



Agrupamento de Escolas
CARLOS AMARANTE
150149



**REPÚBLICA
PORTUGUESA**
EDUCAÇÃO

Carlos Amarante
School Cluster

RULES OF PROCEDURE

General provisions, operation, communication and information

[18 July 2019]



CONTENTS

Preamble

CHAPTER I

GENERAL PROVISIONS

Section I: Object and scope

Article 1: Object

Article 2: Cluster centre and Constitution

Article 3: Scope

Section II: Guiding principles and competences

Article 4: Guiding principles

Article 5: Definition and purposes of the cluster

ANNEX I:

EDUCATIONAL COMMUNITY

(Students, teaching staff, non-teaching staff, parents and guardian/carers, local authorities, partnerships, economic, social, scientific and cultural interests)

ANNEX II

ADMINISTRATION AND MANAGEMENT REGIME

(General Council, Headmaster, Pedagogical Council, Administrative Council, coordination of the education and teaching establishments)

ANNEX III

PEDAGOGICAL ORGANISATION:

EDUCATIONAL COORDINATION AND PEDAGOGICAL SUPERVISING STRUCTURES

(Curriculum coordination, organisation of group, class and course activities, other coordination structures)

ANNEX IV

PEDAGOGICAL ORGANISATION:

SERVICES

(Administrative services, technical services, technical-pedagogical services, other services)

CHAPTER II

OPERATION OF THE AECA

Section I: Management instruments and their operation

Article 6: Identification

Article 7: Educational project

Article 8: Rules of procedure

Article 9: Annual and multiannual plan of activities

Article 10: Budget



Article 11: Annual activity report

Article 12: Management account

Article 13: Self-evaluation report

Section II: Curriculum Organisation

Article 14: Pre-school Education

Article 15: Basic Education

Article 16 Secondary Education

Section III: Collegiate bodies

Article 17: Operation

Section IV: Opening hours

Article 18: Educational Units

Article 19: Community support services

Section V: Cluster attendance

Subsection I: Admission and enrolment

Article 20: Criteria for admission to pre-school education

Article 21: Enrolment

Article 22: Renewal of enrolment

Subsection II: Class constitution

Article 23: General principle

Article 24: Group formation in pre-school education

Article 25: Formation of 1st cycle classes

Article 26: Formation of 2nd and 3rd cycle classes

Article 27: Secondary school class formation

CHAPTER III

COMMUNICATION AND INFORMATION

Article 28: Internal communication

Article 29: Communication with the community

Article 30: Capturing and use of images

Article 31: General data protection regulation

CHAPTER IV

FINAL PROVISIONS

Article 32: Entry into force

Article 33: Dissemination of the rules of procedure

Article 34: Revision of the rules of procedure

Article 35: Repealing regulations

ARTICLE INDEX

INDEX OF ACRONYMS AND ABBREVIATIONS



CARLOS AMARANTE SCHOOL CLUSTER, BRAGA

RULES OF PROCEDURE

Preamble

Carlos Amarante School Cluster, Braga (AECA - Agrupamento de Escolas Carlos Amarante) was set up on April 1, 2013, as a result of the merger of Gualtar School Cluster, with the Carlos Amarante Secondary School, carried out by the Ministry of Education's process of reorganising the public school network.

AECA fulfils a mission of public service, challenged to provide each and every citizen with the knowledge and skills that will guarantee them a remarkable and transformative educational experience, helping to form citizens of the 21st century. It is in order to respond to this mission in conditions of quality and equity, in the most efficient way possible, that the AECA educational community is organised. It must fulfil this role in a harmonious, reflective, critical and creative way, involving all those involved in decision-making processes and promoting pedagogical experiences of interaction and intervention with the community.

AECA's rules of procedure are intended to be a clear and objective document, respecting the legislation in force and the experiences of all its members. Its drafting is the result of an open process involving and listening to all the structures and elements that make up the cluster's educational community.

As part of the process of the first ordinary revision, the option was taken to simplify the structure of the rules of procedure by creating autonomous annexes to the documents which, although an integral part of the same document, can be consulted separately.

Under the terms of Decree-Law no. 75/2008, of 22 April, as amended by Decree-Law no. 137/2012, of 2 July, recognises school autonomy and establishes rules of procedure as one of the instruments of that autonomy, respectively, in article 8(1) and article 9(1)(b), the General Council, using the powers conferred on it by article 65 of the same law, approves the first ordinary revision of the rules of procedure of Carlos Amarante School Cluster, Braga.



CHAPTER I GENERAL PROVISIONS

Section I Object and scope

Article 1

Object

These rules of procedure define the operating regime of Carlos Amarante School Cluster, Braga (group code 150149), each of its administrative and management bodies, guidance structures and administrative, technical and technical-pedagogical services, as well as the rights and duties of the members of the school community.

Article 2

Cluster centre and Constitution

1. AECA is based at the Carlos Amarante Secondary School, Rua da Restauração, São Victor parish, Braga.
2. The educational catchment area of the school cluster is the parishes of São Victor, Gualtar, União das Freguesias de Este (São Mamede e São Pedro), Espinho, Pedralva and Sobreposta.
3. Carlos Amarante School Cluster, Braga (AECA) is made up of the following public education and teaching establishments:
 - a. Kindergartens (JI) and primary schools (EB1) in the parishes that make up its educational catchment area, with the exception of São Victor;
 - b. Gualtar Basic School (2nd and 3rd cycles);
 - c. Carlos Amarante Secondary School.

Article 3

Scope of application

1. The rules set out in these procedures apply to the entire school community and involve all its members in the performance of their duties.
2. Users of AECA's school facilities and spaces are also obliged to comply with the provisions of these procedures.

Section II

Guiding principles and competences

Article 4

Guiding principles

Without prejudice to the general principles set out in articles 3, 4 and 5 of Decree-Law 75/2008, of 22 April, as amended and worded by Decree-Law 137/2012, of 2 July, the administration and management of Carlos de Amarante School Cluster, Braga, is organised :

- a) Ensuring unity and continuity between all levels of education;
- b) Promoting the integral formation of all students, valuing the human dimension of education;
- c) Promoting success, preventing students from dropping out of school and guaranteeing the quality of the public education service in general and of learning and school results in particular;
- d) Promoting social equity, creating the conditions for realising equal opportunities for all;



- e) Ensuring the best conditions for study and work, fulfilment and personal and professional development;
- f) Complying with and enforcing the rights and duties contained in laws, rules or regulations and maintaining discipline;
- g) Observing the primacy of educational criteria over administrative criteria, within the limits of efficient management of the resources available for the development of its mission;
- h) Ensuring the stability and transparency of school management and administration, namely through appropriate means of communication and information;
- i) Providing conditions for the participation of members of the educational community and promoting their initiative.

Article 5

Definition and aims of the cluster

1. This regulation applies to the definition and purposes of the cluster set out in Article 6 of Decree-Law 75/2008, of 22 April, as amended and worded by Decree-Law 137/2012, of 2 July.
2. With a view to developing its educational project and ensuring effective monitoring of the students' school career with a view to promoting educational quality, in the case of AECA, these are complementary aims to those set out in the previous paragraph:
 - a) Coordinating and managing the implementation of curricular plans and programmes defined at national level, in compliance with established guidelines and by selecting pedagogical models, teaching and assessment methods, teaching-learning materials and textbooks that are consistent with the school's educational project and appropriate to the variety of students' interests and abilities;
 - b) Organising curricular enrichment and leisure activities, according to the interests of the students and the school's resources, and in accordance with the guidelines set out in the educational project;
 - c) Planning and managing forms of pedagogical complement and educational compensation, with regard to the diversification of curricula and programmes, as well as the organisation of groups of students and the individualisation of teaching;
 - d) Designing and implementing their own pedagogical experiments and innovations, without prejudice to the general guidelines defined by the competent services of the Ministry of Education and Science and in accordance with the guidelines laid down in the educational project;
 - e) Establishing protocols and partnerships for the implementation of specific curricular components, namely family support activities in pre-school and primary education and activities of a vocational or professional nature;
 - f) Developing a model for effective and efficient support for students practising high-performance sport, or on their way to high-performance sport, as well as those who, due to representing their country or group, need to make up missed lessons and assessments;
 - g) The same applies to students who are involved in cultural activities of a different kind, at levels of excellence, representing their country or the group, and who therefore have the same type of needs.

ANNEX I, II, III and IV

(Own documents that form an integral part of AECA's RP)



CHAPTER II OPERATION OF AECA

Section I Management tools and their operation

Article 6

Identification

The group's management instruments are the documents enshrined in article 9 and article 9-A of Decree- Law no. 75/2008, of 22 April, as amended and worded by Decree- Law no. 137/2012, of 2 July.

Article 7

Educational project

1. The educational project is the document that sets out the group's educational direction over a three-year period, setting out the principles, values, goals and strategies according to which AECA intends to fulfil its educational function.
2. The group's internal evaluation team is responsible for monitoring the implementation of the educational project, providing annual information to the pedagogical council and the general council, which is responsible for monitoring and evaluating it.

Article 8

Rules of procedure

1. The AECA's rules of procedure, which are set out in this document, define the way in which the group operates, each of its administrative and management bodies, guidance structures, administrative and technical-pedagogical services, as well as rights and duties of the members of the school community.
2. Situations not covered by these rules, which cannot be referred to the legislation in force, are decided by the director, who must, whenever possible, consult the general council, the standing committee or the president of the general council.
3. The rules of procedure in force are available to the entire community via the *website* of AECA and the school administration services.
4. The headmaster makes the regulations available for consultation in the teachers' rooms, the non- teaching staff rooms, the libraries and the administrative offices of the school group's establishments.
5. At the beginning of each school year, and whenever necessary throughout the school year, the appointed teacher/class teacher/head teacher/course director makes the students aware of and clarifies the parts of the rules that directly concern them, according to their age group.
6. The rules are reviewed on an ordinary basis four years after their approval and on an extraordinary basis by resolution of the general council, approved by an absolute majority of the members in office.

Article 9

Annual and multi-annual activity plan



1. According to Decree-Law no. 75/2008, as amended by Decree-Law 137/2012, the Annual and Multi-Year Activity Plans are "planning documents that define, according to the educational project, the objectives, forms of organisation and programming of activities and that identify the resources necessary for their implementation".
2. The following documents form an integral part of the EAP:
 - a) Organisational document for the school year (service constitution and timetables);
 - b) AECA syllabus;
 - c) Activity programme calendar;
 - d) Cluster training plan;
 - e) Transversal projects of the Citizenship and Development curriculum component;
 - f) Plan for full occupation of school time;
 - g) Innovation plans and curricular flexibility;
 - h) Other documents that operationalise the previous paragraph of this article.
3. Drawing up the Annual Activity Plan (AAP) must take into account, in addition to the educational project, all the other autonomy instruments, especially the Self-Evaluation Report and the Budget.
4. The activity plans make it possible to make the curriculum practised in the school visible (essential learning from the basic curricular matrices and the constructed curriculum), to develop the competences of the Profile of Pupils Leaving Compulsory Schooling and to promote practices curricular articulation.
5. Unscheduled activities are decided extraordinarily by the headmaster and ratified by the pedagogical council. If no meeting of the Pedagogical Council is scheduled between the headmaster's decision and the activity taking place, ratification will take place at the following meeting;
6. The student's guardian/carer or the student, when of legal age, tacitly authorises their child's participation in the activities provided for in the annual calendar of activities (official version available on the school's *website*) and in the group/class/course plan. Activities that take place outside the school, alter the weekly timetable of the group/class/course or involve financial costs require prior information and written authorisation from the student's guardian/carer.
7. Coordination of the AAP documents is the responsibility of the management, which sets up a team in the PC for this purpose.
8. The headmaster submits periodic reports on the implementation of the activity plan to the general council.

Article 10

Budget

The budget is the document detailing the income to be earned and the expenditure to be incurred by AECA. It is drawn up by the headmaster, in accordance with the guidelines defined by the general council, and approved by the administrative council at the first meeting of the financial year.

Article 11

Annual activity report



1. The annual activity report is the document that reports on the activities actually carried out by the cluster, identifies the resources used in this realisation and assesses the impact of the plan in the light of the goals and objectives set.
2. At the end of each school year, the headmaster is responsible for drawing up the final report on the implementation of the annual activity plan and submitting it to the general council for approval.

Article 12

Management account

1. The management account report is the accounting document that lists the income earned and expenditure incurred in each financial year.
2. The administrative council is responsible for drawing up the report and submitting it to the general council for approval.

Article 13

Self-evaluation report

1. The self-evaluation report is the document that identifies the degree to which the objectives set out in the educational project have been achieved, and evaluates the activities carried out by the school, its organisation and its management, specifically with regard to school results and the provision of educational services.
2. The self-evaluation report is the responsibility of the school's internal evaluation team and, for the purposes of defining improvement actions, it is submitted to all the administrative and management bodies, as well as the pedagogical organisation structures provided for in the rules of procedure.

Section II

Curriculum Organisation

Article 14

Pre-school education

The curricular guidelines for pre-school education are organised in 60-minute units, in accordance with the applicable legislation.

Article 15

Basic education

1. The 1st cycle curriculum is organised in 60-minute teaching units, in accordance with the applicable legislation.
2. In the 2nd and 3rd cycles, the curriculum is organised in 45-minute teaching units, in all the training modalities.

Article 16

Secondary education

Secondary school curricular matrices are organised in 45-minute teaching units in all forms of education.

Section III

Collegiate bodies



Article 17

Operation

1. The collegiate administrative and management bodies and educational organisation structures provided for in Decree-Law 75/2008, of 22 April, as amended and worded by Decree-Law 137/2012, of 2 July, and in these regulations must draw up their internal regulations, under the terms set out in the aforementioned legislation and, in accordance with these regulations, within the first thirty days of their terms of office, defining the rules of organisation and operation, in particular:
 - a) The frequency of ordinary meetings;
 - b) How the secretary is chosen;
 - c) The deadlines and methods for convening ordinary and extraordinary meetings;
 - d) Establishing the quorum required for deliberations;
 - e) The procedure to be followed when the defined quorum is not met at the first call;
 - f) The organisation of work (in plenary, by sections, working groups, committees);
 - g) The coordination/presidency (substitution in case of absence or impediment);
 - h) Resolutions (voting methods - by roll call and/or secret ballot, majority required for resolutions);
 - i) The publicising of resolutions.
2. To ensure uniformity of action in the class councils, the procedures to be adopted will be approved by the class council, on the proposal of the respective coordinators.
3. When drawing up the rules of procedure, the provisions of the Code of Administrative Procedure must be taken into account.

Section IV Opening hours

Article 18

Educational Units

The opening hours of the schools and educational establishments that make up the cluster must be defined, in accordance with the legislation in force, at the beginning of the school year by the headmaster who, after consulting the establishment coordinator, has them posted in each establishment and publicised on the cluster's *website*.

Article 19

Community support services

The opening hours of the community support services in each of the schools and educational establishments that make up the cluster are defined by the director at the beginning of the school year, posted at the respective service's place of operation and publicised on the cluster's *website*.

Section V Cluster attendance



Subsection I

Admission and enrolment

Article 20

Criteria for admission to pre-school education

1. Children who reach the age of 3 by 15 September, or between that age and the age of entry into the 1st cycle of basic education, attend pre-school.
2. Enrolment takes place during the period stipulated by law.
3. Children who turn 3 years old between 16th September and 31st December are admitted to pre-school education on a conditional basis, and their definitive acceptance depends on there being a vacancy in the classes already set up, after applying the priorities defined by order of the Ministry of Education.
4. New children are admitted to pre-school education in accordance with the law in force.
5. Having exhausted the admission priorities provided for by law, in the event of a tie, the following admission criteria are defined:
 - a) Distance, in metres, from the child's place of residence to the educational establishment, with priority given to the shortest route taken;
 - b) Child whose enrolment was made first.

Article 21

Enrolment

1. Candidates enrol for the first time in basic education in any of the educational units that make up the AECA.
2. Candidates from abroad can enrol in any year of primary or secondary school.
3. The enrolment request is submitted *online* or in person at the administrative services by the student themselves, if they are of age, or by their parents/guardians/carers.
4. Enrolment or its renewal must be considered conditional until the process of allocating students to educational establishments has been completed.
5. At the time of enrolment or renewal of enrolment, the pupil, if they are of legal age or their guardians/carers, must name five educational establishments, in ascending order of priority and whenever the number of educational establishments in their area allows or justifies it.
6. At AECA, vacancies for enrolment or renewal of enrolment are filled in accordance with the applicable legislation.
7. Once the priorities set out in the previous paragraph have been exhausted, in the event of a tie, the following enrolment criteria are defined:
 - c) Distance, in metres, from the child's place of residence to the educational establishment, with priority given to the shortest route taken;
 - d) Child whose enrolment was made first.

Article 22

Renewal of enrolment

Enrolment renewal takes place automatically at the AECA educational unit attended by the student. The parent or guardian must be provided with the information available for them to correct and/or update their details, either *on paper* or *online*.

Subsection II

Formation of classes



Article 23

General principle

The constitution of classes at all levels of education is based, as a matter of priority, on psycho-pedagogical imperatives included in the educational project, namely the broad sharing knowledge and experiences, the achievement of students' educational success, the maximisation of human resources and the availability and characteristics of each school's facilities.

Article 24

Setting up groups in pre-school education

1. Pre-school classes are made up of the number of children defined by law.
2. The formation of the groups is based, wherever possible, on seeking greater age homogeneity.
3. Children are distributed among the teachers, respecting the principle of pedagogical continuity whenever possible.

Article 25

Setting up 1st cycle classes

1. First grade classes are made up of the maximum number of students defined by law and, whenever possible, groups of students from the same kindergartens.
2. The principle set out in the previous point can be altered, for well-founded pedagogical reasons, by the educators of the kindergartens they come from.
3. Classes should, wherever possible, include a balanced number of boys and girls.
4. Admitted pupils who turn six years old between 16 September and 31 December must be distributed equally among classes.
5. Students retained in the 2nd and 3rd years of school must join classes in the same year. At the proposal of the head teacher and with the approval of the guardian/carer, the retained student may remain in the class of origin, after approval by the pedagogical council.
6. Students retained in the 4th year of school must be integrated into classes at the end of the cycle.

Article 26

Formation of 2nd and 3rd cycle classes

1. In the second and third cycles of basic education, the number of pupils per class, including classes that include pupils with special educational needs, is set by order of the Ministry of Education and Science.
2. Students who start school in a given year must remain in the same group or class throughout the cycle, with the exception of retained students or those whom the respective class councils or year coordinators recommend separating.
3. Whenever possible, the number of female and male students should be balanced.
4. In the initial years of the cycle, classes from the previous year are split into groups of proportional size.
5. In the case provided for in the previous paragraph, the continuity of a minimum of five students from the same class in the following year's class is ensured.



6. In the non-terminal years of the cycle, with the exception of retained students or those whom the respective teaching or class councils recommend separating, students, whenever possible, remain in the class that continues from the previous year.
7. With regard to retained students in the 2nd and 3rd cycles, the following should be taken into account:
 - a) Distribution among several classes;
 - b) The class council's proposals regarding the programme to be followed by the students;
 - c) Support measures for students with learning difficulties.
8. Without prejudice to pedagogical imperatives, when setting up classes, the team in charge must take into account any written requests from parents and their respective reasons.
9. Requests by parents to change classes will only be granted if they do not contradict the guidelines of the class council and consultation with the coordinator of the team responsible for setting up the classes for the year in question.

Article 27

Setting up secondary school classes

The criteria for the constitution of classes in secondary education are those laid down in the applicable legislation and those approved annually by the pedagogical council.

CHAPTER III

COMMUNICATION AND INFORMATION

Article 28

Internal communication

1. The headmaster is responsible for providing the means to create an effective information circulation system that is easily accessible to all members of the educational community.
2. Notices and agendas for teaching and non-teaching staff must be posted in the respective lounges, in a place designated for this purpose, and must be sent by email to the respective recipients at least 48 hours in advance.
3. In the teachers' rooms, there are panels for the different school management bodies and the various educational guidance structures, as well as for the dissemination of information relating to teachers' work, training and leisure, provided that the headmaster authorises their display, in accordance with the law.
4. Notices concerning students are posted in the school foyers, in an appropriate place, or on the website, and may also be transmitted in the classroom by the respective teachers, provided that this has been previously authorised by the headmaster or establishment coordinator.
5. An e-mail address equivalent to the institutional one is considered to be the address registered with the administrative services or provided to the management for these purposes.
6. The display of posters, advertisements and other messages is only permitted in defined places and requires prior authorisation from the headmaster.
7. Any survey, enquiry or communication can only be carried out with the authorisation of the headmaster who, for this purpose and depending on the circumstances, may seek the opinion of the different bodies of the school.



Article 29

Communication with the community

1. Communication with the community is ensured by posting information in school spaces and publicising it on the AECA's website.
2. Communication between the school and the family will be implemented through meetings with parents and guardians, regular meetings with educators and class teachers or head teachers, through the student's report card or other documents and through the school's website.

Article 30

Capturing and using images

1. The collection of images of students during teaching and non-teaching activities is authorised by the school's staff or by whoever the headmaster authorises.
2. The images taken under the terms of the previous paragraph are exclusively used internally in the development of pedagogical action and disseminated in the legitimate information and communication bodies of the school.
3. Misuse of the images and videos referred to in this article is punishable under the terms of the law and the disciplinary system applicable to the offender.
4. The parent or guardian has the right not to authorise what is referred to in paragraphs 1 and 2, by means of a declaration to be submitted to the SAE (school social support).

Article 31

General data protection regulation

1. Under the terms of the General Data Protection Regulation (GDPR), the AECA has appointed a Data Protection Officer whose contact details are available on the organisation's website.
2. The group has implemented a privacy and data protection policy that guarantees compliance with the regulations in force.
3. In order to reinforce security in the AECA community, content filters are implemented for Internet access within the MINEDU network.

CHAPTER IV

Final provisions

Article 32

Entry into force

These rules and any revisions to them come into force the day after they are approved and published on the school's website.

Article 33

Publicising the rules of procedure

1. These regulations must be permanently available for consultation by all members of the educational community, in school libraries and on the school's website.
2. It is the responsibility of the school's administrative and management bodies to implement mechanisms for publicising the internal regulations to the entire educational community.
3. The version of the Rules of Procedure available on the school's website, namely at the address of the general council and the school administration services, is considered to be in force.



Article 34

Revision of the rules of procedure

These regulations are subject to ordinary reformulation four years after their approval, and extraordinary reformulation at any time by decision of the General Council, approved by an absolute majority of the members in full office, or on the proposal of any of the group's administrative and management bodies.

Article 35

Repealing rule

These regulations repeal the Rules of procedure of Carlos Amarante School Cluster, approved on 30 June 2014, including subsequent amendments, with the exception of Annex III, Regulations for Professional Courses, and Annex IV, Regulations for EFA Courses and Modular Training, which are now Annex V and VI, respectively.

Document approved by the General Council on 18 July 2019



TABLE OF CONTENTS ARTICLES OF THE RULES OF PROCEDURE

Preamble

CHAPTER I

GENERAL PROVISIONS

Section I: Object and scope

Article 1 Object

Article 2: Head Office and Constitution

Article 3: Scope

Section II: Guiding principles and competences

Article 4: Guiding principles

Article 5 Definition and purposes of the cluster

CHAPTER II

OPERATION OF THE AECA

Section I: Management instruments and their operation

Article 6: Identification

Article 7: Educational project

Article 8: Rules of procedure

Article 9: Annual and multiannual plan of activities

Article 10: Budget

Article 11: Annual activity report

Article 12: Management account

Article 13 Self-evaluation report

Section II: Curriculum Organisation

Article 14: Pre-school education

Article 15: Basic Education

Article 16 Secondary education

Section III: Collegiate bodies

Article 17: Operation

Section IV: Opening hours

Article 18: Educational Units

Article 19: Community support services

Section V: Cluster attendance

Subsection I: Admission and enrolment

Article 20: Criteria for admission to pre-school education

Article 21: Enrolment

Article 22: Renewal of enrolment



Subsection II: Class constitution

Article 23: General principle

Article 24: Group formation in pre-school education

Article 25: Formation of 1st cycle classes

Article 26: Formation of 2nd and 3rd cycle classes

Article 27: Secondary school class formation

CHAPTER III

COMMUNICATION AND INFORMATION

Article 28: Internal communication

Article 29: Communication with the community

Article 30: Capturing and use of images

Article 31: General data protection regulation

CHAPTER IV

FINAL PROVISIONS

Article 32: Entry into force

Article 33: Dissemination of the rules of procedure

Article 34: Revision of the rules of procedure

Article 35: Repealing regulations

ANNEX I:

EDUCATIONAL COMMUNITY

Article 1 Definition

Article 2: General duties of the community

Article 3: General community rights

CHAPTER I:

STUDENTS

Article 4: Definition and enrolment

Section I: Rights and duties

Article 5: Students' rights

Article 6: Student representation

Article 7: Right of association

Article 8: Students' duties

Section II: Merit

Article 9 Preamble

Subsection I: Human, social, sporting, cultural and artistic merit

Article 10: Scope and nature

Article 11: Organisation

Article 12: Proposal criteria



Subsection II: Academic merit

Article 13: Scope and nature

Article 14: Organisation

Article 15 Proposal criteria

Subsection III: Initiative, evaluation and awards

Article 16: Proposal initiative

Article 17: Evaluation of proposals

Article 18: Development of the process

Article 19: Awarding of prizes

Section III: Attendance

Article 20 Application

Article 21: Procedures for justifying absences

Article 22: Material and punctuality absences

Article 23: Absences from assessment tests

Article 24 Serious excess of absences

Article 25 Non-compliance or ineffectiveness of measures

Section IV: Disciplinary regime

Article 26: Application

Article 27: Order of leaving the classroom

Article 28: School integration tasks and activities

Article 29: Restrictions on access to and use of certain school premises or materials

Article 30: Changing classes

Section V: Evaluation system

Article 31: Assessment in pre-school education

Article 32: Assessment in primary and secondary education

Article 33: Assessment, progression and retention

Article 34: Assessment grades

Article 35: Assessment procedures

Article 36: Assessment criteria

Article 37: Stakeholders in the evaluation process

Article 38: Participation of parents and guardians in assessment

Article 39: Student participation in assessment

Section VI: Individual student file

Article 40: Structure of the individual student file

CHAPTER II:

TEACHING STAFF

Article 41: Performance of teaching duties

Article 42: Rights and duties

Section I: Attendance regime

Article 43: Absences

Article 44: Exchange

Article 45 Examination Service



Section II: Assessment and discipline

Article 46: Performance evaluation

Article 47: Disciplinary regime

Section III: Establishment of the service and timetables

Article 48: Teaching service

CHAPTER III:

NON-TEACHING STAFF

Section I: Rights

Article 49: Information

Article 50: Participation

Article 51: Representation

Section II: General and specific duties

Article 52: Knowledge

Article 53: Collaboration

Section III: Administrative staff

Article 54: Responsibilities of administrative staff

Article 55: Powers of the Head of School Administration

Section IV: Operational assistants

Article 56: Powers of operational assistants

Article 57: Responsibilities of the head of the operational assistants

Section V: Evaluation and discipline

Article 58: Evaluation of non-teaching staff

Article 59: Disciplinary regime

CHAPTER IV:

PARENTS AND GUARDIANS

Article 60: Framework

Section I: Rights

Article 61: Information

Article 62: Participation

Article 63: Representation

Article 64: Association

Section II: Duties

Article 65: Knowledge

Article 66: Accompaniment

Article 67: Responsibility

Article 68: Co-operation

Section III: Parents' and Guardians' Association

Article 69: Forms of representation

Article 70: Rights

Article 71: Duties



**CHAPTER V:
Municipality**

Article 72: Rights
Article 73: Duties

**CHAPTER VI:
PARTNERSHIPS, ECONOMIC, SOCIAL, SCIENTIFIC AND CULTURAL INTERESTS**

Article 74: Relations with private interests and organisations

**ANNEX II
ADMINISTRATION AND MANAGEMENT REGIME**

Article 1: Administrative and management bodies

**CHAPTER I
BODIES**

Section I: General Council

Article 2: Definition
Article 3: Composition
Article 4: Competences
Article 5 Standing Committee
Article 6: Appointment, election and co-option
Article 7: Taking office and mandate
Article 8: Functioning
Article 9: Electoral regulations
Article 10: Teaching staff representatives
Article 11: Non-teaching staff representatives
Article 12: Student representatives
Article 13 Parent/guardian representatives

Section II: Director

Article 14 Definition
Article 15: Vice headmaster and Headmaster Assistants
Article 16: Competences
Article 17: Recruitment
Article 18: Regulations for the election of the headmaster

Section III: Teaching Council

Article 19: Definition
Article 20: Composition
Article 21: Competences
Article 22: Powers of the chairman of the pedagogical council
Article 23: Operation
Article 24: Specialised sections
Article 25: Term of office



Section IV: Public service guarantee

Article 26: Dissolution of bodies

CHAPTER II

ADMINISTRATIVE COUNCIL

Article 27: Definition

Article 28: Composition and competences

Article 29: Functioning

Article 30: Mandate

CHAPTER III

COORDINATING A SCHOOL OR PRE-SCHOOL ESTABLISHMENT

Section I: Coordination of establishments

Article 31: Coordinator and representative

Article 32: Appointment

Article 33: Mandate

Article 34 Competences of the coordinator/representative

Section II: Council of establishment coordinators

Article 35: Composition

Article 36: Competences

Article 37: Operation

ANNEX III

PEDAGOGICAL ORGANISATION:

EDUCATIONAL COORDINATION AND PEDAGOGICAL SUPERVISION STRUCTURES

Article 1: Nature and purpose

Article 2: Organisation

CHAPTER I

CURRICULUM ARTICULATION

Section I: Curriculum department

Article 3: Definition

Article 4: Constitution

Article 5: Competences

Article 6: Operation

Article 7: Department coordination

Article 8: Competences of the coordinator

Section II: Disciplinary groups

Article 9: Definition and constitution

Article 10: Competences of the disciplinary group

Article 11: Vertical articulation



- Article 12: Operation
- Article 13: Coordination
- Article 14: Competences of the coordinator
- Article 15: Portuguese as a non-native language

CHAPTER II

ORGANISATION OF GROUP, CLASS AND COURSE ACTIVITIES

Section I: Pre-school group activities

- Article 16: Head teacher

Section II: Primary school teachers' council

- Article 17: Head teacher
- Article 18: Primary school teachers' council

Section III: Council of secondary and secondary school head teachers

- Article 19: Composition and organisation
- Article 20: Powers
- Article 21 Operation
- Article 22: Headteacher coordinators
- Article 23 Competences of the coordinators of the head teachers

Section IV: Class council

- Article 24: Definition and composition
- Article 25: Competences of the class council
- Article 26: Head teacher
- Article 27 Competences of the head teacher

Section V: Qualifying vocational courses and adult education

- Article 28: Qualifying training and adult education coordinator
- Article 29: Vocational courses
- Article 30: Adult Education and Training Courses
- Article 31: Recurrent education
- Article 32: Assistant coordinator for recurrent education
- Article 33: Recurrent education head teachers
- Article 34 Recurrent Education Head Teachers' Council
- Article 35 Support centre for non-attendance students in recurrent education

CHAPTER III

OTHER COORDINATION STRUCTURES

Section I: Coordination of internal evaluation

- Article 36 **Objective**
- Article 37 **Functions of the cluster's internal evaluation team**
- Article 38 **Composition**
- Article 39 **Operation**
- Article 40: **Competences of the coordinator**

Section II: Performance evaluation section

- Article 41 **Co-ordination and operation**



ANNEX IV

EDUCATIONAL ORGANISATION: SERVICES

CHAPTER I

ADMINISTRATIVE SERVICES

Article 1: Nature and operation

CHAPTER II TECHNICAL

SERVICES

Section I: School social action services

Article 2: Nature and operation

Article 3: Cafeteria and canteen services

Article 4: School buffets

Article 5: School milk programme

Section II: School Facilities

Article 6: Use and utilisation of school facilities

Article 7: Access to school premises

Article 8: Rules for remaining on school premises

Article 9: Leaving the premises

Article 10: Classrooms

Article 11 Specific facilities

Article 12: Director of facilities

Article 13 School evacuation plan

Article 14 Main school car park

Section III: Coordination of information and communication technologies

Article 15 ICT Coordinator

CHAPTER III

TECHNICAL-PEDAGOGICAL SERVICES

Article 16: **Guiding Principles**

Section I: Specific Resources to Support Inclusive Education (REAEI)

Article 17: Definition and Composition

Subsection I: Organisational resources

Article 18: Multidisciplinary Support Team for Inclusive Education (EMAEI)

Article 19: Constitution of the EMAEI

Article 20: EMAEI competences

Article 21: Learning Support Centre

Article 22: Inclusion Resource Centre

Subsection II: Human resources

Article 23 Special Education Teacher

Article 24: Inclusion Resource Centre Technicians

Article 25: Other Support

Article 26: Psychology and Guidance Service

Article 27: Competences of the psychology and guidance service

Section II: Promoting Health Education

Article 28: Promoting Health Education

Article 29: Health- promoting school project (EPS)

Article 30: Student support office

Section III: Curriculum enrichment activities

Article 31 Activities to encourage and support the family (AAAF)

Article 32: Curricular enrichment activities (AEC)

Article 33: Curriculum complementary activities in the 2nd and 3rd cycles of basic education and in secondary education

Article 34: School time occupation and substitute activities

Section IV: Educational support

Article 35: Increased pedagogical support

Article 36: Mentoring

Section V: School libraries

Article 37: Definition and objectives

Article 38: Composition of the team responsible

Article 39: Rules of Procedure

CHAPTER IV**OTHER SERVICES**

Article 40: Reprographics

Article 41: Stationery

Article 42: Teachers' room

Article 43: Non-teaching staff room

Article 44: Powers of specific services

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