teams, clubs or groups who have carried out excellent research work within the scope of the curriculum or of recognised academic interest.
3. After consulting the Class Council or the Pedagogical Council, the AECA headmaster may decide not to award an academic merit prize to students who display attitudes and behaviour that are not appropriate to the educational context.

Subsection III

Initiative, evaluation and awards

Article 16

Initiative

1. Proposals for the human, social, sporting, cultural and artistic merit awards can be submitted by:
 - a) The Teachers' Council (1st cycle);
 - b) The Class Council (primary and secondary education);
 - c) Teachers responsible for projects and activities included in the school's Annual Activity Plan



- d) The disciplinary groups;
 - e) The students, meeting in class assembly, within the limit of a proposal ratified by the Class Council;
 - f) The headmaster of the AECA;
 - g) Other members of the school community.
2. Proposals for the academic merit award can be submitted by:
- a) The Teachers' Council (1st cycle);
 - b) The Class Council (primary and secondary education);
 - c) The disciplinary groups, for the purposes of the award provided for in paragraph 6 of the previous article.
3. It is up to the applicants to organise the application process for students, teams or groups of students;
4. Applications must be submitted to the pedagogical council.

Article 17

Evaluation of proposals

The pedagogical council is responsible for evaluating and approving the proposals submitted.

Article 18

Process development

- 1. Application proposals are submitted at the end of term 3, after the final assessment meeting;
- 2. Information on students, classes, clubs or other groups is collected throughout the year, at the end of which a proposal dossier is drawn up;
- 3. The proposal dossiers must be handed in no later than five days after the end of term agendas have published;
- 4. Merit awards, once approved by the pedagogical council, are publicised in prominent places in AECA.

Article 19

Award ceremony

- 1. Prizes and diplomas will be awarded to students, clubs, teams or other groups;
- 2. The educational nature of the prizes is assessed by the pedagogical council and their value decided by the administrative council;
- 3. The awards will be presented at a public ceremony the following school year;
- 4. This award will be mentioned on the final assessment form/biographical record.

Section III

Attendance

Article 20

Application

- 1. With regard to the attendance regime, the rules and concepts defined in section IV of chapter III of the pupil statute and school ethics in the articles on the following subjects apply to this statute:
 - a) Frequency and attendance;
 - b) Faults and their nature;
 - c) Exemption from physical activity;
 - d) Justification of absences;
 - e) Unjustified absences;



- f) Serious excess of absences with the adjustments introduced in Article 16;
 - g) Effects of exceeding the absence limit;
 - h) Recovery and integration measures;
 - i) Non-compliance or ineffectiveness of the measures, with the adjustments provided in Article 17.
2. The adjustments to the attendance regime defined in the previous paragraph are those set out in the following articles.

Article 21

Procedures for justifying absences

1. Without prejudice to the provisions of Article 16(2) of the Student Statute and School Ethics, the procedures for justifying absences at AECA are defined in this article.
2. In pre-school education, it is the responsibility of the parent or guardian to inform the teacher in charge of the group in writing of the reason for the absence.
3. In basic education, the request for justification of absences is submitted in writing in the student's report book by the parent or guardian or, when the student is of legal age, by the student him/herself, to the head teacher or head teacher, indicating the day, time and activity on which the absence occurred, stating the reasons for the absence.
4. In secondary education, justification absence must be submitted in writing on the school's own form, under the same terms as those set out in the previous paragraph.
5. Acceptance of excused absences depends on:
 - a) Compliance with the stipulations of the previous paragraphs;
 - b) The non-recurrence of unreliable and undocumented reasons.
6. Punctuality absences can be justified by parent or teacher who has occupied the student with a task.
7. Failure to comply with any of the previous paragraphs implies that the absence is unjustified and that the parent is notified.
8. In situations of justified absence from school activities, the student is entitled to benefit from measures to defined by the teachers in charge:
 - a) Carrying out work to make up for missing learning;
 - b) Organising lessons for groups of students;
 - c) Recommendation to attend study hall at a time indicated by the teacher.
9. The measures listed in the previous paragraph must be communicated by the teacher or head teacher to the parent or guardian.
10. For the purposes of paragraph 8 of this article, pupils may not be dismissed during class time.

Article 22

Material shortages and punctuality

1. A student will be marked absent if he or she is not accompanied by the material that is indispensable for carrying out his or her schoolwork.
2. Each subject group will define, at the beginning of the school year, material it considers to be of general and obligatory presentation; any other material that an individual teacher considers indispensable in their class will be submitted to the subject group for approval.
3. Each teacher will give the student prior knowledge of the material needed to carry out the activities.
4. Whenever a student is found to be short of material, the subject teacher will contact the parent or guardian via the report card to inform them of the fact and alert them to the consequences for the student's assessment. In secondary education, communication is ensured via the head teacher.



5. If the situation is due to economic difficulties, the student must be referred to the ASE; if it is due to another impeding event, provided that it is proven that the student is not responsible or that the teacher can recognise it, the absence may be justified.
6. Repeated absences are taken into account in the student's assessment, in accordance with the assessment criteria for each subject.
7. Whenever a student fails to fulfil his or her punctuality duty, it is up to the teacher in charge to decide whether or not to mark him or her absent and for the DT accept or reject the justification provided, in accordance with the terms set out in the previous article.

Article 23

Missing assessment methods

1. In the event that the student does not provide a valid justification for their absence from any assessment, the possibility of repeating it will depend on the teacher's judgement.
2. If the student provides a valid justification for his or her absence from any assessment, it is up to him or her to ask the teacher to make up for the assessment. The teacher will set a new date/time for this, in accordance with point 10 of article 21 of these rules.
3. If students miss any, some or even all of the assessment methods without justification, teachers must give them the grade they deem appropriate and always in accordance with the assessment criteria defined and approved by the pedagogical council.

Article 24

Severe absences

1. In pre-school education, in the event of unjustified absence for a period of thirty working days or more, both at the beginning and during the school year, it is the responsibility of the class leader to make an effort to contact the parent or guardian in order to ascertain the reasons for this situation, and the headmaster may decide to maintain or cancel the enrolment.
2. In the event of withdrawal or cancellation, the first child on the waiting list will enter.
3. In basic and secondary education, exceeding the limit of three unjustified absences in support or complementary activities that are compulsory or optional implies the immediate exclusion of the student from the activities in question.

Article 25

Non-compliance or ineffectiveness of measures

The activities to be carried out by the student, as a result of the duty of attendance established in article 21(4)(b) of the pupil statute and school ethics, in the timetable of the class or subjects in which they were held back or excluded, are defined in article 28 of these rules.

Section IV

Disciplinary regime

Article 26

Application

1. With regard to the disciplinary regime, the rules and concepts defined in Chapter IV of the Student Statute and School Ethics in the articles on the following subjects are applicable to this statute:
 - a) Classification of the offence;
 - b) Participation in the event;
 - c) Purposes of disciplinary measures;



- d) Determination of the disciplinary measure;
 - e) Corrective disciplinary measures, with the adjustments provided for in articles 19 to 22;
 - f) Integration activities at school or in the community;
 - g) Punitive disciplinary measures;
 - h) Cumulation of disciplinary measures;
 - i) Punitive disciplinary measures - disciplinary procedure;
 - j) Speed of the disciplinary procedure;
 - k) Preventive suspension of the student;
 - l) Final decision;
 - m) Execution of corrective measures and disciplinary sanctions;
 - n) Resources;
 - o) Safeguarding school life.
3. The adjustments to the disciplinary regime defined in the previous paragraph are those set out in the following articles.

Article 27

Order to leave the classroom

1. The application of the corrective measure of an order to leave the classroom and other places where school work is carried out is the sole responsibility of the respective teacher and implies the marking of an unjustified absence and the student remaining at school.
2. Following the application of this measure, the student will be taken by an operational assistant to the headmaster's office or to another space to be defined by the headmaster at the beginning of each school year, armed with a didactic task related to the content taught in the subject in question, and must return to the classroom at the end of the lesson with the task completed.
3. The task provided for in the previous paragraph, provided there is prior consent from the teacher who applied the measure, may be replaced by another task or integration activity provided for in the following article.
4. This must be reported in writing to the head teacher, who will inform the parent or guardian.

Article 28

School integration tasks and activities

1. The following activities fall under this heading:
 - a) Support activities for the school's maintenance service (repairing and restoring various materials, restoring and painting walls and furniture, cleaning gardens and maintaining work equipment, recycling materials);
 - b) Collaboration in some ASE activities, namely supporting the service provided in the school bar and canteen;
 - c) Carrying out educational work, particularly in the library, clubs and workshops;
 - d) Cleaning and tidying school grounds;
 - e) Support activities for the head teacher;
 - f) Others deemed pertinent by the headmaster or the disciplinary class council in each specific case.
2. Regardless of the integration task or activity applied, the student will always have to prepare a final written reflection on their behaviour to hand in to the head teacher or the teacher in charge of the class.
3. Whenever the class council or the PTT deems it necessary, the student should be accompanied by counselling and psychology services.
4. The headmaster is responsible for applying this measure, and for this purpose the DT or PTT must always be heard.



Article 29

Restrictions on access to and use of certain school spaces or materials

1. This includes access or approach to spaces or equipment not used in teaching activities, with the exception of what is defined in paragraph 5 of this article.
2. The measures in question only apply in circumstances where it is found that the student has violated the duty to respect and preserve these same spaces or facilities.
3. The application of this measure is the responsibility of the headteacher, who will always hear the head teacher or the teacher in charge of the class.
4. The application, and subsequent execution, of this corrective measure may not exceed the period of time corresponding to one school year.
5. This point includes restrictions on access to activities, study visits, spaces or projects provided for in the AAP, even if they are of a teaching nature, provided that the following conditions are met:
 - a) The student's participation jeopardises individual or group safety;
 - b) The student's academic record does not guarantee that he or she will fulfil the duties laid down in the Student Statute and School Ethics or in these regulations, which are indispensable for the fulfilment of the activity's objectives;
 - c) The student is guaranteed an individual work plan to compensate for the learning and curricular objectives defined for the activity;
 - d) The measure is applied in accordance with terms set out in paragraph 3 of this article, with prior written notification to the pupil's guardian or to the pupil himself, if he is of legal age.

Article 30

Changing classes

The decision to apply the disciplinary measure of changing class is the responsibility of the headteacher, and can be applied following the initiation of disciplinary proceedings, at the proposal of the class council or the year council (1st cycle).

Section V ***Evaluation System***

Article 31

Assessment in pre-school education

1. In the assessment of pre-school children, the guidelines and provisions enshrined in Order No. 9180/2016, 19 June, and the Directorate-General for Education's Curriculum Guidelines for Pre-School Education must be taken into account.
2. In pre-school education, assessment must take into account the acquisition of essential and structuring learning in the different areas (personal and social development, expressions, oral language and approach to writing, maths, knowledge of the world and information and communication technologies).
3. Formative assessment is the main form of assessment in pre-school education. It is continuous and systematic and provides the teacher and guardian with information on the development of children's competences and learning.
4. The head teacher is responsible for internal assessment.



Article 32

Evaluation in primary and secondary education

The assessment methods and their effects in all types of education are defined in specific legislation and are based on the curriculum regulations approved by the Directorate-General for Education.

Article 33

Assessment, progression and retention

1. Summative assessment gives rise to a decision on the student's progression, retention or reorientation, expressed through the marks *Passed* or *Failed* at the end of each year and *Passed* or *Failed* at the end of each cycle.
2. Without prejudice to the provisions of the legislation in force, the conditions for transition in the non-terminal years of the cycle are defined annually by the school's pedagogical council.
3. The conditions for passing at the end of each of the cycles of basic and secondary education are those defined in specific legislation;
4. The organisation and assessment of vocational courses, adult education and training courses and modular training courses are regulated in specific annexes to the school's internal regulations.

Article 34

Assessment ratings

1. In all 1st cycle subjects, the following marks are awarded: Very Good (90% to 100%), Good (70% to 89%), Sufficient (50% to 69%) and Insufficient (0% to 49%), with the exception of 4th year Portuguese and Maths, where internal summative assessment is expressed on a scale of 1 to 5, in accordance with current legislation.
2. The 1st cycle summative assessment forms must include a qualitative mark and a descriptive assessment.
3. In all subjects and non-subject areas included in the 2nd and 3rd cycle syllabus, the following qualitative marks are awarded: 0 to 19% - Insufficient (level 1); 20 to 49% - Not Satisfactory (level 2); 50 to 69% - Satisfactory (level 3); 70 to 89% - Fairly Satisfactory (level 4); 90 to 100% - Excellent (level 5).
4. The summative assessment forms for the 2nd and 3rd cycles must include qualitative and quantitative marks and, if the teacher so wishes, a descriptive assessment.
5. In all subjects and non-subject areas included in secondary school syllabuses, grades are graded on a scale of 0 to 20.

Article 35

Assessment procedures

1. Students must be informed in advance of the content to be assessed in each test, at least five days before the test is due to take place.
2. Students should not take more than one assessment test per day, nor more than three per week, with the exception of specific, duly substantiated cases.
3. The class council is responsible for managing the timetable for assessment tests.
4. Students should be aware of the marks given for each question, and this information should be included in the wording.
5. Students have the right to know the marks they have obtained in each question, and it is at the teacher's discretion how to do this.
6. The correction of assessment tests should always be completed before the next assessment test (it is recommended not to exceed three weeks, depending on need) of each teacher, depending on the number of classes they teach) or before the end of term, in the case of the second tests.



7. Unjustified absences of attendance or material are relevant elements in the student's assessment, according to the criteria established by the curriculum department and approved by the pedagogical council.
8. The weighting of the assessment elements is the responsibility of the teacher, respecting the criteria defined in the curriculum department and approved by the CP.
9. The final decision on the marks to be awarded to students for each subject falls within the CT's remit. For this purpose, the CT assesses the proposal submitted by each teacher, the information justifying it and the student's overall situation.
10. Teachers must provide information on student assessment whenever requested by the head teacher.

Article 36

Evaluation criteria

1. The assessment criteria to be used in each subject are defined annually by the curriculum department, on a proposal from the subject group, and ratified by the pedagogical council.
2. The assessment criteria are available for consultation in the headteacher's office, in the school libraries, in each school via the respective coordinator and on the AECA website.
3. The assessment criteria are also available for printing, for a fee, from the reprographics offices at EB Gualtar and Carlos Amarante Secondary School;
4. Assessment should be carried out using different instruments, to be defined by the respective curriculum departments and subject groups.

Article 37

Stakeholders in the evaluation process

1. In pre-school education, assessment is the responsibility of the group's head teacher, within the framework of school autonomy and management, recommended by Order 9180/2016 of 19 June.
2. In basic and secondary education, the assessment process is the responsibility of the class teacher in the 1st cycle or the class council in the 2nd and 3rd cycles and in secondary education, under the terms defined by law.

Article 38

Participation of parents and guardians in evaluation

1. Evaluation is a process that should involve as many players as possible and, as such, the students' parents and guardians play an important role in this process.
2. Parents and guardians therefore have the right to be informed about:
 - a) The concept of formative and continuous assessment, the assessment criteria for each subject or subject area and the curriculum plan for each subject;
 - b) Content not taught in each term;
 - c) The student's situation, based on the diagnosis made;
 - d) The results of the formative and summative assessment, as well as the measures established to resolve their child's difficulties;
 - e) Interim information in the 1st and 2nd terms (in the 2nd and 3rd cycles and secondary education).
3. Parents and guardians must contribute to their child's success:
 - a) Checking the daily notebooks and checking that the proposed tasks have been done on time;
 - b) Checking the information recorded in the school report book for basic education cycles, and in the daily notebook for secondary schools;



- c) Monitoring their child's attendance, justifying absences within the legal time limit;
- d) By contacting the class teacher in the 1st cycle and the head teacher in the 2nd and 3rd cycles and secondary education throughout the school year;
- e) Checking the results of the formative and summative assessment, as well as the measures established to resolve their child's difficulties;
- f) Participating in ordinary meetings with the head teacher of the group/class in pre-school and primary school and with the head teachers in the other cycles.

Article 39

Student participation in assessment

The participation of students in the construction and evaluation of their educational process translates into:

- a) Carrying out the proposed activities;
- b) Carrying out self- and peer-assessment activities.

Subsection VI

Individual student file

Article 40

Structure of the individual case

1. The student's school career must be systematically documented in an individual file that accompanies them throughout their compulsory school career and provides a global vision of the student's integral development process, facilitating appropriate monitoring and intervention by teachers, parents and, possibly, other technicians in the learning process.
2. The file provided for in the previous paragraph is the responsibility of the teacher in charge of the group/class, in pre-school and 1st cycle, and of the class director, in 2nd and 3rd cycles and in secondary education. It must accompany the student whenever they change educational establishments, and is returned to the guardian or, if of legal age, to the student at the end of compulsory schooling.
3. The student's individual file must include
 - a) The fundamental elements of student identification;
 - b) Evaluation records (in pre-school education the last record made), resulting from internal and external evaluation;
 - c) Medical and/or psychological assessment reports, if available;
 - d) Pedagogical support plans and reports, if any;
 - e) The individual educational programme, if the student is covered by special education;
 - f) Relevant information about their educational career must be recorded, namely information about meritorious behaviour and contributions, infractions and disciplinary measures applied, including a description of their effects.
 - g) Record of participation in representation of peers on school bodies and in activities or projects, namely cultural, artistic, sporting, scientific and in the field of Citizenship and Development, among others of relevant social interest, developed at school.
4. The individual file will be kept throughout the school year by the teacher in charge of the group/class in pre-school and primary education, and by the head teacher in secondary education.
5. The student's individual file can be accessed by:



- a) The student, parent or guardian of a minor student. It can be consulted in the presence of the teacher in charge of the group/class, in pre-school and primary school, and the head teacher, in the 2nd and 3rd cycles of basic education school and secondary school, during opening hours;
 - b) Teachers, school psychologists and doctors or other professionals, upon application to the headmaster.
6. The student's individual file is the exclusive record in disciplinary terms.
 7. The provisions of the preceding paragraphs are subject to legal constitutional limits, namely those laid down in legislation on the protection of personal data, with regard to access to and processing of such data and professional secrecy.

CHAPTER II TEACHING STAFF

Article 41

Teaching duties

The work of teaching staff is carried out in accordance with the fundamental principles enshrined in the Constitution of the Portuguese Republic and within the framework of the general and specific principles set out in articles 2 and 3 of the basic law of the education system, as well as in the teaching career statute.

Article 42

Rights and duties

1. The general and specific rights of teaching staff are those set out in Articles 4 to 9 of the Teaching Career Statute.
2. Without prejudice to the general and specific duties of teaching staff laid down in articles 10, 10-A, 10-B and 10-C of the teaching career statute, the duty to present oneself in the performance of one's duties in a manner appropriate to the activity also applies to AECA.

Section I

Attendance regime

Article 43

Absence of Attendance

1. The absence regime for teaching staff is regulated by current legislation.
2. Procedures for justifying absences:
 - a) Teachers wishing to be absent under the ECD must request written authorisation from the management body at least three working days in advance and, if this is not demonstrably possible, on the same day by oral report, which must be reduced to writing on the day the teacher returns to work;
 - b) If the teacher plans to be absent in advance, he or she must inform the school management or the school coordinator, handing in the lesson plan;
 - c) If the absence is due to illness, they must notify the headmaster and present a medical certificate within five working days of the day following the absence.
3. Documents justifying absence must be submitted to the administrative services.
4. There is a ten-minute grace period for the start of legally convened meetings. If this time is exceeded, the teacher's absence must be recorded, which may be justified under the terms of the law.



5. Teachers who, for a duly justified reason, are unable to attend class council assessment meetings must give advance notice and provide the chairman of the meeting, via the school management, with the elements required for the assessment.
6. The reasons to justify absences from assessment meetings are those provided for by law

Article 44

Exchange

1. Swapping presupposes the replacement of a teacher in class by another teacher in the event of a short-term absence, requiring authorisation from the headmaster.
2. This situation takes place by exchanging the scheduled teaching activity between teachers from the same class, or between teachers from the same subject group, who teach the same subject.
3. The headmaster may authorise exchanges between teachers with professional qualifications or qualifications for teaching the subject.
4. This procedure must be known in writing to the headmaster and communicated to the students where possible.
5. The teacher who activated the exchange will not be recorded as absent.
6. The teacher is not obliged to submit a lesson plan in the event of an exchange between teachers in the same class.
7. In the event of substitution by a teacher from the same subject group or by a teacher referred to in paragraph 3, lesson plans must be provided

Article 45

Examination service

1. Without prejudice to others that may be defined by the headmaster and those contained in the applicable body of law, the supervision of examinations is governed by the following rules:
 - a) The supervision of exams and other tests must be accepted by the teachers to whom they have been distributed;
 - b) The assignment of exam supervision is the sole responsibility of the headmaster who, for this purpose, will draw up notice sheets that will be displayed on a noticeboard designated for this purpose;
 - c) When assigning supervision, the headteacher will endeavour, wherever possible, to respect principle of fairness between all teachers, taking into account the tasks distributed in advance by the subject group to each of its members, as well as the appointments of the supervising teachers;
2. It is permissible to swap invigilators as long as it is requested and justified to the headmaster, in writing, on the appropriate form and 24 hours before the start of the test.
3. Without prejudice to point c) in the previous paragraph, whenever possible, teachers who mark exams and exam boards for PAPs can be exempted from the exams service defined by the board.

Section II

Assessment and discipline

Article 46

Performance evaluation

The performance appraisal of teaching staff will be carried out in accordance with the law.

Article 47

Disciplinary regime

The disciplinary system is regulated by the legislation in force.



Section III

Organisation of the service and timetables

Article 48

Teaching service

1. The assignment of work follows the criteria defined annually by the headmaster, in accordance with the legal regulations in force.
2. Duties during school breaks and at the end of the school year are defined by the headmaster and publicised by school, identifying the tasks or duties assigned to all teachers.

CHAPTER III

NON- TEACHING STAFF

Section I

Rights

Article 49

Information

1. Have access to legislation and information issued by the services of the Ministry of Education (ME), to consult or be provided with a copy, against payment, of the relevant part of the internal regulations, as well as to the decisions of their hierarchical superiors on service or career matters.
2. Know the PE, the RI, the annual activities plan (PAA) and the regulations governing the operation of services and the use of equipment.
3. Know the criteria for assigning work in the school year, as well as the specific objectives their area of performance.
4. Know the criteria and weighting factors to be applied, in that school year, in the attribution of the respective service classification.
5. At the beginning of each school year, the headmaster, together with the head of the auxiliary staff, define and inform those concerned of the specific operating rules for each service.
6. The operating rules defined in the previous paragraph will be displayed in a specific place of visibility for each service.

Article 50

Participation

1. Participate in the drawing up of assessment criteria and the distribution of work.
2. Meet with the person in charge, the coordinator of the educational unit or the headmaster to discuss problems and issues related to the service.
3. Be consulted on the need to appoint a technical coordinator or operational manager.
4. Present suggestions that may contribute to the better functioning of the service to the respective coordinator or management body.

Article 51

Representation

1. Elect and be elected, as a representative of non-teaching staff, to the general council.
2. Exercise trade union activity in accordance with the legislation in force.



Section II

General and specific duties

Article 52

Knowledge

1. Know and respect the rules of the general law, the civil service statute and the code of administrative procedure.
2. Actively participate in their general and professional training.

Article 53

Collaboration

Co-operate with all the elements and bodies of the community in which the school is located, in the framing and monitoring of all the activities of the educational process, namely in the human, cultural, moral and civic formation of the students.

Section III

Administrative Staff

Article 54

Competences of administrative staff

1. Under the guidance of the head of school administration services, the technical assistant performs executive duties such as managing pupils, staff, the budget, accounts, assets, supplies, secretarial duties, filing and office administration.
2. Within the scope of the aforementioned duties, the technical assistant is responsible for:
 - a) Collecting, analysing, checking and bookkeeping data relating to financial transactions and accounting operations;
 - b) Carrying out the duties of treasurer, when appointed to do so by the group's executive body;
 - c) Organising and keeping up-to-date files on the situation of teaching and non-teaching staff;
 - d) Developing the procedures for acquiring the material and equipment needed to run the school's various areas of activity;
 - e) Ensuring the processing and dissemination of information between the various school bodies and between them and the school community and other organisations;
 - f) Organising and keeping up-to-date the processes relating to student management;
 - g) Providing assistance and information to pupils, carers, teaching and non-teaching staff and other school users;
 - h) Maintaining professional secrecy;
 - i) Presenting themselves in the performance of their duties with the appropriate grooming.

Article 55

Powers of the Head of School Administration

The head of school administration services is responsible for taking part in the administrative council and, under the supervision of the school's executive board, for coordinating all administrative activity in the areas of human resources management, financial management, property management and procurement, as well as office and archive management. The head of school administration services is also responsible for:

- a) Directing and guiding the administrative staff in the day-to-day performance of their tasks;
- b) Exercising all powers delegated by the headmaster;
- c) Proposing measures to modernise the efficiency and effectiveness of administrative support services;



- d) Preparing and submitting to the headmaster all matters relating to the running of the school;
- e) Ensuring that the draft budget is drawn up in accordance with the guidelines laid down by the headmaster;
- f) Coordinating, in accordance with the guidelines of the board of directors, the preparation of the management account report;
- g) Organising and submitting to the board of directors for approval the distribution of services among the respective staff, according to their nature, categories and skills and, whenever deemed appropriate, carrying out the necessary redeployments;
- h) Reading and circulating the Diário da República (Official Gazette), taking the necessary steps to ensure that legislation of interest to the establishment is distributed to the different areas and to the other entities determined by the headmaster or their deputy;
- i) Checking staff appointment proposals and processes.

Section IV ***Operational Assistants***

Article 56

Competences of operational assistants

1. Participate with the teachers in monitoring the students during school hours, with a view to ensuring a good educational environment.
2. Collaborate with teachers in accompanying students between and during school activities, ensuring that the rules of behaviour, cleanliness and silence are maintained on school premises, with permanent respect for the educational work in progress.
3. Maintain exemplary behaviour when dealing with students, other members of the school and all people who come to them.
4. Ensure that the rules of social interaction are maintained in the playground, and try to resolve students' difficulties with understanding, not excluding firmness when necessary. The use of physical or verbal violence is absolutely forbidden. Any case of disobedience to instructions or misbehaviour must be reported to the class director and, failing, to the headmaster, who will take the appropriate measures.
5. Keep an eye on students who are not engaged in schoolwork, so that the running of the school is not disrupted.
6. Carry out tasks to assist and direct school users and check people coming in and out of the establishment.
7. Co-operate in activities aimed at student safety at school.
8. Ensure the cleanliness, tidiness, upkeep and proper use of the facilities, as well as the teaching and IT equipment and materials necessary for the development of the educational process.
9. Carry out support tasks for the school social action services.
10. Provide support and assistance in first aid situations and accompany the student to health care centres.
11. Carry out support tasks, when necessary, to enable the normal running of school laboratories and libraries.
12. Ensure the upkeep, maintenance and cleanliness of the school facilities and spaces under their responsibility.
13. When carrying out their duties, present themselves in their own clothes, in accordance with the terms defined by the board.
14. Record the absence of teachers from the activity provided for in the timetable, under the terms defined by the headmaster.



Article 57

Competences of the head of the operational assistants

The head of the operational assistants is generally responsible for coordinating and supervising the tasks of the staff under his or her dependence by:

- a) Guiding, coordinating and supervising the work of operational assistants;
- b) Collaborating with management in the distribution of work;
- c) Checking the attendance of the staff in their charge and drawing up the holiday plan to be submitted to the board for approval;
- d) Attending to and considering complaints or suggestions about the service provided, proposing solutions;
- e) Carrying out all the duties issued by management, provided that they fall within the functional content of the competences of their professional category.

Section V Assessment and discipline

Article 58

Evaluation of non-teaching staff

The appraisal regime for non-teaching staff is defined in the legislation relating to the integrated appraisal system for public administration.

Article 59

Disciplinary regime

The disciplinary regime is defined in the applicable labour code and administrative procedure code.

CHAPTER IV PARENTS AND GUARDIANS

Article 60

Framework

Parents and guardians are recognised in the autonomy, administration and management system as having the right and duty to participate in the life of the school. Their action takes the form of organising and collaborating in initiatives aimed at improving the quality and humanisation of schools, in actions that motivate learning and student attendance, and in the school's socio-educational development projects.

Section I Rights

Article 61

Information

1. Become familiar with the RI when your child is first enrolled in one of AECA's educational units, or, whenever the RI is updated, by consulting one of the copies available in the educational units.
2. Be informed by the educator/PTT/DT about school integration, absences and the learning process, as well as all relevant matters in their child's educational process.
3. Be informed about extracurricular activities carried out in the UE or outside it, as long as your child is involved in them.



4. Be informed and heard about assessment, enrolment, socio-educational support and the decisions of the administrative and management bodies.
5. Be aware, no less than forty-eight hours in advance, of the notices convening meetings and the agenda for the meetings with the educator/PTT/DT/CT or headmaster at which they must be present.
6. Be informed about the essential learning/performance levels, assessment criteria, attitudes and values for the school year.
7. Be informed, at the beginning of each school year, about the opening hours, to be defined by the respective DT/PTT/teachers.

Article 62

Participation

1. Take part in general parent/guardian meetings, meetings and CTs organised or called by the teacher/PTT/ DT/headmaster.
2. Participate in their child's educational process and collaborate in the educational, cultural and recreational activities developed and promoted by the school.
3. Present information and suggestions to the Educator/PTT/DT through their representative.
4. Present information and suggestions aimed at humanising and improving the functioning of the school or the cluster to the CP and CG, through the association of parents and guardians and their representatives.

Article 63

Representation

1. Elect and be elected as the parents' representative.
2. Elect and be elected to the bodies in which they sit on the AECA.

Article 64

Association

Forming an association of parents and guardians.

Section II

Duties

Article 65

Knowledge

1. Being familiar with the school's RI and signing, and having their children and students sign, an annual declaration of acceptance of the RI and of active commitment to its full compliance.
2. Knowing, complying with and enforcing compliance with the RI and the opening hours of the educational unit, as well as the opening hours for parents/guardians on the part of the educators/teachers at the UE their child attends.
3. Informing the teacher/PTT/DT about their child and monitoring their integration, performance, behaviour and attendance.

Article 66

Follow-up

1. Actively monitoring their child's school life, collaborating with staff and teachers in their civic, cultural and humanistic education.
2. Taking note of the communications and invitations addressed to them by the educator/PTT/CT/DT/headmaster.



Article 67

Responsibility

1. In addition to the responsibilities set out in article 43 of Law 51/2012, of 5 September, parents and guardians of AECA also assume the responsibilities mentioned in the following paragraphs.
2. Holding their child accountable for complying with their duties of attendance and correctness, hygiene and safety rules, as well as the rules of the RI and for carrying out their schoolwork.
3. Contributing to the correct establishment of the facts in disciplinary proceedings.
4. Showing up at the school on the date and time they are called by the teacher/PTT/DT, the UE coordinator or the headmaster. In the event of unavailability, the parent/guardian must inform the UE.
5. Compensating the injured parties, or the educational unit, for the repair of personal or material damage to school equipment and facilities, intentionally caused by their child.
6. Handing over the value of the materials and books provided or made available by the school to their child if they are unjustifiably not handed in or returned in a poor state of repair.
7. Taking responsibility for complying with attendance obligations, for justifying absences, for correcting school behaviour and for their child's commitment to the learning process.

Article 68

Co-operation

1. Co-operating with all members of the educational community in developing a culture of citizenship by promoting rules of coexistence in the establishment based on good manners and respect.
2. Articulating education in the family with school work.

Section III

Association of parents and guardians

Article 69

Forms of representation

1. The AECA recognises the following associations of parents and guardians:
 - a) Association of Parents and Guardians of pre-school, primary school and Gualtar Basic School;
 - b) Association of Parents and Guardians of Carlos Amarante Secondary School;
 - c) Association of Parents and Guardians of Este São Mamede;
2. Parents' and guardians' associations define the form of representation and coordination of their activities, exercising their rights as the representative structure of the cluster's parents and guardians.
3. Their right to participate is regulated by Decree-Law 29/2006 of 15 February.
4. Each Parents' and Guardians' Association is governed by its own statutes.
5. After consulting the headmaster, any association referred to in paragraph 1 of this article may organise an assembly of class representatives from the education and teaching unit(s) in its area of influence.

Article 70

Rights

1. Participate in the cluster's management bodies in accordance with the law.
2. Give its opinion on the definition of the cluster's educational policy.



3. Monitor and participate in the activities of school social action bodies, in accordance with the law.
4. Intervene in the organisation of complementary curricular activities and school-meeting links.
5. Have their own premises in the respective educational establishment, provided they are available for this purpose, provided by the governing body, which they manage in order to continue developing their activities, and are responsible for ensuring their proper functioning.
6. Have meetings with its members in premises provided by the school.
7. Have students send in documents relating to notices of meetings or other documentation.

Article 71

Duties

1. Respect the deadline of five days in advance when requesting the premises needed to hold meetings of its governing bodies.
2. Nominate to the headmaster the members appointed to represent parents on the respective bodies and management of the school.
3. Alert the administrative and management bodies to problems or irregularities that jeopardise the smooth running of the school and cooperate in resolving them.
4. Collaborate and participate in actions that favour the school's relations with the community.

CHAPTER V MUNICIPALITY

Article 72

Rights

1. The local authority has the right to participate, under the terms of the law, in administrative bodies and management of the AECA.
2. In fulfilment of the previous point, the representatives of the local authority have the right to participate in drawing up and approving the fundamental rules of the group's operation, in strategic and planning decisions, in monitoring their implementation and also in electing the headmaster of the AECA.
3. The town council appoints its three representatives on the general council.

Article 73

Duties

Municipalities are responsible for education in the following areas:

- a) Non-teaching staff in basic education and pre-school education;
- b) Family support component, namely the provision of meals and support for extended hours in pre-school education;
- c) Curricular enrichment activities in the 1st cycle of basic education;
- d) Management of the basic school estate;
- e) School social action in basic education;
- f) School transport for basic education.



CHAPTER VI

PARTNERSHIPS, ECONOMIC, SOCIAL, SCIENTIFIC AND CULTURAL INTERESTS

Article 74

Relations with private interests and organisations

The AECA's UE relations with private interests and organisations are governed by the rules set out below:

1. The display and distribution in the UE of any form of advertising for products, goods or services of private organisations or private entities, especially aimed at students, requires a protocol established with the headmaster or the CG, which demonstrably brings added value to the school.
2. Direct contact with UE students by private companies, organisations or services, as well as private individuals, is forbidden.
3. It is forbidden to display or sell products, goods or services in the UE that are not directly related to education, instruction or culture.
4. Publishers of educational programmes and booksellers wishing to exhibit or sell educational programmes, books or teaching materials aimed at teachers require prior authorisation from the headmaster.
5. The exhibition and sale of educational programmes, books or teaching materials takes place in a space made available for this purpose by the UE coordinator or the headmaster, during class breaks or teachers' free time, and may not affect the development teaching activities.
6. The limitations set out in the previous paragraphs do not apply to the exhibition of goods, products and services that fall within the scope of PAA activities and are intended to provide new learning situations for students.
7. The sale of products, goods or services that are not directly related to the education and instruction of students, promoted by staff, teachers or other internal or external agents, is forbidden.
8. Photographers, even those accredited by the MEC are forbidden from photographing students without the guardian's authorisation.
9. The display of any form of propaganda for political forces or religious denominations is not permitted in the UE.
10. The headmaster, in collaboration with the local authority, can authorise the use of facilities, as well as the loan (free of charge or not) of equipment to companies or community services, as long as this does not affect the development of educational activities and the rules of procedure for the use of spaces and materials are complied with, especially the respective regulations for specific facilities.
11. Questionnaires or surveys may not be given to students unless they are part of studies being carried out by researchers, public education and health services, or consumer protection bodies duly authorised by the DGIDC and the headmaster.
12. The establishment of partnerships with other public or private organisations must be approved by the CG, in consultation with the CP and the headmaster.



INDEX OF ACRONYMS AND ABBREVIATIONS

AAAF	Family entertainment and support activities
AECA	Carlos Amarante School Cluster, Braga
AEC	Curriculum enrichment activities
APEE	Association of parents and guardians
ASE	School social action
BE	School Library
CAA	Learning support centre
CG	General Council
CT	Class Council
CP	Pedagogical Council
CEB	Basic education cycle
CRI	Resource Centre for Inclusion
DT	Head Teacher
ECD	Teaching career statute
EBG	Gualtar Basic School
EE	Parent or guardian
EMAEI	Multidisciplinary support team for inclusive education
EPS	Health promoting school
RE	Recurrent education
ESCA	Carlos Amarante Secondary School
GAA	Student support office
ME	Ministry of Education
OPTE	Full use of school time
PAA	Annual activity plan
PAP	Professional aptitude test
PE	Educational project
PTT	Class teacher
GDPR	General Data Protection Regulation
REAEI	Specific resources to support inclusive education
RI	Rules of Procedure
SADD	Teaching performance evaluation section
SAE	School administration services
SPO	Psychology and counselling services
TIC	Information and communication technologies
UE	Educational unit