

School Cluster of São Lourenço – Valongo



INTERNAL REGULATION

2018





OBJECTIVE

1. The Internal Regulation has the following objectives:
 - a) The development of the propositions of the legal framework in force;
 - b) The adaptation of the rules of coexistence and conflict resolution in the school community to the school's reality
 - c) The rules and procedures to be followed regarding the delegation of the Director's competences, as provided for in these Statute, to the other members of the administrative and management body or to the class council.
2. The Internal Regulation, in addition to its own effects, should provide for the assumption by all those involved in the life of the school of rules of coexistence that ensure the fulfilment of the objectives of the Educational Project, harmonious interpersonal relationships and social integration, the full physical, intellectual and civic development of the students, their safety and that of the other members of the educational community, intellectual and civic development of the students, the preservation of their safety and the property of the school and other members of the educational community, as well as the professional and personal fulfilment of the teaching and non-teaching staff.

Article 1

Composition of the School Cluster

The set of local and national legislative provisions applies to all its collegial and singular bodies and to all members of the Educational Community of the Educational Establishments that constitute the Cluster of Schools of São Lourenço – Valongo. In this sense, the following establishments are identified:

Name	Address	Phone
São Lourenço Basic School	Rua Escola da Costa 4445-420 Ermesinde	229712035
Carvalhal Basic School	Praceta Alberto Taborda 4445-317 Ermesinde	220135611

Table I – Schools and Addresses of the School Cluster



Name	Address	Phone
Costa Primary School	Rua Escola da Costa 4445-420 Ermesinde	220135451 (EB1) 220135761 (JI)
Montes da Costa Primary School	Rua Humberto Delgado 4445-450 Ermesinde	220136109
Saibreiras Primary School	Rua das Leiras 4445-492 Ermesinde	220135852
Mirante de Sonhos Primary School	Rua Raul Brandão, 195 4445-580 Ermesinde	220135746

Table I – Schools and Addresses of the School Cluster

(...)

Article 10

Educational Programme

1. The São Lourenço – Valongo School Cluster offers the following educational provision:
 - a) Preschool education;
 - b) 1st, 2nd, and 3rd cycles of regular Basic Education;
 - c) Articulated Basic Education in Music and Dance;
 - d) Animation and Family Support Activities in preschool education (under the responsibility of the Municipality, developed in coordination with the Cluster), according to the attached regulation (**Annex 1**);
 - e) Atividades de Enriquecimento Curricular no 1.º Ciclo.
2. The educational programme is distributed in the following way:
 - a) Carvalho Basic School: preschool education, 1st cycle of basic education, curricular enrichment activities, animation and family support component;
 - b) Costa Basic School: preschool education, 1st cycle of basic education, curricular enrichment activities, and animation and family support component;
 - c) Montes da Costa Basic School: preschool education, 1st cycle of basic education, curricular enrichment activities, and animation and family support component;
 - d) Saibreiras Basic School: preschool education, 1st cycle of basic education, curricular enrichment activities, animation and family support component;
 - e) Mirante de Sonhos Basic School: preschool education, 1st cycle of basic education, curricular enrichment activities, and animation and family support component;
 - f) São Lourenço Basic School: 2nd and 3rd cycles of basic education, articulated education in music, articulated education in dance.



Article 11

School Calendar and Operating Hours

1. The school calendar is established by an annual order of the Ministry of Education and organized by the School Cluster, within the limits of flexibility granted.
2. The school schedule is annually fixed.
3. The operating hours of each educational establishment, as well as the organization of activities, shall be regulated in Articles 119 and 120 of these Regulations.

(...)

SCHOOL LIBRARY

Article 79

Definition

1. The school library (biblioteca escolar), thereafter called BE, is a space of physical and digital learning, where reading, research, investigation, thinking, imagination, and creativity are fundamental for the students' journey from information to knowledge and for their personal, social, and cultural growth.
2. It is a service provided through the libraries of the various educational establishments that make up the School Cluster, where bibliographic information (printed, multimedia, digital) that supports the school's formal and informal curriculum—including individual projects and personal development—is processed, integrated, made available, and produced in different formats.
3. For this reason, it is one of the main resources for curriculum development and a privileged resource for promoting recreational reading, particularly of literary works and fiction adjusted to the age of its users.
4. Its main goal is the development of literate student in information, that responsibly and ethically participate in society.
5. It is part of an ethical framework that takes into account the rights and responsibilities of students and other members of the educational community.
6. Each school library is a centre of free-access multimedia resources, destined for consultation and production of documents in different media, with flexible and articulated spaces, specific furniture and equipment, a diverse collection of documents and a team of teachers and technicians, preferably with appropriate training.
7. The rules and procedures to be observed in the School Cluster's Library Services are set out in their own regulations.



8. The School Cluster's Library is part of the Municipal Library Network of Valongo, with the aim of developing partnerships that strengthen collaborative work dynamics in the areas of organization, management, and provision of documentary resources, as well as in the promotion of reading and literacy.

(...)

THE MULTIDISCIPLINARY TEAM FOR SUPPORT OF INCLUSIVE EDUCATION

Article 93

Definition

The Multidisciplinary Team for the Support of Inclusive Education (Equipa Multidisciplinar de Apoio à Educação Inclusiva, EMAEI) is a specific organizational resource that supports learning and inclusion of the School Cluster of São Lourenço - Valongo and monitoring the operation of the Learning Support Centre (Centro de Apoio à Aprendizagem, CAA).

Article 94

Composition

1. The Multidisciplinary Team for Inclusive Education Support is composed of permanent members and variable members.
2. The permanent elements of the multidisciplinary team are:
 - a) One member of the teaching staff that assist the Director;
 - b) A Special Education teacher;
 - c) Three members of the Pedagogical Council with pedagogical coordination duties of diverse levels of education and schooling;
 - d) A Psychologist.
3. The variable members of the multidisciplinary team are the Student's Class Teacher/Head Teacher or the Class Director, as applicable, other teachers of the student, technicians from the Resource Center for Inclusion (CRI), and other specialists working with the student.

(...)

Article 97

Competences of the Multidisciplinary Team

1. The responsibilities of the multidisciplinary team are:
 - a) Make the educational community aware of the importance of an inclusive education;
 - b) Propose the learning support measures to be mobilised;
 - c) Track and monitor the application of the learning support measures;



- d) Advise teachers on the implementation of inclusive pedagogical practices;
 - e) To prepare the Technical-Pedagogical Report (RTP) provided for in Article 21 of Decree-Law No. 54/2018, of 6 July, and, if applicable, the Individual Educational Program (PEI) and the Individual Transition Plan (PIT) provided for in Articles 24 and 25 of the same legal diploma;
 - f) Monitor the functioning of the Learning Support Centre (Centro de Apoio à Aprendizagem).
2. The work in development within the multidisciplinary team, specially the mobilisation of measures to support learning, as well as the preparation of the Technical-Pedagogical Report and the Individual Educational Programme, when conducted by teachers, is part of the non-teaching component of their working hours.

(...)

PARENTS AND GUARDIANS ASSOCIATION

Article 99

Identification and Composition

1. The parents and guardians associations are of cultural nature, independent from any religious or political ideology and without profits, which aim at the defense and promotion of the interests of its associates in everything that related to the education of their children and students.
2. The members are, by right, the father or mother, or, in their absence, the legal guardian of students enrolled in the School Cluster.
3. The parents and guardians associations follow the respective statutes and general law of the country.

Article 100

Competences

The Parents' and Guardians' Associations of the School Cluster are responsible for:

- a) Represent the parents and guardians of the students at the associated schools;
- b) Express an opinion on the Internal Regulations of the Cluster;
- c) Propose to the Parents' Assembly the parents' and guardians' representatives who will be part of the electoral lists for the General Council, in accordance with these Regulations.



Article 101

Rights

The following are rights of the Parents' and Guardians' Association of the Cluster:

- a) Participate, through its representatives, in the General Council, under the terms of the law and of this Regulation;
- b) Monitor and participate in the activities of the pedagogical and school social action bodies, under the terms of the law;
- c) To participate, in accordance with the law, in the administration and management of the Cluster;
- d) To meet with the administrative and management bodies of the Cluster, namely to monitor parental involvement in the organization of the Cluster;
- e) To benefit from the documentary support provided by the Cluster or by the competent services of the Ministry of Education;
- f) To use the facilities of the Cluster schools suitable for its activities, provided authorization is granted by the Director.

Article 102

Rights

The duties of the parents' and guardians' associations of the Cluster are:

- a) Promote periodic meetings with the Director, in which specific matters related to the life of the schools will be addressed, and whenever either party deems it necessary;
- b) Inform the Director in advance of the associations' meetings when these are held on the Cluster's premises;
- c) Notify the Director of the posting of communications, notices, or other documentation of interest to the associations, in a place previously made available for this purpose;
- d) Ask for the Director's permission for the distribution of any kind of information to the students.

(...)

SCHOOL SOCIAL WELFARE

Article 106

Definition, coordination and operational procedures

1. School Social Welfare (ASE) is implemented within the framework of the school education system and aims to ensure the conditions necessary for the successful completion of



compulsory schooling and for continued attendance beyond basic education, in accordance with Article 23 of Decree-Law No. 35/90 of 25 January.

2. The services provided by School Social Welfare are, in effect, specialised support services for students within the field of social support, aiming to promote fair and effective equal opportunities in access to and success in education.
3. ASE services are coordinated by a member of the school management team.
4. The types of School Social Welfare provided within the school cluster are:
 - a) General forms of support, that is, those that may apply to all students:
 - i. Meal support;
 - ii. School insurance.
 - b) Targeted support measures, that is, specifically aimed at students from economically disadvantaged backgrounds:
 - i. Financial support for field trips and educational materials;
 - ii. Direct financial aid, consisting of technical assistance for students with disabilities and extracurricular activities.

(...)

Article 111

School canteen – São Lourenço Basic School

1. The school canteen is intended for the students of the educational establishment and may also be used by teaching and non-teaching staff working in the Cluster.
2. The meal menus are displayed in the canteen, at the reception, and on the SIGA platform by the end of the previous week.
3. The price of meals provided to students is set annually by ministerial order.
4. The price of meals provided to teaching and non-teaching staff of educational establishments is stipulated in an ordinance published annually.
5. Students may benefit from a full exemption from meal payment or a 50% reduction in the fixed cost, according to whether they are assigned to social welfare bracket A or B within the scope of School Social Welfare (ASE).
6. Meals must be purchased in advance by users via the electronic card used in the School Grouping, at the kiosk located in the multipurpose hall, until the day before the desired meal (although it may be purchased up to a week in advance), or exceptionally on the same day, strictly by 10:00 am, subject to the current additional fee.
7. The number of meals ordered on the same day cannot exceed 5% of the number ordered the previous day.
8. Exceptionally, in duly justified cases, the management may authorise same-day meal



- purchase, provided meals are available and the user has sufficient balance on their card.
9. Meal cancellations are permitted on the SIGA platform on the same day until 10:00 am by the student's legal guardian.
 10. Students must reserve only the meals they are certain they will consume; in case of absence from classes, the parent/guardian or the student must cancel in advance any meal that will not be consumed.
 11. Absences from booked meals must be justified with the administrative services to the person responsible for School Social Welfare.
 12. Absence from meals booked causes serious detriment to School Social Welfare.
 13. (Repealed).
 14. (Repealed).
 15. The rules and procedures to be observed in the canteen of São Lourenço Basic School are set out in a specific regulation, which falls under the jurisdiction of the Municipality of Valongo (**Annex 5**).

Article 112

School Canteens – Basic Schools with Kindergarten

The meal provision service in education and teaching establishments under the management of the Municipality of Valongo is the responsibility of the Municipality and is set out in a specific regulation annexed to the Internal Regulations (**Annex 5**).

Article 113

School Buffet

1. The school buffet, as a support service under School Social Welfare, is intended to serve students and may also be used by teaching and non-teaching staff of the respective educational establishments.
2. In accordance with the provisions of no. 5 of article 6 of Order no. 8452-A/2015, of July 31, as amended by Order no. 5296/2017, of June 16, basic education establishments, namely those of the 2nd and 3rd cycles, may provide a nutritional supplement to students with lower economic resources, using funds derived from the profits of the school canteen services.
3. The food offered at the buffet prioritises dairy products, fruit, vegetables and bread.
4. Sale prices of items, including legally established profit margins, are displayed in a readily accessible location.
5. Payments for buffet products by students, teachers, and support staff are made via the electronic card and requested from the staff on duty.



6. Nutritional supplements granted under ASE are collected by the respective student from the buffet in the morning or afternoon, using their electronic card.
7. The storage and sale of any food not acquired from the buffet services are prohibited within the buffet area.
8. The transfer of any product without prior registration on the electronic card is forbidden.
9. Equipment and materials assigned to the buffet are for exclusive use within this area.
10. The damages caused to materials, glasses, plates, cups, cutlery, etc., are to be paid by the responsible parties through the electronic card at the administrative services of the Cluster.
11. The rules and procedures for the buffet space at the main school are detailed in a specific regulation annexed to the Internal Regulations (**Annex 6**).
12. Operational assistants assigned to the service must strictly observe hygiene standards, both in cleaning utensils and in displaying items, and wear appropriate clothing for the tasks they perform.

(...)

CHAPTER V – FUNCTIONAL ORGANISATION

Article 119

Operating Hours of Establishments

1. Pre-school education:
 - a) Pre-school education activities run from 9:00 am to 12:00 pm and from 1:30 pm to 3:30 pm, with the family support component schedule defined annually, after consultation with the municipality and families, according to their needs under article 121 of this Regulation.
 - b) In pre-school education, the educational/teaching activity totals 5 hours daily, and each educator is responsible for planning and organising a simultaneously structured and flexible timetable, ensuring meaningful moments for children, including playtimes.
2. 1st Cycle Schools:
 - a) 1st Cycle schools operate under a normal regime;
 - b) Curricular enrichment activities (AEC) run flexibly, occupying part of the time not dedicated to teaching activities, preferably after their conclusion;
 - c) Recommendations regarding AEC, including start, organisation and monitoring of activities, and qualifications of staff, are set out in Circular Letter/DGE/2016/3210;
 - d) Playground supervision is the responsibility of operational assistants and teachers, according to current legislation.



3. Main School – 2nd and 3rd Cycles:

- a) The 2nd and 3rd Cycle school operates a dual shift system, with the following hours:
Morning shift – 8:15 am to 1:10 pm, with four breaks;
Afternoon shift – 1:25 pm to 6:20 pm, with four breaks.
- b) Entry and exit times are governed by the timetable in force, which may be signalled by a bell or, in its absence, by the teacher or operational assistant, with a maximum tolerance of 10 minutes at the start of each shift.

Article 120

School Organisation

1. General rules for the main school:

- a) A staff member must always be at the gate to control entry and exit;
- b) Students must carry their electronic card and present it whenever requested by any teacher or staff member; the regulations are annexed to this document (**Annex 7**);
- c) If a student cannot produce their card when requested, they may not remain in any part of the school unless identified by a teacher or staff member;
- d) In blocks A and B of the main school, students enter and leave classrooms through the main door;
- e) On the ground floor of block A, students enter and leave classrooms through external doors opened by the teacher, except on rainy days, when entry and exit are via the interior;
- f) Students wait orderly for the teacher's arrival in the corridors;
- g) Students are not allowed to leave the school premises during lessons except with written permission from their legal guardian;
- h) All specific-use rooms must display their opening hours on the door;
- i) Teacher/Educator schedules are prepared according to current legislation and general criteria established by the Pedagogical Council;
- j) Teacher substitution is carried out by the competent body, following legislation;
- k) Students may not place any objects inside the classroom before the teacher arrives;
- l) Students are not allowed to remain on school premises outside their teaching or activity hours;
- m) Students may not enter the classroom wearing caps or similar headgear.

2. Specific rules for the main school:

- a) Students must keep the same seat in all classes, with the class director being responsible for assigning the seats and preparing the classroom seating plan, which is attached to



- the attendance register, without prejudice to occasional situations under the responsibility of each teacher;
- b) During class activities, students are not allowed to circulate in the outdoor areas surrounding the classroom blocks, nor in the corridors and stairways leading to the classrooms, in order to respect the normal functioning of school activities;
 - c) Students are not allowed to bring balls to school, and non-compliance with this rule will be penalized with the confiscation of the ball;
 - d) Students may not remain in the classroom blocks during breaks.

(...)

Article 122

Curricular Enrichment Activities (AEC)

1. Framework:

- a) The present article applies to all educational establishments of Pre-Primary Education and the 1st Cycle of Basic Education and defines the rules to be observed in the provision of curricular enrichment activities, hereinafter referred to as CEA;
- b) AECs are optional activities of a mainly recreational, formative, and cultural nature;
- c) The promoting entity of AEC is the Municipality of Valongo;
- d) The AEC domains must be adapted to the School Grouping context and priorities of its Educational Project;
- e) These domains are defined by the General Council after consulting the Pedagogical Council;
- f) Registration for AEC by legal guardians is optional and is done at enrolment or renewal;
- g) Once registered, legal guardians commit to their children attending the activities until the end of the school year, respecting the attendance obligation set out in the Student Statute and School Ethics, and article 130 of this Regulation;

2. Evaluation:

- a) The General Council, on the proposal of the Pedagogical Council, defines the evaluation mechanisms for AEC;
- b) Students enrolled in AEC are assessed by the responsible technician;
- c) AEC assessment follows the timetable for summative semester assessments of curricular components;
- d) The assessment of the CEA is carried out in the specific field of the Individual Assessment Record model of the 1st Cycle used in the Cluster;



- e) AEC assessment does not affect student progression decisions.
- 3. Operating periods/facilities:
 - a) AECs run throughout the school year, respecting school holidays;
 - b) Operating hours are outside teaching hours;
 - c) Daily and weekly duration is decided annually by the General Council after consultation with the Pedagogical Council;
- 4. Pedagogical supervision of AEC:
 - a) The Class Teacher and the management member responsible for the area are directly responsible for supervising AEC;
 - b) **The Class Teacher** is responsible for the more direct monitoring, particularly in terms of:
 - i. implementation of planning;
 - ii. pedagogical coordination;
 - iii. learning assessment;
 - iv. summary recording.
 - c) The **management body** supervises:
 - i. attendance control sheets;
 - ii. other supervision tools;
 - iii. promotion of access to AEC for students with special educational needs according to their Individual Education Plan.
- 5. Materials and equipment:
 - a) Students must bring the necessary consumable materials for each activity, as informed to guardians at the start of the year;
 - b) If additional materials are needed during the year, the responsible technician must liaise with the class teacher;
 - c) The technicians responsible for running the AECs may use all school equipment and materials, respecting the rules for their use and always following the instructions of the Establishment Coordinator.
- 6. The responsibilities of the AEC technicians are:
 - a) Ensure adherence to activity schedules;
 - b) Notify in advance of planned absences and inform the school as soon as possible of unplanned absences;
 - c) Justify absences according to the Labour Code;
 - d) Develop high-quality work in accordance with the pedagogical guidelines for each activity;
 - e) Record the daily summary in the class register;



- f) Participate in the implementation of the Annual Activity Plan (PAA);
- g) Participate in the meetings to which they are summoned;
- h) Conduct the students' semester evaluation.

(...)

Article 131

Attendance, Regularity and Punctuality

1. In addition to the compulsory school attendance requirement established by law, students are responsible for fulfilling the duties of regular attendance and punctuality.
2. Parents and legal guardians of minor students share responsibility with them for complying with the duties mentioned above.
3. The duty of regular attendance requires students to be present and punctual in the classroom and other locations where schoolwork takes place, equipped with the necessary teaching materials or equipment, in accordance with teachers' instructions, as well as demonstrating an appropriate level of intellectual engagement and behaviour suitable to their age and the teaching process.

Article 132

Absences and Their Nature

1. An absence is defined as the student's failure to attend a class or another compulsory activity, or an optional one if prior registration and authorization from the parent or legal guardian has taken place, lateness, or attendance without the necessary didactic materials or required equipment.
2. When classes take place in consecutive periods, there are as many absences as the number of periods missed by the student.
3. Attendance control is mandatory, and absences are recorded by the class teacher or class director using the appropriate administrative means.
4. Absences may be considered justified or unjustified.
5. The student's attendance at school activities without the required didactic materials and/or other essential equipment, when unjustified, is considered equivalent to absence.
6. Absences are considered justified when included in point 1 of Article 16 of Law no. 51/2012, of September 5.
7. The request to justify an absence must be submitted in writing by the parents or legal guardian to the class teacher or class director, indicating the day, hour, and activity in which the absence occurred, referencing the reasons for justification.



8. The class director or class teacher may request additional documentation from the parents or legal guardian as deemed necessary to justify the absence, and any entity contacted for this purpose must contribute to the accurate determination of the facts.
9. The justification for an absence must be submitted in advance if the reason is foreseeable, or otherwise up to the third working day following its occurrence.
10. Absences are considered unjustified when:
 - a) No justification has been presented, in accordance with point 2 of Article 16 of Law no. 51/2012, of September 5;
 - b) The justification was submitted after the deadline;
 - c) The justification was not accepted;
 - d) The absence results from the enforcement of a classroom removal order or a disciplinary sanction.
11. In the case referred to in item (c) above, the rejection of the justification must be briefly substantiated.
12. Unjustified absences are communicated to the parents or legal guardian, or to the student if of legal age, by the class director or class teacher within three working days, by the fastest means available.
13. In cases of absence from teaching activities, the student has the right to benefit from measures, defined by the class teachers of their group, aimed at recovering the missed learning.

Article 133

Absences from Curricular Enrichment Activities

1. The Curricular Enrichment Activities (AEC) are optional; however, once a student is enrolled in these activities, they must comply with the obligation of attendance and regular participation.
2. The student's absences are recorded in an appropriate document and duly justified by the parents or legal guardian, under the terms of Article 132 of this Regulation, and are relevant for their assessment in these activities.
3. In Curricular Enrichment Activities, the number of unjustified absences may not exceed twice the number of weekly teaching periods per activity.
4. Regarding procedures for excess unjustified absences, the provisions of paragraphs 2, 3, and 5 of Article 134 of this Regulation apply.
5. When the number of unjustified absences exceeds the limit defined in paragraph 3, and after all efforts to ensure the student's attendance have been exhausted, the student may



be excluded from the activity.

Article 134

Serious Excess of Absences

1. In each school year, unjustified absences may not exceed:
 - a) 10 days, consecutive or intermittent, in the 1st cycle of basic education;
 - b) Twice the number of weekly teaching periods per subject in the other cycles.
2. When half of the unjustified absence limit is reached, parents or legal guardians, or the student if of legal age, are summoned by the fastest means, by the class director or class teacher, within three working days.
3. The notice must warn of the consequences of exceeding the limit of unjustified absences and seek a solution to ensure the effective fulfillment of the duty of attendance.
4. If this proves impracticable, for reasons not attributable to the school, and whenever the seriousness of the situation justifies it, the respective Commission for the Protection of Children and Young People must be informed of the student's excess absences, as well as the procedures and measures already taken by the school, seeking solutions together to overcome the student's lack of attendance.
5. For the purposes of the provisions set out in paragraphs 1 and 2, the following shall also be counted as unjustified absences: those resulting from the application of the corrective measure of removal from the classroom, as well as absences resulting from the application of the disciplinary sanction of suspension, under the terms of subparagraph d) of paragraph 10 of Article 132 of this Regulation, and absences due to lack of materials considered unjustified in accordance with paragraph 5 of Article 132 of this Regulation

Article 135

Effects of Exceeding the Limit of Unjustified Absences

1. Exceeding the limits of unjustified absences provided for in paragraph 1 of the previous article constitutes a violation of the duties of attendance and assiduity and obliges the student to fulfill specific recovery and/or corrective measures, in accordance with the provisions of the following articles, and may also lead to the application of sanctions, under the Student Statute and School Ethics.
2. Exceeding the limits of absences established in the educational offerings constitutes a violation of the duties of attendance and punctuality and entails, for the student, the consequences set out in the specific regulations of the educational offering in question and/or in the Internal Regulations of the School Cluster, without prejudice to other



measures expressly provided for in the Student Statute and School Ethics for the said educational modalities.

3. The above does not exclude the responsibility of parents or legal guardians, under Articles 44 and 45 of the Student Statute and School Ethics.
4. All situations, activities, measures, or their consequences provided for in this article shall be mandatorily communicated, by the most expedient means, to the parents, or to the guardian, or to the student when of legal age, to the class director, and recorded in the student's individual file.
5. Exceeding the limit of absences established in the Internal Regulations of the School Cluster in relation to support or complementary activities of optional enrollment or attendance shall result in the immediate exclusion of the student from the activities in question.

Article 136

Recovery and Integration Measures

1. For students under 16 years of age, regardless of the type of education attended, violating the absence limits provided in Article 18 of the Student Statute and School Ethics may require participation in activities defined by the school that allow for catching up on learning and/or the student's school and community integration, for which both students and their parents/legal guardians are co-responsible.
2. The provisions of the preceding paragraph are applied according to the student's age, the specific regulations of the educational pathway, and the student's individual circumstances.
3. Learning recovery activities, when applicable, are decided by the class teacher or by the subject teachers in which the attendance limit has been exceeded, in accordance with the rules approved by the Pedagogical Council and set forth in this Regulation, which shall prioritize simplicity and effectiveness (**Annex 8**).
4. The corrective measures referred to in this article are defined under the terms of Articles 26 and 27 of the Student Statute and School Ethics, with the specificities provided in the following paragraphs.
5. Learning delay recovery activities, which may take an oral form, as well as the corrective measures foreseen in this article, occur after verification of excessive absences and may only be applied once per school year.
6. The provisions of the previous paragraph apply regardless of the school year or the number of subjects in which the limit of absences has been exceeded, and it is up to the School Cluster to define in its Internal Regulations the moment when the recovery activities are carried out, as well as the subjects to be worked on therein, which shall be confined to those



- covered in the classes whose absence gave rise to the situation of excessive absences.
7. Whenever the student ceases to be non-compliant with the attendance duty, the excessive absences are disregarded.
 8. The obligation to comply with the activities and measures referred to in this article, with the resulting consequences for the student according to their specific situation, ceases whenever, for the calculation of the number and limits of absences provided therein, the absences recorded as a result of the application of the corrective measure of removal from the classroom or the disciplinary sanction of suspension have been decisive.
 9. 9. The student's compliance with the recovery activities shall be subject, with necessary adaptations and insofar as it does not conflict with the provisions of the preceding paragraphs, to the terms of paragraph 2 of Article 27 of the Student Statute and School Ethics. It is the responsibility of the Pedagogical Council to define, in a generic and simplified manner, and giving special importance and priority to effectiveness, the rules governing the implementation and evaluation of these activities.
 10. 10. In the case of students aged 16 or older, the violation of the absence limits established in Article 18 of the Student Statute and School Ethics may also lead to the application of measures provided in the Internal Regulation that are deemed appropriate, aiming at formative, preventive, and integrative objectives, depending on the student's age, educational pathway and its specific regulation, and individual circumstances.

(...)

Article 138

Rights

1. The student has the right to:
 - a) Be treated with respect and courtesy by any member of the educational community, and under no circumstances be discriminated against based on ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural, or social condition, or political, ideological, philosophical, or religious beliefs;
 - b) Enjoy education of quality, in accordance with the law, under conditions of genuine equality of opportunity in access;
 - c) Choose and enjoy, under the applicable legal framework, either personally or, if a minor, through parents/legal guardians, the Educational Project that provides the conditions for full physical, intellectual, moral, cultural, and civic development, for the formation of their personality;
 - d) Have merit, dedication, attendance, and effort in academic work and performance



- recognized and valued, and be encouraged in this regard;
- e) Have commitment to meritorious actions recognized, namely volunteer work in favor of the community or society in general, carried out inside or outside school, and be encouraged in this regard;
 - f) To benefit from a school schedule appropriate to the year attended, as well as from a balanced planning of curricular and extracurricular activities, namely those that contribute to the cultural development of the community;
 - g) Benefit from a system of support, within the framework of school social services, that allows overcoming or compensating socio-familial, economic, or cultural difficulties hindering access to school or the learning process;
 - h) Benefit from awards or support and complementary means recognizing and distinguishing merit;
 - i) Receive other specific support, adapted to their educational needs or learning, through psychology and guidance services or other specialized educational support services;
 - j) Have their safety at school safeguarded and their physical and moral integrity respected, benefiting, in particular, from the special protection provided for in criminal law for members of the school community;
 - k) Be assisted promptly and adequately in case of accident or sudden illness occurring or manifesting during school activities;
 - l) Have confidentiality guaranteed for personal or family-related information contained in their individual file;
 - m) Participate, through their representatives, in school management and administration bodies, in the creation and implementation of the Educational Project, as well as in drafting the Internal Regulations;
 - n) To elect their representatives for the bodies, positions, and other representative functions within the school, as well as to be elected, under the terms of the law and the Internal Regulations of the Cluster;
 - o) Present criticisms and suggestions regarding school functioning and be heard by teachers, class directors, and school management bodies on all matters justifiably of their interest;
 - p) Organize and participate in initiatives promoting education and leisure activities;
 - q) To be informed about the Internal Regulations of the Cluster and, through means to be defined by the latter and in terms appropriate to their age and grade level, about all matters that are justifiably of their interest, namely regarding the organization of the curriculum or course, the program and essential objectives of each subject or



- disciplinary area, the processes and criteria of evaluation, as well as enrollment, family allowance and socio-educational support, the rules for the use and safety of materials, equipment and facilities, including the emergency plan, and, in general, about all activities and initiatives related to the Educational Project of the Cluster;
- r) Participate in other school activities, under the law and the respective Internal Regulations;
 - s) Participate in the evaluation process, through self and hetero-assessment mechanisms;
 - t) Benefit from measures defined by the school, appropriate to recover learning in situations of duly justified absences.
2. The enjoyment of rights set out in items g), h), and r) above may be temporarily restricted as a consequence of corrective or disciplinary measures applied to the student under the Student Statute and School Ethics.

Article 139

Duties

- 1. Students are responsible, in ways appropriate to their age and level of understanding, for exercising the rights and fulfilling the duties granted to them under their student status, the Internal Regulations of the School Cluster, and other applicable legislation.
- 2. Disciplinary responsibility of students implies full respect for the Student Statute and School Ethics, the Internal Regulations of the School Cluster, its property, and all other students, staff, and particularly teachers.
- 3. No student may interfere with the right of others to receive an education.
- 4. In general, at school, the student must:
 - a) Study and apply themselves according to their age, educational needs, and grade level, contributing to their overall education and development;
 - b) Be consistent, punctual, and committed in fulfilling all duties related to school activities;
 - c) Participate in educational or training activities carried out at school, as well as in organizational activities requiring student involvement;
 - d) Treat all members of the educational community with courtesy and respect, and under no circumstances be discriminated against on the basis of ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural or social status, or political, ideological, philosophical, or religious beliefs;
 - e) Respect the instructions of teachers and non-teaching staff;
 - f) Follow teachers' guidelines related to their teaching and learning process;
 - g) Contribute to harmonious school coexistence and full integration of all students;



- h) Provide help and assistance to other members of the educational community when there is a risk to their physical or psychological integrity;
- i) To carry the electronic card in the 2nd and 3rd cycles, which must be presented whenever requested;
- j) In the event of loss or misplacement of such documents, inform their guardian and class/head teacher so that replacement can be arranged immediately;
- k) Students from basic education, in the 2nd and 3rd cycles, proceed to the designated classroom or activity location at the scheduled time and wait in an orderly manner for the activity to begin and for the teacher to arrive;
- l) Enter and exit classrooms and school buildings in an orderly and respectful manner;
- m) Justify all absences in accordance with the law within three working days to the class/head teacher;
- n) To respect the physical and psychological integrity of all members of the educational community, refraining from any acts, particularly violent ones, regardless of the place or means used, that undermine the physical, moral, or patrimonial integrity of teachers, non-teaching staff, and students;
- o) Respect the property of all members of the educational community;
- p) Ensure the preservation, cleanliness, and proper use of facilities, especially restrooms, classrooms, sports areas, common areas, educational materials, furniture, and green spaces;
- q) Maintain personal hygiene, especially in the case of lice, and when necessary, the school management will inform the Health Delegation or the Commission for the Promotion of the Rights and the Protection of Children and Young People;
- r) Keep all occupied spaces clean, using proper waste disposal containers;
- s) Wait in line respectfully when using services such as the school shop buffet, or canteen;
- t) Enter and exit the premises only through designated access gates;
- u) Immediately report the presence of unauthorized persons on school grounds to staff;
- v) Respect the rules and schedules of all school services;
- w) Remain on school grounds during school hours, unless authorized in writing by their guardian or the school management;
- x) Participate in the election of student representatives and cooperate with them;
- y) Inform their guardian of all matters relating to school operations and their learning process;
- z) Move through corridors, staircases, and common areas in an orderly manner, avoiding harming others;



- aa) Refrain from possessing or consuming addictive substances, particularly drugs, tobacco, and alcohol, and from promoting their use or distribution;
 - bb) Not to carry any materials, technological equipment, instruments, or devices that may objectively disrupt the normal functioning of teaching activities, or that may cause physical or psychological harm to students or to any other member of the educational community;
 - cc) Not to use any technological equipment, namely mobile phones, devices, software, or computer applications, in places where classes or other training activities or meetings of school bodies or structures in which they participate are taking place, except when the use of any of the aforementioned means is directly related to the activities to be carried out and is expressly authorized by the teacher or by the person responsible for directing or supervising the ongoing work or activities;
 - dd) It is not permitted to capture sounds or images, namely of teaching and non-teaching activities, without prior authorization from the teachers, the school management responsible for supervision, or the person overseeing the ongoing activities or work, as well as, when applicable, of any member of the school or educational community whose image could, even involuntarily, be recorded;
 - ee) Not distribute, in or outside of school (including online), any recordings of school activities without prior authorization from the school Head Teacher;
 - ff) Respect copyright and intellectual property rights;
 - gg) (Repealed);
 - hh) To wear clothing that is appropriate, according to age, to the dignity of the space and the specific nature of school activities, respecting the rules established by the school;
 - ii) To repair any damage caused by oneself to any member of the educational community or to school equipment or facilities, or to other locations where any school-related activities take place, and, if repair is not possible or sufficient, to compensate the affected parties for the damages caused;
 - jj) Show loyalty to all members of the educational community;
 - kk) Know and comply with the Student Statute and School Ethics, school service regulations, and the Internal Regulations of the School Cluster, signing an annual declaration of acceptance and commitment to full compliance.
5. In the classroom, specifically, the student must:
- a) Follow teachers' instructions related to learning and behaviour, as defined at the beginning of the school year by the class/head teacher;
 - b) Be punctual, responsible, and show intellectual and behavioural engagement in all



- assigned tasks;
- c) Attend the lesson even if arriving late and provide justification;
 - d) Never leave the classroom without the teacher's permission;
 - e) Contribute to a positive classroom environment, behaving appropriately and cooperating with peers and teachers in a respectful manner;
 - f) Speak only when appropriate and without interrupting others or the teacher;
 - g) Manter Keep notebooks, class records, tests, and other learning materials organized;
 - h) Submit all assignments to the teacher neatly and on time;
 - i) Sit in their assigned seat in the classroom;
 - j) Bring all necessary materials to class;
 - k) To justify the absence of required materials, when not brought, with the class teacher or the head of the class;
 - l) Not chew gum or wear caps/hats inside the classroom;
 - m) Not to handle any objects that are not directly related to the teaching activity and that contravene the provisions of items bb), cc), dd), and ee) of point 4 of this article;
 - n) (Repealed);
 - o) Maintain proper personal hygiene in accordance with the rules for Physical Education classes.

(...)

Article 147

Corrective Measures: Classification and Implementation

1. Corrective measures serve pedagogical, preventive, and reintegrative purposes, and are primarily preventive in nature.
2. The following are considered corrective measures:
 - a) A verbal warning;
 - b) The order to leave the classroom, and other places where schoolwork is carried out, which must be obligatorily accompanied by the indication of the tasks to be carried out by the student in the designated place for this purpose;
 - c) The performance of tasks and integration activities in the school or community, outside class time, such as watering the garden, planting, cleaning a small area of the courtyard, assisting with the cleaning of classrooms, supporting tasks in the cafeteria, accompanied by an operational assistant, and for this purpose, the student's mandatory daily or weekly stay at school may be extended;
 - d) Restrictions on access to certain school areas, or on the use of certain materials and equipment, outside the scope of educational activities, namely the sports field, the



- school library, and the computer room;
- e) Transfer to another class.
3. A verbal warning is a formal verbal caution given in response to behaviour that disrupts the normal functioning of school activities or interpersonal relations within the educational setting. Its purpose is to alert the student to the need to avoid such conduct and to hold them accountable for fulfilling their responsibilities as a student.
 4. In the classroom, verbal warnings may only be issued by the teacher; outside the classroom, they may be given by any teacher or staff member.
 5. The order to leave the classroom and other places where school work takes place is the exclusive responsibility of the respective teacher and entails recording an unjustified absence for the student as well as the student's continued presence at school.
 6. If, within the same academic year, a student is subject to the corrective measure of removal from the classroom three times by the same teacher or five times in total, regardless of the teacher involved, the situation must be reviewed by the class council. The purpose of this review is to identify the underlying causes and to assess whether the application of other corrective or disciplinary measures is appropriate, in accordance with the Student Statute and School Ethics.
 7. A The application of the corrective measures outlined in points c), d), and e) of item 2 of this article falls under the authority of the School Cluster Director who may, for this purpose, consult the class teacher responsible for the student.
 8. The application and subsequent enforcement of the corrective measure outlined in point d) of item 2 may not exceed the duration of one academic year.
 9. The application of the corrective measures set out in this Regulation shall be communicated to the parents or legal guardians in the case of underage students.
 10. These measures may be applied cumulatively with disciplinary sanctioning measures, in accordance with the characteristics of the inappropriate behavior and the needs demonstrated by the student.
 11. The implementation by the student of the corrective measure outlined in point c) of item 2 of this document is also subject to the provisions of the following subpoints:
 - a) The corrective measures shall be carried out outside regular class hours, either on school premises or off-site, in the latter case with the supervision of the parents or legal guardians;
 - b) The implementation of corrective measures shall always be supervised by the school, namely by the class teacher or the integration and support team, where such a team exists;



- c) The provisions of item 2 do not exempt the student from the obligation to follow the class schedule of the group they belong to or to remain on school premises during that time.

Article 148

Disciplinary Sanctions: Types and Implementation

1. Disciplinary sanctions are formal penalties applied in response to student misconduct. Any occurrence that may justify such a sanction must be immediately reported by the teacher or staff member who witnessed or became aware of it to the School Cluster Directorate, with notification to the class teacher.
2. The following are considered disciplinary sanctions:
 - a) A written reprimand;
 - b) Suspension for up to 3 school days;
 - c) Suspension from school for 4 to 12 school days;
 - d) Transfer to another school;
 - e) Expulsion from school.
3. Behaviours subject to these sanctions include, among others, those listed in item 3 of Article 146 of this Internal Regulation.
4. The application of the disciplinary sanction of a written reprimand, when the infraction is committed in the classroom, falls under the responsibility of the respective teacher, while in all other situations, it is the responsibility of the Director of the School Cluster. The decision must be entered in the student's individual file, including the identification of the decision-maker, the date on which the decision was issued, and the factual and legal grounds on which it was based.
5. Suspension for up to three school days, as a deterrent measure, is applied by the Director of the School Cluster with a proper justification of the facts that support it, following the exercise of the right to a hearing and defence by the student concerned, and must always be grounded in the facts that justify it.
6. It is the responsibility of the Director of the School Cluster, after hearing the student's parents or legal guardian when the student is a minor, to establish the terms and conditions under which the disciplinary sanction referred to in the previous point is to be implemented. The Director must ensure that the student is assigned a pedagogical activity plan to carry out, with shared responsibility from the parents or guardian, and may also, if deemed appropriate, establish partnerships or enter into protocols or agreements with public or private entities.



7. Failure to comply with the pedagogical activity plan referred to in the previous point may result in the initiation of a new disciplinary procedure, with the refusal being considered an aggravating circumstance, in accordance with point 3 of Article 145 of this Regulation.
8. The decision to apply the disciplinary sanction of suspension for a period between four and twelve school days must be preceded by a disciplinary procedure in which the student concerned is heard. This procedure must clearly and precisely set out the facts attributed to the student, the duties they have violated, and must expressly include both the opportunity for the student to respond to those facts and the presentation of their defence. The authority to apply this measure lies with the Director of the School Cluster, who may, beforehand, consult the class council.
9. The application of the disciplinary sanctioning measure of transfer to another school is the responsibility of the Director-General of Education, with the possibility of delegation, after the conclusion of the disciplinary procedure referred to in Article 30 of Law No. 51/2012, of September 5, on the grounds of acts that clearly prevent the continuation of the educational process of the other students of the school, or the normal relationship with one or more members of the educational community.
10. School transfer as a disciplinary sanction may only be applied to a student who is at least 10 years old and, if the student is within the compulsory schooling age, only if placement in another educational institution is guaranteed, either in the same locality or the nearest one, provided it is served by public or school transport.
11. The application of the disciplinary sanctioning measure of expulsion from the school is the responsibility of the Director-General of Education, with the possibility of delegation, following the conclusion of the disciplinary procedure referred to in Article 30 of Law No. 51/2012, of September 5. This measure consists of the retention of the student in the grade he or she is attending when the measure is applied and the prohibition of access to the school premises until the end of that school year and during the two immediately following school years.
12. In addition to the measures set out in paragraph 2, it is the responsibility of the Director of the School Cluster to decide on the repair of the damage or the replacement of the damaged property or, when these are not possible, on the compensation for the losses caused by the student to the school or to third parties. The amount of the repair calculated may be reduced, in a proportion to be defined by the Director, taking into account the degree of responsibility of the student and/or his or her socio-economic situation, in accordance with the provisions of subparagraph (i) of paragraph 4 of Article 178 of this Regulation.
13. The corrective measures set out in the previous article may be applied cumulatively.



14. The application of one or more corrective measures may be combined only with the application of a disciplinary sanction.
15. Without prejudice to the preceding provisions, only one disciplinary sanction may be applied for each infraction.

Subsection III

DISCIPLINARY PROCEDURE

Article 149

Reporting Procedures

1. A teacher or member of the non-teaching staff who witnesses or becomes aware of behaviour that may constitute a disciplinary infraction under Article 146 of this Regulation must report it immediately to the Director of the School Cluster.
2. A student who witnesses any of the behaviours referred to in the previous point must report them immediately to the class or head teacher, who, if they consider the behaviour to be serious or very serious, must report it to the Director of the School Cluster within one working day.

(...)

Subsection IV

ASSESSMENT OF LEARNING

Article 158

Assessment of Learning

1. In accordance with current legislation, assessment is an essential and guiding part of educational practice. It allows for the systematic collection and analysis of information to support decision-making that promotes the quality of student learning.
2. Assessment aims to:
 - a) Support the educational process in order to ensure the success of all students, allowing for the adjustment of internal pedagogical documents and Class Study Plans, particularly regarding the selection of methodologies and resources, according to students' educational needs;
 - b) Certify the various learning outcomes acquired by the student at the end of each cycle and upon completion of basic education;
 - c) Contribute to improving the quality of the education system by enabling informed decision-making for its development and fostering greater public trust in its effectiveness.



Article 159

Subject

1. The students' evaluation is based on the contents defined in the programs and takes as a reference the curricular documents currently in effect for the diverse subjects of the 1st, 2nd, and 3rd cycles.
2. The learnings linked to the curriculum's components with transversal character or with instrumental nature, namely regarding the field of Education for Citizenship, the comprehension and expression in Portuguese, or the usage of information technologies and communication, are subject to evaluation in all subjects.

Article 160

Principles

The learning evaluation is based on the following principles:

- a) Consistency between the evaluation processes and the pretended learnings, using diverse evaluation modes and instruments, according to the learning's nature and the contexts in which they occur;
- b) Primacy in the formative evaluation, with appreciation of the regulated self-evaluation processes, and its articulation with the moments of summative evaluation;
- c) Appreciation of the student's evolution, namely, throughout each cycle;
- d) Transparency of the evaluation process, namely through the clarity and explicitness of the adopted criteria;
- e) Diversification of the evaluation process's stakeholders;
- f) Teaching improvement through verification of the knowledge acquired and the skills developed in students and the assessment of the degree to which the curriculum goals established for basic and secondary education levels are being met.

Subsection V

EVALUATION IN PRE-SCHOOL EDUCATION

Article 161

Definition

1. In pre-school education, the assessment complies with the provisions set out in Circular No. 17/DSDC/DEPEB/2007, in conjunction with Circular No. 4/DGIDC/DSDC/2011.
2. The evaluation is an integral and regulatory element of the educational practice, which implies:



- a) Procedures adequate to the specificity of the educational activity in the kindergarten, considering the efficiency of the educational answers and permitting systematic data collection;
 - b) An awareness of the action, based on a continuous process of analysis that supports the adaptation of the educational process to the needs of each child and School Cluster, considering its evolution.
3. The pre-school education's evaluation aims to:
- a) Support the educational process, allowing the adjustment of methodologies and resources, according to the necessities and interests of each child and the characteristics of the School Cluster, in order to improve the teaching/learning strategies;
 - b) Reflect on the educational action's effects, through the observation of each child and the School Cluster, recognizing the relevance and sense of the educational opportunities provided and the way they contribute to the development of every, and each one, in order to establish the learning progress;
 - c) Involve the child in a process of analysis and joint construction, inherent to the development of educational activity, which will allow them, while being the protagonist of their learning, to become aware of the progress and difficulties they will experience and how they will overcome them;
 - d) To contribute to the adjustment of practices, based on a systematic collection of information that allows the educator to regulate the educational activity, make decisions, and plan action;
 - e) Getting to know the child and their context, in a holistic perspective, which implies developing reflection processes, sharing of information, and coordination among the various stakeholders — parents, the team, and other professionals — aimed at adjusting the educational process.
4. Evaluation in pre-school education is based on the following principles:
- a) Consistency between the assessment processes and the principles underlying the organization and management of the curriculum defined in the Curriculum Guidelines for Preschool Education, approved by Order No. 9180/2016, of July 19;
 - b) Use of techniques and tools of observation and diverse registrations;
 - c) Markedly formative character of the evaluation;
 - d) Appreciation of the child's processes.
5. The evaluation in the pre-scholar education is put into practice through the sharing with parents/guardians of the information gathered about each child through:
- a) Informal and frequent meetings;



- b) Meeting at the end of each semester;
- c) Written record in a specific document of the School Cluster, containing a global summary of the child's most significant learning achievements, at the end of each semester;
- d) The record referred to in the previous item is the responsibility of the educator and will be based on the content areas set out in the OCEPE (Curricular Guidelines for Pre-School Education) and on the competencies defined in the curricular areas;
- e) The registration referred to in the preceding paragraphs is made known to parents/guardians at the end of each semester, the original being signed by them and archived in the individual file that accompanies the child in the entry into the 1st year of basic education;
- f) A copy of the registration referred to in the preceding paragraphs is provided to parents/guardians at the end of the school year, or whenever requested.

(...)

Article 163

Modalities of Evaluation

1. The learning evaluation includes internal and external evaluations.
2. Internal evaluation, which is the responsibility of the professors and the school's pedagogical management bodies, includes the diagnostic, formative, and summative evaluation modalities.
3. The diagnostic evaluation takes place whenever it is considered appropriate, being essential to support the didactic plans' definition, to the pedagogical differentiation strategies, to the suppression of the students' eventual difficulties, to ease their scholarly integration, and to the support of the scholar and vocational orientation.
4. The formative evaluation assumes a continuous and systematic character, having to resort to a variety of information-gathering tools adequate to the diversity of learning and to the circumstances in which they occur, allowing the professors, the students, the guardians and other people or entities legally authorized to obtain information about the learning and teaching development, aiming at the adjustment of processes and strategies.
5. Summative assessment consists of formulating an overall judgment on students' learning, with the objectives of grading and certification, and includes:
 - a) The summative evaluation, responsibility of the professors and the governing bodies and administration of the School Cluster, in compliance with current regulations.
 - b) As one of the components in the implementation of summative assessment, the grading



of evaluation tests is expressed as follows:

- i. Weak, if the student obtains a percentage inferior to 20%;
 - ii. Non-sufficient, if the student obtains a percentage between 20% and 49%;
 - iii. Sufficient, if the student obtains a percentage between 50% and 69%;
 - iv. Good, if the student obtains a percentage between 70% and 89%;
 - v. Very good, if the student obtains a percentage between 90% and 100%.
6. The external evaluation of learning, under the responsibility of the services or bodies of the Ministry of Education, comprises the Standardized Tests and the End-of-Cycle Exams.

(...)

Section IV

PARENTS AND GUARDIANS

Article 176

Definition

1. For compliance with the rules outlined in this Internal Regulation, Guardians are considered to be the Parents or those who, at the time of enrollment, officially declare assuming educational responsibility for one or more children attending the institutions that make up the School Cluster, following current legislation.
2. The Parents or Guardians are responsible for their children's or students' duties, especially regarding attendance, punctuality, and discipline.

Article 177

Rights

These are the parents' and guardians' duties:

- a) To be familiar with the Internal Regulations of the School Cluster, particularly concerning the educational level attended by their child;
- b) To obtain information about the Educational Project and the School Cluster's Annual Activity Plan;
- c) To organize themselves, in legal terms, as a parents' and guardians' association;
- d) To participate in the parents' and guardians' association activities;
- e) To be informed about the legislation and norms that concern them;
- f) Express their opinion about the possibility of divulgation of images of their child, via Internet, within the scope of the activities included in the School Cluster's Annual Activity Plan and the context of its Educational Project, by paragraph 3 of Article 124 of these Regulations;



- g) In the pre-school and 1st cycle education, to be informed by the professor/teaching staff assigned about the day and time of office hours;
- h) In the 2nd and 3rd, to be summoned for meetings with the class teacher and to be informed of the weekly office hours;
- i) To receive information about their child's or student's behaviour and academic progress, after each moment of evaluation, and between these, on the day and time posted for that purpose, being allowed to use the telephone in case of inability to attend in person;
- j) To be informed, according to law, about their child's attendance;
- k) To obtain proof of presence at school, for the purpose of justification at the workplace;
- l) To collaborate with the teachers within the scope of their child's or process of teaching-learning;
- m) To collaborate in the process of their child's evaluation, taking into account the terms defined in the Internal Regulation;
- n) To cooperate with all the educational community's elements in the development of a citizenship culture, involving themselves in volunteering activities or support regarding the Educational Project;
- o) To participate in the electoral procedure that consists of a specific regulation that is annexed to the Internal Regulation (Annex 2);
- p) To elect and be elected, within the parents and guardians of their child's class, in an assembly convened for that purpose by the class director/class teacher, their representative on the class;
- q) To be represented at the General Council, and at the class councils not destined for the students' evaluation.

Article 178

Duties

1. In addition to their legal obligations, parents and guardians have a special responsibility inherent in their authority and duty to guide the education of their children and students in their best interest, and to promote their physical, intellectual, and civic development actively.
2. Regarding the responsibilities referred to in the previous number, each parent and guardian must:
 - a) To actively accompany their child's school life, dedicating time to them, personally involving themselves in their education, and supporting the school for the educational,



- academic, personal, and social goals to be achieved;
- b) To promote coordination between family education and school teaching;
 - c) To ensure that their child effectively benefits from their rights and strictly fulfills the duties incumbent upon them, following the Student Statute, School Ethics, and the present Regulations, acting appropriately in their behavior and commitment to the learning process;
 - d) To contribute to the creation and execution of the Educational Project and the School Cluster's Internal Regulation, and participate in the school's life;
 - e) To cooperate with teachers in the performance of their pedagogical mission, especially when they are expressly requested to do so, collaborating in the teaching and learning process of their children/wards;
 - f) To acknowledge and respect the authority of teachers in the exercise of their profession and to teach their children the duty to respect teachers, non-teaching staff, and fellow students, contributing to the preservation of discipline and harmony within the educational community;
 - g) To contribute to the preservation of the school's discipline and the educational community's harmony, when requested to do so;
 - h) To contribute to the proper establishment of facts in disciplinary proceedings involving their child or dependent, by participating in the acts and procedures for which they are notified, and, if a corrective or disciplinary measure is applied to the child, to ensure that it serves the objectives of reinforcing their civic education, the balanced development of their personality, their ability to relate to others, their full integration into the educational community, and their sense of responsibility;
 - i) To contribute to the preservation of security as well as physical and psychological integrity of all those who take part in the scholarly life;
 - j) To actively engage with the educational community in fulfilling its broader responsibilities, particularly by staying informed and sharing information about all matters relevant to their children's or dependents' educational process;
 - k) To appear at school, whenever it is deemed necessary or their presence is requested;
 - l) To be familiar with the Student's Statute and School Ethic, as well as with the School Cluster's Internal Regulation, and to sign, at the time of enrollment or re-enrollment, an annual declaration of acceptance of the same and a commitment to actively comply with it, also having their children or dependents sign it;
 - m) To keep their phone numbers, postal address, and email address constantly updated, as well as those of their child if different, informing the school in case of any changes.



3. Parents and guardians are responsible of their children's duties, especially regarding attendance, punctuality, and discipline.
4. Each parent and guardian must also:
 - a) Help organize the student's school material, so they can bring it to school whenever necessary, never forgetting their electronic card;
 - b) Verify their child's attendance and punctuality, ensuring their fulfillment, and justifying their absences, within the legal deadlines;
 - c) Verify if their notebook are organized and presentable;
 - d) Acknowledging the evaluation sheets and signing them;
 - e) (Revoked);
 - f) Create conditions and habits for making school homework;
 - g) To participate in meetings convened by the teams of direction, administration, and management, as well as by the educational guidance structures and the parents' and guardians' association;
 - h) Represent, when elected, the parents and guardians, at the School Cluster's General Council and the councils not destined for the students' evaluation;
 - i) To be held responsible for, and to pay the School Cluster for, any damages or losses eventually caused by their child, particularly to buildings, facilities, furniture, educational materials, and dining hall utensils;
 - j) To be held responsible for any damages or losses eventually caused by their child during the exits for curricular and/or extracurricular activities.

Article 179

Non-fulfillment of duties by parents or guardians

The parents' or guardians' non-fulfillment of the duties present in the previous article, in a conscious and repeated manner, regarding their children and minor or non-emancipated students, implicates the respective responsibilities according to the law terms of the Student's Statute and Scholar Ethic.

(...)

CHAPTER VII – OTHER SERVICES



Article 188

Stationery of the Basic School of São Lourenço – Ermesinde

1. The school stationery service is intended to serve members of the educational community by providing materials necessary for the teaching and learning process, namely standard stationery items and official forms issued by the Ministry of Education's publishing office.
2. The electronic card is charged at the stationery.
3. The prices must be displayed in a visible place.
4. Non-working staff are not permitted in the stationery.
5. During the period in which teaching activities are taking place, this service can only be used by students, teaching staff, and non-teaching staff of the São Lourenço – Valongo School Cluster.

Article 189

Reprography

1. At the main school, this service is responsible for:
 - a) The execution of the document copies requested by the elements of the school community;
 - b) Equipment maintenance;
 - c) To inform the Principal of the needs arising from the use of the equipment.
2. All members of the school community have access to this service.
3. The requests, properly recorded in the appropriate form or via e-mail, must be made 48 hours before.
4. The tests, as well as the worksheet and supporting material for the administrative services, are considered free services.
5. All the other works must be paid according to the table annexed.
6. In the 1st cycle schools, the number of copies that each professor/teaching staff member has access to is annually annexed at the beginning of the school year.

Article 190

School Gatehouse

1. The reception service of the head school is ensured by an operational assistant, to whom all those interested in accessing the school premises must address themselves.
2. Those interested in accessing the school grounds must indicate the place where they wish to go and hand in an identification document, which will be returned at their exit.



3. In the other schools of the Cluster, access is through the main door, by ringing the bell.

Article 191

Phone Service

1. All school community has access to this service.
2. Teaching and non-teaching staff can only use the school telephone for service.
3. In case of justified urgency and with the authorization of the Establishment Director/Coordinator, the usage of the telephone number of the services is allowed.
4. Except in cases of extreme urgency, teachers and students must not leave classes to take telephone calls.