

PART I

General Principles

Article 1

Objective

The Internal Regulations are based on all the legislation put into effect at the time of their approval, which can be found as reference documentation at the end of this document.

Article 2

Âmbito de aplicação

The current Internal Regulations apply to the Alfena school district, which is comprised of the following teaching institutions:

- a) escolas do ensino básico (educação pré-escolar e 1.º ciclo) do Barreiro, Cabeda, Codiceira e Lombelho;
- b) Alfena Primary School;
- c) Alfena Secondary School (the school district's headquarters).

(...)

PART IV

Pedagogical organisation

CHAPTER I

Education and training offer

SECTION I Curricular provision/offer

Article 46

Identification

The school district's curricular offer is the following:

- a) kindergarten education
- b) primary school education
- c) secondary school education: scientific-humanistic and vocational courses, the Regulations for which are attached (ANNEX I)

SECTION II

Curriculum supplement offer

(...)

Article 49

Curricular enrichment activities (AEC)

1. By the provisions of the Ordinance. 664-/2015, of the 24th of August, (AEC) extracurricular activities of primary school education are considered to be optional activities of an eminently recreational, educational and cultural nature, focusing in

particular on the following areas: sports, arts, science and technology, connecting schools with the community, solidarity and volunteering and the European dimension of education.

2. The entity promoting AEC is Cooperativa de Solidariedade Social Múltipla Escolha CRL, authorised by DGEstE.
3. Annually, based on the opinion of the teaching council, the general council of the group decides on the areas covered by the AEC and sets the respective weekly duration.
4. The registration and attendance rules are set out in Article 8 of the aforementioned Ordinance in paragraph 1.
5. The planning and evaluation mechanisms of the AECs must be by current legislation and be approved by the general council after the proposal by the pedagogical council.
6. AEC teachers collaborate on their respective plans and share them with class teachers and the department coordinator.
7. The monitoring and supervision of AECs are the responsibility of the primary school department coordinator, in conjunction with class teachers and school coordinators.
8. Meetings with AEC teachers are scheduled at the beginning of the year and the end of each school semester.
9. Reflective texts will be written about the coordination moments mentioned in the previous point and included in the respective annexes to the minutes of the teaching staff council for evaluation purposes.

Article 50

Supplementary curricular activities (2nd cycle, 3rd cycle and secondary education)

1. The group offers students a diverse range of extracurricular activities in the 2nd and 3rd cycles of basic education and in secondary education.
2. This offer includes various activities, clubs and projects, which may be national, municipal, or created by the school district.
3. The clubs and projects cover different areas such as artistic, sport, scientific and environmental, combining educational and recreational aspects.
4. The frequency of clubs and projects is based on the enrollment of interested students.
5. Clubs and projects are coordinated by teachers.
6. Teachers coordinate these clubs and projects outside of class time.

(...)

CHAPTER IV

Support Structures (technical-pedagogic services)

SECTION II

Multidisciplinary team supporting inclusive education (EMAEI)

Article 98

Definition

The multidisciplinary team supporting inclusive education (EMAEI), whose Regulations are attached [AANNEX I], is a specific organisational resource that supports learning with a view to a broad, integrated and participatory reading by all those involved in the educational process.

Article 99

Constitution

The EMAEI consists of permanent members appointed by the director under the terms of paragraphs 3 and 5 of Article 12 of [Decree-Law No.54/2018 of the 6th of July, republished with amendments introduced by Law No.116/2019 of the 13th of September](#), and variable members under the terms of paragraph 4 of the same article.

Article 100

Skills

It is the responsibility of the multidisciplinary team:

- a) to raise awareness of inclusive education among the educational community;
- b) to propose learning support measures to be mobilised;
- c) to accompany and monitor the application of measures to support learning;
- d) to provide advice to teachers on the implementation of inclusive pedagogical practice;
- e) to prepare the technical-pedagogical report provided for the Article 21 of Decree-Law No.54/2018 of the 6th of July, republished with the amendments introduced by Law No.116/2019 of the 13th of September, and, if applicable, the individual educational programme or individual transition plan provided for in Articles 24 and 25 of the same decree, respectively;
- f) to monitor the performance of the learning support centre.

(...)

SECTION VI

School library

Article 112

General considerations

1. The Alfena school district provides the library's services to all members of the educational community by the Educational Project and, at present, in the following document centres (libraries) which are part of the Ministry of Education's School Library Network: secondary school library (since 2005), Alfena primary school library (since 2009) and Cabeda primary school library (2010).
2. All provisions contained in this section of these Regulations cover these documentary units, each of which is individually referred to as a library.

Article 113

Definition

1. The school library is the pedagogical organisation centre of the school district, which provides services of documentation, information and teaching-learning services, and which manages educational resources directly linked to daily teaching or training activities, as well as curricular, extracurricular and leisure activities. Its operation is always understood in conjunction with the school curriculum.
2. The usage of the spaces assigned to the school library, as well as the resources it manages, must be in line with its nature and function.

Article 114

Objectives

The school library adopts the principles of the Manifesto of School Libraries, prepared by the International Federation of Library Associations and Institutions (IFLA) and approved by UNESCO at its General Conference in November 1999, which inspired the following objectives:

- a) to provide opportunities for contact with information, knowledge and exchange of ideas, experiences and diversified opinions;
- b) to develop and deepen a civic, scientific, technological and artistic culture among members of the educational community;
- c) to contribute to a culture of copyright and intellectual property protection;
- d) to value intellectual freedom and access to information as essential elements in building effective and responsible citizenship and participation in democracy;
- e) to create and develop a taste and habit for reading, using libraries and lifelong learning;
- f) to collaborate in the comprehensive education of individuals from an interdisciplinary perspective, by the objectives and curriculum of the school district;
- g) to support the educational community in developing information, digital and technological literacy skills, and to select, collect, process, use and produce written, digital and multimedia information;
- h) to provide adequate spaces and conditions for study and leisure activities;
- i) to equip the school district with a diverse, up-to-date document collection that is tailored to the needs of the school and the educational community and organised according to standardised technical norms;
- j) to support curricular programmes by providing diverse approaches to the teaching-learning process to promote academic success;
- k) to support activities during school hours;
- l) to support strategies that unite the school district with the community and establish partnerships with other institutions.

(...)

CHAPTER I

School social work services (ASE)

Article 149

Purpose

School social action translates into the implementation of social and economic measures that promote equal opportunities, combat social exclusion and poverty, with particular emphasis on early childhood, and strengthen social-educational support for children in early childhood education and primary and secondary school students.

Article 150

Forms of support

According to Decree-Law No. 55/2009, of March 2, the following constitute forms of support within the scope of school social action:

- a) support with food;
- b) school transport;

- c) accommodation;
- d) financial assistance;
- e) accident prevention;
- f) school insurance for children and students in kindergarten, primary and secondary school education who attend the school district.

Article 151 **Food support**

1. School milk:
 - a) The implementation of the school milk programme, provided for in Articles 16 and 17 of Decree-Law No.55/2009 of the 2nd of March, is the responsibility of the Valongo Municipal Council;
 - b) The school district shall ensure all necessary precautions are taken about hygiene, conservation and guaranteeing the good condition of the milk when it is distributed;
 - c) Each child and student is entitled to a 200ml carton of milk per school day;
 - d) Milk is distributed in the classroom under the supervision of the teacher/educator.
2. Program to expand the provision of school meals to elementary school students:
 1. This program aims to guarantee all students attending the 1st cycle a balanced meal and is implemented through financial support granted by the Ministry of Education to municipalities under this program.
3. Cafeteria:
 - a) To ensure that meal services, kindergarten, primary and secondary level education establishments have school cafeterias;
 - b) The distribution of meals aims to ensure a balanced diet that is appropriate to the needs of the school population;
 - c) annually, the Ministry of Education issues an order that sets the price of meals to be provided to children and students;
 - d) Children and students may benefit from full exemption of meal payments or a 50% reduction of the fixed cost if they have been assigned to bracket A or B.
4. Buffet:
 - a) Buffets are a supplementary service to the provision of meals and must therefore comply with the principles of balanced nutrition and observe the general rules on hygiene and food safety to which foodstuffs are subject, by the provisions of the Regulations of the European Parliament and of the Council;
 - b) The pricing policy applied in school cafeterias should reflect and support the promotion of healthy eating habits among students, in line with the guidelines issued by the Directorate-General for Innovation and Curriculum Development;
 - c) The price of light meals provided to students is set annually by the table contained in the order issued by the Ministry of Education.

Article 152 **Financial aid**

1. Financial aid is a form of social action in schools, aimed at children and students attending kindergarten, primary and secondary school level education who come from households whose socio-economic situation determines the need for complementary curricular activities and accommodation due to attendance.

2. Financial aid for school meals consists of either full coverage or a 50% contribution to the cost, depending on the family allowance bracket assigned by Social Security.
3. The granting of financial aid to secondary school students implies exemption, during the particular school year, from the payment of tuition fees and stamp duty due for the issuance of diplomas and certificates of qualification, by the relevant legislation.
1. The minimum amount of co-payment for students in primary school is defined annually by the order of the Ministry of Education, with municipalities having the power, within the scope of their responsibilities in this area, to increase or extend school social action support.

Article 153

Rules for the allocation of financial aid

1. To grant financial aid, the scale of support of each household is determined by its position in the income brackets for the allocation of family allowances.
2. Students who belong to households in the 1st and 2nd income brackets, determined for granting family allowances, in agreement with Articles 9 and 14 of Decree-Law No.176/2003 of the 2nd of August, are entitled to benefit from the support provided.
3. Whenever, in agreement with Article 14 of Decree-Law No.176/2003 of the 2nd of August, there is reassessment of the income bracket to allocate family allowances, there may be a repositioning in the support bracket provided for in the order issued annually by the Ministry of Education and Science.
4. At any moment, in the event of serious problems and social needs, the administrative council may grant this financial aid, with justifications behind the decision, and may also provide food supplements in situations where this is justified.

(...)

PART VI

Other Services

Article 165

Identification

- a) The school district of Alfena provides the school community with the following services:
 - b) reception;
 - c) reprographics;
 - d) stationery shop;
 - e) first aid office;
 - f) buffet;
 - g) cafeteria;
 - h) telephone switchboard (PBX)
2. These services are provided by operational assistants coordinated by an operational manager.

CHAPTER I

Gatehouse

Article 166

Operation in primary and secondary schools

1. The access to the school installations is reserved, requiring authorization of the principal, except for students, teachers and employees.
2. Any person who is not a student, teacher or employee that intends to access the school space must identify themselves to the operational assistant on duty.
3. In elementary schools and preschools:
 - a. The gate is always closed;
 - b. At the start and end of school activities, there is an employee at the gate who allows the entry/exit of children and students.

4. In primary and secondary schools:
 - a. the working schedule of the gate house, where there is always an operational assistant, is stipulated at the beginning of the school year;
 - b. students are required to swipe the electronic card at the entrance and exit;
 - c. during school shifts, students will only be able to leave schools if they are duly authorized to do so by their parents or guardians and if and when the operational assistant at the concierge authorizes it.

(...)

CHAPTER II

Reprography

Article 168

Operation

1. The timetable is fixed at the beginning of the school year and is posted at the respective place.
2. Written information collection tools are polycopied free of charge..
3. The request for printouts or copies of documents must be made 48 hours in advance, and any of these services will only be carried out at the moment, if there is availability for it.

(...)

CHAPTER III

Stationery shop

Article 170

Operation

1. The stationery store schedule is set at the beginning of the school year and is posted on the door.
2. The prices of the items are posted on site.

(...)

CHAPTER IV

First Aid Office

Article 172

Operation

1. The first aid office is always open, from 8:30 a.m. to 7:00 p.m.
2. It is equipped with basic first aid equipment: table, thermometer, bandages, compresses, saline solution, alcohol, bandages, gloves.
3. Its operation is ensured by any operational assistant of the school.

CHAPTER V

Buffet

Article 173
Operation

1. The schedules of the students' buffets and the teachers' room buffet in the primary school and the students' buffet in the secondary school are posted at the respective departments.
2. The prices of the items are displayed legibly and in a visible space.
3. Teachers, non-teaching staff and students must respect the order of arrival and hand over the magnetic card to the operational assistant.

(...)

CHAPTER VI

Canteen

Article 175
Operation

1. The canteens of the main school and the basic school of Alfena are open from 12:15 pm to 1:45 pm.
2. Students, teachers and non-teaching staff who wish to benefit from this service must book their meals until 10:00 am, upon payment of a fine.
3. Teachers, non-teaching staff and students must respect the order of arrival, keeping a single queue, in the duly marked "corridor", and hand over the magnetic card to the operational assistant responsible for the sector.
4. The price of the meals served, as well as the fine, is fixed by ministerial order in each school year.
5. Teachers, non-teaching staff and students must deliver the trays, mandatorily, after meals, at the respective counter.
6. Users should consume all the food they take on the tray, talk quietly and leave their space clean and tidy when they are finished.
7. The service and consumption of meals outside the canteen are prohibited.
8. The canteens of elementary and pre-schools work from 12:00 pm to 1:30 pm.
9. During meals, children from pre-school and elementary schools are always accompanied by operational assistants.

CHAPTER VI

Telephone exchange (PBX)

Article 176
Operation

1. This service is intended exclusively for official communications of the group and for the reception of calls, which will be forwarded to the respective locations.
2. The reception of calls in elementary schools and pre-school and those intended for teachers and students in other schools must take place during class breaks.
3. Teachers and students cannot leave classes to answer phone calls, except in cases of extreme urgency.
4. In case of urgency and justified reason and with the authorization of the director and/or coordinator of the establishment, students, teachers and non-teachers may use the PBX telephones.

(...)

PART VII

Educational community

(...)

Article 183

Responsibility of parents or guardians

Parents or guardians have a special responsibility, inherent to their power/duty to direct the education of their children and students in their interest and to actively promote their physical, intellectual and civic development.

Article 184

Responsibility of students

1. Students are responsible, in terms appropriate to their age and capacity for discernment, for the exercise of the rights and fulfillment of the duties granted to them by the Student Statute and School Ethics, those expressed in these Internal Regulations and by other applicable legislation.
2. The disciplinary responsibility of students implies respect for the Student Statute and School Ethics, the group's Internal Regulations, its property, other students, staff and, in particular, teachers.
3. No student can harm the right to education of others.

CHAPTER I

Students

SECTION I

Rights and duties

Article 185

Rights

4. According to the Student Statute and School Ethics, the student has the right to:
 - a) be treated with respect and correction by any member of the educational community, and may not, under any circumstances, be discriminated against on the grounds of ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural or social condition or political, ideological, philosophical or religious convictions;
 - b) enjoy quality teaching and education in accordance with the provisions of the law, in conditions of effective equality of opportunities in access;
 - c) choose and enjoy, under the terms established in the applicable legal framework, by themselves or, when they are minors, through their parents or guardians, the Educational Project that provides them with the conditions for their full physical, intellectual, moral, cultural and civic development and for the formation of their personality;
 - d) to see merit, dedication, assiduity and effort at work and in school performance recognized and valued and to be stimulated in this sense;
 - e) to see the commitment to meritorious actions, namely volunteering in favor of the community in which it is inserted or society in general, practiced at school or outside it, and to be stimulated in this sense;
 - f) to enjoy a school schedule appropriate to the year attended, as well as a balanced planning of curricular and extracurricular activities, namely those that contribute to the cultural development of the community;
 - g) benefit, within the scope of school social action services, from a system of support that allows them to overcome or compensate for socio-family, economic or cultural deficiencies that hinder access to school or the teaching process;
 - h) enjoy awards or support and complementary means that recognize and distinguish merit;

- i) benefit from other specific support, appropriate to their school needs or their learning, through the psychology and guidance services, EMAEI and CAA;
 - j) to have their safety in the group safeguarded and their physical and moral integrity respected, benefiting, in particular, from the special protection enshrined in criminal law for members of the school community;
 - k) be assisted, promptly and appropriately, in the event of an accident or sudden illness, occurring or manifested during school activities;
 - l) to see the confidentiality of the elements and information contained in their individual file, of a personal or family nature, guaranteed;
 - m) participate, through its representatives, under the terms of the law, in the school's administration and management bodies, in the creation and execution of the respective Educational Project, as well as in the preparation of the Internal Regulations;
 - n) elect their representatives to the bodies, positions and other functions of representation within the school;
 - o) to present criticisms and suggestions regarding the functioning of the school and to be heard by teachers, class directors and school administration and management bodies on all matters that are justifiably of interest, at the end of each semester, through the School's Education Strategy for Citizenship;
 - p) organize and participate in initiatives that promote training and leisure;
 - q) to be informed about these Regulations and, in terms appropriate to their age and the year attended, about all matters that are justifiably of interest to them, namely about the way in which the study plan or course is organized, the syllabus and essential objectives of each subject or subject area and the evaluation processes and criteria, as well as on enrolment, family allowance and socio-educational support, the rules for the use and safety of materials and equipment and facilities, including the emergency plan, and, in general, on all activities and initiatives related to the group's Educational Project;
 - r) participate in the other activities of the group, under the terms of the law;
 - s) participate in the evaluation process, through self- and hetero-evaluation mechanisms;
 - t) benefit from appropriate measures for the recovery of learning in situations of duly justified absence from school activities.
1. The enjoyment of the rights enshrined in paragraphs g), h) and r) of the previous number may be, in whole or in part, temporarily prohibited as a result of a corrective or sanctioning disciplinary measure applied to the student, under the terms provided for in the student's statute.

Article 186 **Duties**

1. According to the Student Statute and School Ethics, the student has the duty to:
- a) study in a way that is appropriate to their age, educational needs and the year of schooling they attend, applying themselves in their education and comprehensive training;
 - b) be assiduous, punctual and committed to fulfilling all their duties within the scope of school activities;
 - c) follow the guidelines of teachers regarding their teaching process;
 - d) treat any member of the educational community with respect and correctness, and may not, under any circumstances, discriminate on the grounds of ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural or social condition, or political, ideological, philosophical or religious convictions;
 - e) to maintain loyalty to all members of the educational community;
 - f) respect the authority and instructions of teachers and non-teaching staff;
 - g) to contribute to the harmony of school coexistence and to the full integration of all students into the school;
 - h) participate in the educational or training activities developed at the school, as well as in other organizational activities that require their participation;
 - i) respect the physical and psychological integrity of all members of the educational community, not practicing any acts, namely violent, regardless of the place or the means

used, that threaten the physical, moral or patrimonial integrity of teachers, non-teaching staff and students;

- j) provide help and assistance to the other members of the educational community, according to the circumstances of danger to their physical and psychological integrity;
- k) ensure the preservation, conservation and cleanliness of the school's facilities, teaching material, furniture and green spaces, making correct use of them;
- l) respect the ownership of the property of all members of the educational community;
- m) remain at school during their hours, unless prior written authorization from the parent or guardian or the group's management;
- n) participate in the election of their representatives and provide them with full cooperation;
- o) know and comply with the student's statute, the rules of operation of the group's services and its Internal Regulations, subscribing to an annual declaration of acceptance of the same and active commitment to its full compliance;
- p) not to possess and consume addictive substances, especially drugs, tobacco and alcoholic beverages, nor to promote any form of trafficking, facilitation and consumption of them;
- q) not to carry any materials, instruments or devices that may objectively disturb the normal functioning of teaching activities, or may cause physical or psychological damage to students or any other member of the educational community;
- r) not to use any technological equipment, namely mobile phones, computer programs or applications, in places where classes or other training activities or meetings of bodies or structures of the group in which they participate take place, except when the use of any of the means mentioned above is directly related to the activities to be developed and is expressly authorized by the teacher or by the person responsible for directing or supervising the work or activities in which course;
- s) not to capture and disseminate sounds or images of teaching and non-teaching activities and of any member of the school or educational community;
- t) to respect copyright and intellectual property rights;
- u) present themselves with appropriate clothing, according to age, the dignity of the space and the specificity of school activities, respecting the rules established at school;
- v) repair the damage caused by it to any member of the educational community or to equipment or facilities of the group or others where any activities of school life take place and, if repair is not possible or sufficient, to compensate the injured parties for the damage caused;
- w) refrain from having any unauthorized written media or any mobile communication systems, such as mobile phones, with you during tests or other written tools for collecting information:
 - i. mobile phones should be placed, turned off, in the backpack or next to the teacher's desk;
 - ii. Any mobile phone or other means of mobile communication that is detected in the possession of a student, whether it is turned on or off, determines the cancellation of the test or other written instrument for collecting information and the seizure of the equipment.

2. Failure to comply with points q), r) and w) will result in the following procedure:

- a) seizure of the objects mentioned in q) r) and w), which must be delivered to the director or coordinator of the establishment;
- b) record of the student's identification, the date of the occurrence and the reason for the seizure;
- c) presentation of a request to the principal, by the guardian, requesting the delivery of the object in question;
- d) sending a written communication to the parent/guardian, by the principal, about the date on which the object can be picked up;
- e) signature by the parent or guardian of a declaration upon delivery by the principal.

(...)

SECTION III

Absences

Article 197

Duty of frequency and attendance

1. In addition to the duty to attend compulsory education, students are responsible for complying with the duties of attendance and punctuality, under the terms of number 3 of this article.
2. The parents or guardians of underage students are responsible, together with them, for the fulfilment of the duties referred to in the previous number.
3. The duty of attendance and punctuality implies for the student the presence and punctuality in the classroom and other places where the school work is carried out, equipped with the necessary didactic material or equipment, according to the guidelines of the teachers, as well as an attitude of intellectual and behavioral commitment appropriate to their age and level of education.
4. Monitoring student attendance is mandatory, as defined in the previous paragraph, for all school activities, both academic and non-academic, in which they participate or are required to participate.

Article 198

Absences and its nature

1. A absence is:
 - a) the student's absence from a class or other activity of mandatory attendance, or optional if registration has taken place;
 - b) attendance at a class/activity after the beginning of the class, under the terms of paragraph 1 of article 202;
 - c) attendance without the necessary teaching material or equipment.
2. Absences are recorded in the electronic summary of the students' school management platform.

(...)

Article 202

Absences of punctuality and material

1. Lack of punctuality is understood as the student's entry after the beginning of the class.
 - 1.1. At the first school time of the class, in each school shift of the student, students are allowed a tolerance of 10 minutes.
 - 1.2. If the student systematically uses these 10 minutes of tolerance, after warning the parent, a lack of punctuality will be marked immediately after the teacher has started the class.
2. Lack of material is understood as the absence of any and all material resources, indicated by the teacher of the discipline or class teacher, indispensable for effective participation in the class or scheduled activity.
3. The justification of these absences follows the same procedure described in paragraphs 2 to 5 of article 203 of this Regulation.
4. These absences (punctuality and material), when unjustified, are equated to absences of attendance as follows:
 - a) in the 3rd unjustified absence, consecutive or interpolated, the absences are converted into unjustified absences from attendance;
 - b) all subsequent unjustified absences will be considered absences from attendance.

Article 203

Justified absences

1. An absence is considered justified when it results from the following:

- a) student illness, in which case the situation must be communicated through writing, by the person responsible for the student's education or by the student herself or himself, should she or he be of age, when the period of absence is inferior or equal to three school days, or by a doctor, when the illness requires an absence period longer than three school days; in case the illness in question is chronic or recurrent, a single declaration can be accepted for the totality of the school year or until the condition which determined it is terminated;
 - b) prophylactic isolation, determined by an infectious disease carried by anyone who lives with the student, substantiated by a declaration of the competent sanitary authority;
 - c) death of a family member, during the legal period for the justification of absences by death of a family member provisioned by the terms of the working contract of civil servants;
 - d) birth of a sibling, during the birth date and during the day immediately after;
 - e) receiving ambulatory care, due to illness or disability, that cannot be offered outside of the period of school activities;
 - f) assistance in the illness of a member of the family unit, in the case of the substantiated impossibility of such assistance being given by any other person;
 - g) attendance to pre-natal consultations, birthing and breastfeeding period, according to the legislation in effect;
 - h) act of the religion practised by the student, as long as it cannot be done outside of the period of school activities and if it corresponds to a practise commonly recognized as particular to said religion;
 - i) participation in cultural, sportive and union activities recognized in the terms of the law as of public interest or considered relevant to the respective school authorities;
 - j) preparation to and participation in sports' activities of high performance, according to the applicable legal terms;
 - k) compliance with legal obligations that cannot be executed outside of the period of school activities;
 - l) another fact that prevents the student from attending school or any school activity, as long as it is proven not to be attributable to the student and if it is considered acceptable by the principal, by the homeroom teacher or by the lead teacher;
 - m) the consequences of preventive suspension applied through a disciplinary procedure, in case the procedure does not result in the application of any disciplinary sanction to the student, in case a non-suspensive measure is applied to the student, or in case the consequences go beyond the effectively applied measure;
 - n) participation in field trips preestablished in the school's plan of activities, in the subjects or subject areas that are not involved in the referred trips;
 - o) other factors considered relevant by the homeroom teacher.
2. The justification of absence demands a written request presented by the student's parents or by the person responsible for the student's education, or by the student herself or himself, should she or he be of age, to the lead teacher or the homeroom teacher, indicating the date and the school activity in which the absence occurred. Additionally, the justifying motives of the absence should be referenced via electronic mail from the electronic address of the person responsible for the student's education, or a proof of attendance emitted by an institution should be sent.
 3. In the case of a justification application sent by electronic mail, the lead teacher or homeroom teacher can request from the student's parents, the person in charge of the student's education or the student of age, additional supporting documents the lead teacher believes to be necessary for the justification of absence. Similarly, any entity contacted for this effect should contribute to the correct clarification of facts.
 4. The justification of absence must be presented until the 3.º business day after the absence takes place.

5. The lead teacher or homeroom teacher must analyse the presented justification, proceeding to accept or deny it according to the pertinence of the stated motives.

(...)

Article 205 **Unjustified absences**

1. An absence is considered unjustified when:
 - a) a justification has not been presented, in the terms of article 203.º of the present Rules of Procedure;
 - b) the justification has been submitted after the stipulated deadline;
 - c) the justification has not been accepted;
 - d) the marking of absence results from the application of a request for the student to leave the classroom or from a disciplinary sanction.
2. In the situation stipulated in item c) of the previous number, the denial of the submitted justification must be succinctly substantiated.
3. The unjustified absences are communicated to parents or the people responsible for the student's education, or the student of age, by the lead teacher or by the homeroom teacher, within the maximum deadline of three business days, through the most expedite medium.
4. In each school year, the unjustified absences cannot exceed:
 - a. 10 days, consecutive or alternate, in the first cycle of basic education;
 - b. twice the number of weekly school times per subject in the remaining cycles or education levels, without prejudice to the provisions of the next paragraph.
5. In the different formative programmes, namely in professional courses, or in other formative offers that require minimum levels of compliance of the respective workload, the student exceeds the permitted absence limit when he or she surpasses the allowed number of justified and/or unjustified absences, relatively to each subject, module or field of study, in the terms stipulated in the specific regulation of the formative offer in question (ANNEX I).
6. When half of the absence limit stipulated in paragraphs 4 and 5 is reached, parents or those responsible for the student's education, or the student of age, are summoned to school, through the most expedite medium, by the lead teacher or homeroom teacher.
7. The notification mentioned in the previous number aims to alert the parties involved to the consequences of violating the absence limit and intends to search for a solution that guarantees compliance with the duty of attendance.
8. If that which was mentioned in the previous numbers proves to be impractical, for reasons not imputable to the school, the lead teacher or homeroom teacher, through a separate document, must report the student to EMAEI. The institution will analyse the situation and will act accordingly, with the student and the person responsible for hers or his education, in a combined search for solutions to overcome the student's lack of attendance.
9. Whenever answers/solutions are not reached, the lead teacher/homeroom teacher refers the student to the Commission for the Protection of Children and Young People (CPCJ), by filling out a formal document in which the report to said entity is expressed.

Article 206 **Effects of exceeding the absence limit**

1. Exceeding the absence limit stipulated in paragraph 4 of the previous article requires the absentee to comply with rehabilitative and/or corrective measures. Additionally, disciplinary sanctions may be enforced, according to the terms of the Statute of the Student and School Ethics and of the present Rules of Procedure, in case of reiteration.
2. When a student exceeds the absence limit stipulated in the formative offers to which paragraph 5 of the previous article refers, he or she must face the consequences established in the specific regulation of the formative offer in question and in the present Rules of Procedure, without prejudice to other measures expressly stipulated in the student statute of the referred formative modalities.

3. The stipulations of the previous paragraphs do not exclude the responsibilities of parents or those responsible for the student's education, namely in the terms of paragraphs 2 to 4 of article 203 of the present Rules of Procedure.
4. All measures stipulated in the following article must be mandatorily communicated, through the most expedite medium, to parents or the person responsible for the student's education or the student herself or himself, if above 18 years of age, and must be registered in the student's individual process.

(...)

SECTION IV

Disciplinary rules

Article 209

Identification of an infraction

1. The student's violation of any of the duties stipulated in article 10 of the Statute of the Student and School Ethics or in the article 186 of the present Rules of Procedure, recurrently or in ways that disturb the regular operation of school activities or that disturb the relationships within the school community, constitutes a disciplinary infraction, which can result in the application of corrective measures or disciplinary sanctions, in the terms of the following articles.
2. The definition, as well as the purview and the procedures for the application of corrective disciplinary measures and sanctions are stipulated, respectively, in articles 213 and 215 of the present Rules of Procedure.
3. The application of disciplinary sanctions stipulated in items c), d) and e) of paragraph 2 of article 215 depends on the initiation of a disciplinary proceeding, in the terms established in articles 217, 218 and 219 of the present Rules of Procedure.
4. Aiming to standardize procedures relating to infractions that occur inside the classroom and/or in other areas within school property, the section "Typifying behaviours/disciplinary measures", in the "Basic Grouping Procedures Manual", must be referred to".

Article 210

Reporting an infraction

1. The teacher or member of the non-teaching staff that witnesses or is aware of behaviours that can constitute disciplinary infractions must report those to the lead teacher or homeroom teacher, who must report the occurrence to the person responsible for the student's education.
2. The occurrence must also be immediately reported to the principal of the school grouping, in case that a disciplinary measure within the principal's purview is applicable.
3. The student that witnesses behaviours that can constitute disciplinary infractions must immediately report them to the lead teacher, homeroom teacher, or to a non-teaching member of staff who, upon considering the occurrence to be severe or very severe, must report it to the school grouping's principal within one business day.

Article 211

Purposes of disciplinary measures

1. All corrective disciplinary measures and sanctions have educational, preventive, deterrent and integrative purposes, consistently aiming to guarantee that the student complies with hers or his duty and respects the teachers' authority in the exercise of hers or his profession. Furthermore, said measures intend to assure that the student respects not only the authority of the other members of staff, but also the safety of school community.
2. The corrective disciplinary measures and sanctions aim to guarantee the usual proceeding of school activities, the correction of disturbing behaviour and the reinforcement of the student's civic education, with particular attention to the balanced development of the student's personality, of the student's capacity to establish relationships, of the student's sense of responsibility and of hers or his learning.

3. The disciplinary sanctions have equally punitive purposes, taking into consideration the special relevance of the duty that was violated and the gravity of the infraction.
4. 4. The corrective disciplinary measures and sanctions must be applied in accordance with the education needs and objectives of the student, in the context of the development of the class's work programme and of the school's Education Project, in the terms of the present Rules of Procedure.

Article 212

Determining the disciplinary measure

1. When determining the corrective disciplinary measure or sanction to be applied, the gravity of the breach of duty, the attenuating and aggravating circumstances under which said breach took place, the culpability of the student, hers or his maturity level and other personal, family or social conditions, must be considered.
2. Attenuating circumstances relating to the student's disciplinary responsibility are hers or his previously positive behaviour, hers or his academic performance and whether the student recognizes, regrettably, the illicit nature of hers or his conduct.
3. Aggravating circumstances relating to the student's responsibility are premeditation, collusion, the gravity of the damage done to third parties, the accumulation of disciplinary infractions and the recurrence of said infractions, especially if during the same school year.

Article 213

Corrective disciplinary measures

1. The corrective disciplinary measures have educational, deterrent and integrative purposes, in the terms of paragraph 1 of article 211, thus assume an imminently preventive nature.
2. Corrective measures are:
 - a. a warning;
 - b. a request for the student to leave the classroom and other spaces where schoolwork is done;
 - c. the completion of integrative tasks and activities for school or in the community;
 - d. the restriction of access to certain school spaces or to the use of certain materials and equipment, without prejudice to that which is related to school activities;
 - e. a class transfer.
3. A warning consists of a verbal alert directed to the student, in the face of a behaviour that disturbs the regular operation of school activities or the relationships between those present in the place where said behaviour takes place. The purpose of a warning is to call the attention of the student to the fact that he or she must avoid such conduct and to make him responsible for the compliance of hers or his duty as a student.
4. In the classroom, the authority to give a warning is reserved to the teacher. Outside the classroom, any teacher or member of the non-teaching staff is authorized to give a warning.
5. The request for the student to leave the classroom and other spaces where schoolwork is done is exclusively of the teacher's purview and results in an unjustified absence mark for the student in the students' school platform. Additionally, it requires the indication of the facts which originated.
6. Following the request for the student to leave the classroom, an operational assistant must take the student to the conflict mediation office, where the student ought to reflect about hers or his infraction or ought to complete a task assigned by the teacher.
7. Applying the same corrective measure of requesting for a student to leave the classroom for the third time to the same student in the course of the same school year, by the same teacher or for the fifth time, regardless of which teacher applied it, results in an analysis of the situation by the class council, aiming to identify the causes and the pertinence of the proposal of applying other corrective disciplinary measures or sanctions, in the terms of the present Rules of Procedure.
8. The application of corrective measures stipulated in items c), d) and e) of paragraph 2 is of the purview of the principal of the school grouping who, in order to take it into effect, always proceeds to hear the homeroom teacher or the lead teacher of the student's classroom.

Additionally, should there be a tutor teacher, the principal of the school grouping also hears her or him.

9. The measures stipulated in items c) and d) of paragraph 2 cannot surpass the period corresponding to one school year.
10. The application of the corrective measures stipulated in paragraph 2, if the student is a minor, must be communicated to the person in charge of hers or his education.
(...)

Article 215

Disciplinary sanctions

1. The disciplinary sanctions are attributed to the student's behaviour. The occurrence of facts susceptible to configure it must immediately be communicated by the teacher or non-teaching member of staff who witnessed it or who became aware of it to the principal of the school grouping, with the knowledge of the homeroom teacher and of the tutor teacher, should there be one.
2. Disciplinary sanctions are:
 - a. registered reprimand;
 - b. suspension for up to 3 school days;
 - c. suspension for 4 to 12 school days;
 - d. school transfer;
 - e. expulsion from school.
3. The application of the disciplinary sanction of registered reprimand, when the infraction is carried out inside the classroom, is of the purview of the teacher of said classroom. In the remaining instances, it is of the responsibility of the principal of the school grouping, who must also identify the author of the decision, the date in which the decision was made and the factual and lawful reasoning behind said decision in the respective individual process of the student.
4. The suspension for up to 3 school days, being a dissuading measure, is applied by the principal of the school grouping with the appropriate justification of the facts which support it, after the student has exercised hers or his right to be heard and to defend herself or himself.
5. It is of the purview of the principal of the school grouping to determine the terms and conditions of the application of the disciplinary sanction referred to in the previous paragraph, after hearing the student's parents or the person responsible for hers or his education, when she or he is a minor, guaranteeing an educational activity plan for the student to complete with the joint responsibility of those responsible for the student. The principal of the school grouping can equally, if deemed necessary, establish eventual partnerships or celebrate protocols or agreements with public or private entities.
6. The decision to apply the disciplinary sanction of suspension for 4 to 12 school days is of the purview of the principal, after the completion of the disciplinary procedure stipulated in article 217 of the present Rules of Procedure. The principal can also hear the class council beforehand, to which the tutor teacher must be summoned, should there be one and should she or he not be the classroom teacher.
7. Not completing the educational activities plan to which paragraph 4 of the present article refers can lead to the initiation of a new disciplinary procedure, considering the refusal to be an aggravating circumstance in the terms of paragraph 3 of article 212.
8. The application of the disciplinary sanction of school transfer is of the purview of the Director-General of Education, preceding the conclusion of the disciplinary procedure to which article 217 refers, with justification in the perpetration of facts that notoriously impede the development of the learning process of the remaining students of the school or that notoriously impede the normal relationship with one or more members of the educational community.
9. The disciplinary sanction of school transfer is only applied to a student aged 10 or above and, should she or he attend mandatory education, it is only applied provided that the student's

attendance in another establishment is guaranteed. The establishment must be in the same locality or in the nearest one possible, if it is supplied with public or school transportation.

10. The application of the disciplinary sanction of expulsion from school is of the purview of the Director-General of Education, although she or he has the possibility to delegate it. The application must precede the conclusion of the disciplinary procedure to with article 217 refers. Additionally, the expulsion requires the retention of the student in the school grade she or he is in when the sanction is applied, and it requires the prohibition of access to the school grounds until the end of the school year and in the two school years immediately after.
11. The disciplinary sanction of expulsion from school is applied to the student of age when, notoriously, it proves not to be possible to find any other measure or mean to make the student responsible in the sense of complying with hers or his duties as a student.
12. Complementarily to the measures stipulated in paragraph 2, it is of the purview of the principal of the school grouping to decide whether to repair the damage or substitute the damaged goods or, when neither are possible, to give compensation of the damaged caused by the student to the school or to third parties. The calculated value of the repair can be reduced, in a proportion to be defined by the principal, in which the degree of the responsibility of the student and/or hers or his socioeconomic situation must be considered.

(...)

SECTION V

Assessment

Article 225

Object

1. According to the Decree-Law no. 55/2018 of the 6th of July, the Ordinance no. 223-A/2018 of the 3rd of August, and the Ordinance 226-A/2018 of the 7th of August, the assessment is an integrating part of teaching and learning and assumes a continuous and systematic character, to the service of learning, and supplies the teacher, the student, the person in charge of the student's education and the remaining involved with information about the development of the work, the amount of learning done and the paths towards improvement.

2. The assessment concerns the learning done by students, according to the Essential Learnings which represent the basis of curricular orientation, with special attention to the areas of competence stipulated in the Profile of the Student Upon Exiting Mandatory Education.

3. The assessment orients the students' educational journey, allowing the teaching and learning process to be revised and guaranteeing that the programmed knowledge is acquired. Additionally, assessment ensures that the students cultivate the capacities and attitudes developed in accordance with the areas of competence stipulated in the Profile of The Student Upon Exiting Mandatory Education.

4. On the assessment, procedures, techniques and diverse and adequate instruments must be applied to the object of evaluation, to its recipients and to the type of information to be harvested. Those vary according to the diversity and specificity of the curricular work to be carried out with students.

(...)

Article 227

Assessment in pre-school education

1. According to "The curricular orientations to pre-school education", approved by Dispatch no. 9180/2016 of the 19th of July, pre-school education does not involve the classification of the child's learning, neither does it entail a value judgement about the child's way of being. Instead, it is centred in the documentation of the process and in the

description of the child's learning, in such a way that values the child's approaches and progresses in the learning process.

2. The assessment in pre-school education is reinvested in educational action. Therefore, an assessment is for learning, not of learning.
3. It is a formative assessment also often designated as "forming", for it entails a construction filled with meaning, which is simultaneously a formative strategy for children, for the educator and for other participants of the education process (parents, families and other professionals who work with the children).
4. It is a contextualized assessment (based on records of observation and on the collection of documents situated in the context), meaningful and developed through time, in real situations.
5. The assessment of each child's progress, situated in the context and process in which the child has developed, adopts descriptive or narrative approaches which document the evolution of said progress and constitute the fundamental means of assessment designated as "alternative".
6. The parents and families, as the ones primarily responsible for their offsprings' education, also have the right to participate in the development of their pedagogic journey. The parents and families have the right to be informed of what happens in kindergarten and they have the opportunity to contribute to the enrichment of the school planning and of the assessment of the educational practise.
7. The participation of the previously mentioned agents and of other community members in the planning, development and assessment of educative opportunities is a form of increasing interactions and enriching the educational process.
8. It is up to the educator to create the necessary conditions for the participation, finding the most adequate forms of communication and articulation.

Article 228

Participants of the learning assessment process

In the assessment of the learnings, all elements whose area of expertise is the educational process must intervene, namely teachers, trainers, tutors and jury members. The lead teacher must take particular responsibility in the 1st cycle, and the teachers who are members of the class council in the 2nd and 3rd cycles of primary education and secondary education, as well as students and parents or those in charge of the student's education, especially in relation to the formative assessment.

Article 229

Assessment Criteria

1. According to the *Portarias* 223-A/2018, of August 3rd and 226-A/ 2018, of August 7th, until the beginning of the school year, the school's pedagogical council, as the regulatory body for the learning assessment process, defines the assessment criteria, in accordance with the curricular priorities and options, and based on the proposals from the curricular departments, taking into particular account:
 - a. The Student Profile at the End of Compulsory Schooling;
 - b. The Essential Learning Goals;
 - c. Other curricular documents, according to decisions made regarding the consolidation, expansion, and enrichment of the Essential Learning Goals.
2. The assessment criteria serve as common reference points within the school, thus being implemented by the class head teacher or by the class council.
3. The assessment criteria are shared on the school cluster's website, as well as through the department coordinators, the class head teachers or form homeroom teachers, and the subject teachers, to ensure that students and parents or guardians are adequately informed; they are also made available on the school's website.

SUBSECTION I

Internal Assessment

Article 230

Definition and Purpose

1. According to the purpose guiding the collection of information, the internal assessment comprises the following modes:
 - a. formative;
 - b. summative.
2. Internal assessment employs a variety of appropriate techniques, instruments and procedures.
3. For the purposes of planning, conducting and evaluating teaching and learning, the following documents serve as reference framework in internal assessment, in accordance with the provisions of number 6 of Article 24, of Decree-Law n.º 55/2018, of July 6:
 - a. the Educational Project;
 - b. other curricular documents: evaluation criteria; curricular planning; class plan;
 - c. the Essential Learning Goals;
 - d. the reference frameworks of the National Qualification Catalogue, in professional courses.
4. The internal assessment of the learned material is the responsibility of teachers, the school's administrative and management bodies, and its pedagogical coordination and supervision.
5. Students participate in the internal assessment, taking into account the process of self-regulation of their learning.

Article 231

Formative Assessment

1. The formative assessment, which is the main mode of evaluation, is of continuous and systematic nature, involving a variety of procedures, techniques and instruments of data collection appropriate to the learning diversity, the target audience, and the circumstances in which it takes place.
2. It allows the student, teacher, guardian and other people or legal entities to receive information regarding the learning development, in order to adjust the processes and strategies.
3. The formative assessment creates pedagogical measures according to the students' characteristics and the learning to be developed.
4. The procedures to be adopted within this type of assessment should prioritize:
 - a. the regulation of teaching and learning through the collection of information that makes it possible to evaluate how teaching and learning takes place, which supports the adoption and adjustments of pedagogical measures and strategies;
 - b. the continuous and systematic nature of the assessment processes and their adaptation to the contexts in which they occur;
 - c. the diversity of information-gathering methods, using a variety of procedures, techniques, and instruments appropriate to their purposes, the diverse learning outcomes, the target audience, and the circumstances surrounding them.

Article 232

Summative Assessment

1. A avaliação sumativa traduz-se na formulação de um juízo global sobre as aprendizagens desenvolvidas pelos alunos, tendo como objetivos a classificação e certificação.

2. Summative assessment reflects the need, at the end of each school semester, to inform students and parents or guardians about the state of development of the learning outcomes.
3. Summative assessment is the responsibility of the class teacher, with input from the teaching council, in the 1st cycle, and the joint and exclusive responsibility of the teachers who make up the class council, in the 2nd and 3rd cycles of schooling and in secondary education, under criteria approved by the pedagogical council.
4. In the 2nd and 3rd cycles of schooling, and in secondary education, the grade to be assigned to each student is proposed to the class council by the teacher of each subject.
5. Summative assessment, when formalized at the end of each semester, has, at the end of the 2nd semester, the following purposes:
 - a) the overall evaluation of the student's learning outcomes and performance throughout the year;
 - b) the assignment, in the respective school year, of attendance grades or final grades in the subjects;
 - c) in general elementary education, the decision on the student's progression to the next grade and cycle of schooling, on the completion of the basic level of education, or on the reorientation of the student's educational path, including retention or redirection of their educational path;
 - d) in secondary education, the decision on progression in the subjects or progression to the next year, as well as approval in terminal subjects of the 10th, 11th, and 12th grades not subject to national final exams in the student's curriculum plan.
6. Assessment in vocational courses takes place at the end of each module or short training unit (UFCD) and results in a decision regarding approval in each subject, module or UFCD, progression, or reorientation of the students' educational path, and the completion of the corresponding level of education and professional qualification.
7. Summative assessment of subjects with an organizational structure different from the annual one is carried out as follows:
 - a) for the assignment of grades, the class council meets at the end of the agreed upon organizational period;
 - b) the grade assigned at the end of the adopted period is recorded in the official report and is subject to approval by the class assessment council at the end of the school year.
8. In the 1st cycle of elementary education, the information resulting from summative assessment is expressed through the assignment of a qualitative grade of Very Good, Good, Satisfactory, or Unsatisfactory, in each subject, accompanied by a descriptive assessment of the student's learning progress, including areas for improvement or consolidation, where applicable, to be recorded in the assessment report.
9. The e subjects of Information and Communication Technologies and Citizenship and Development are exempted from the provision in the previous paragraph, due to their transversal nature.
10. In the case of the 1st year of schooling, the information resulting from summative assessment in the 1st semester is expressed solely in descriptive form.
11. In the 2nd and 3rd cycles of elementary education, the information resulting from summative assessment is expressed on a scale from 1 to 5 in all subjects, and, whenever deemed relevant, it is accompanied by a descriptive assessment of the student's learning progress, including areas for improvement or consolidation, to be recorded in the assessment report.
12. In secondary education, the subjects included in the curriculum plans are graded on a scale from 0 to 20, and, whenever deemed relevant, the grade is accompanied by a descriptive assessment of the student's learning progress, including areas for improvement or consolidation, to be recorded in the assessment report.
13. An exception to the previous provision is Citizenship and Development, which, due to its transversal nature, is never subject to summative assessment.

14. The learning outcomes developed by students within the framework of curricular options, particularly in the domains of curricular articulation (DAC), are considered in the assessment of the respective subjects.
15. The assessment report, which compiles information on learning outcomes at the end of each school semester, must be presented to parents or guardians, whenever possible in a face-to-face meeting, in order to ensure the sharing of information and the monitoring of the student.
16. In the 9th grade, the summative assessment process is complemented by the final exams of basic education, as per Articles 28 and 30 of Ordinance No. 223-A/2018, of August 3.
17. The final summative assessment obtained in subjects which are not subject to final exams in primary and lower secondary education is the grade assigned in the 2nd semester of the final year in which they are taught.
18. Summative assessment may also be conducted through equivalency exams at the school level in the final years of each cycle of elementary and lower secondary education and in secondary education, in two phases, with the aim of certifying the completion of each cycle and of secondary education, for self-proposed candidates, under the terms of Article 24 of Ordinance No. 223-A/2018, of August 3, and Article 26 of Ordinance No. 226-A/2018, of August 7.

(...)

CHAPTER IV

Parents or legal guardians

Article 259

Definition of legal guardian

1. According to the provisions of the Student Statute and School Ethics, a legal guardian is considered to be anyone who has minors living with them or entrusted to their care:
 - a) through parental responsibilities;
 - b) by court decision;
 - c) through executive functions in the management of institutions that have minors, in any capacity, under their responsibility;
2. By actual authority or delegation, duly proven, from any of the entities referred to in the preceding items.
3. In the event of divorce or separation, and in the absence of an agreement between the parents, the legal guardian is the parent with whom the minor resides.
4. If alternating residence with each of the parents is established, they must decide, by agreement or, in the absence thereof, by court decision, who will exercise the functions of the legal guardian.
5. The legal guardian may also be the father or mother who, by express or presumed agreement between both, is designated to perform these functions, and it is presumed, until otherwise indicated, that any act they perform regarding the child's school path is carried out by agreement with the other parent.

Article 260

Rights

Parents or legal guardians have the right to:

1. have their legal authority over their children or dependents respected;
2. have regular access to information regarding their children's learning progress and educational path, as well as any other elements relevant to their education;

3. participate in the promotion of specific training or information initiatives that foster their involvement in the school.

Article 261 **Duties**

4. Under the responsibility referred to in Article 185 of this Regulation, parents or legal guardians should, in particular:
 - a) actively monitor their child's school life;
 - b) promote coordination between family education and school learning;
 - c) ensure that their child fully benefits from their rights and strictly fulfills the duties incumbent upon them;
 - d) contribute to the creation and implementation of the School Educational Project and the Internal Regulations of the school, and participate in school life;
 - e) cooperate with teachers in the performance of their pedagogical mission, especially when requested to do so, collaborating in their child's learning process;
 - f) acknowledge and respect the authority of teachers in the exercise of their profession and instill in their child the duty to respect teachers, non-teaching staff, and classmates, thereby contributing to the harmony of the educational community;
 - g) contribute to the proper establishment of facts in any disciplinary proceedings initiated against their child, participating in the acts and procedures for which they are notified, and, if a corrective or disciplinary sanction is applied, ensure that it serves the objectives of reinforcing their child's civic education, the balanced development of their personality, their ability to interact with others, their full integration into the educational community, and their sense of responsibility;
 - h) contribute to the preservation of the safety and physical and psychological integrity of all those who participate in school life;
 - i) actively engage with the educational community in fulfilling its other responsibilities, particularly by keeping themselves informed and informing the school about all relevant matters in their child's educational process;
 - j) attend the school whenever necessary or when requested to do so;
 - k) be familiar with the Internal Regulations of the school grouping and sign an annual declaration of acceptance thereof, as well as a commitment to actively ensure its full compliance;
 - l) compensate the school for any property damage caused by their child;
 - m) keep their telephone number, postal address, and email address consistently updated, as well as those of their child, when different, and inform the school of any changes.
5. Parents or legal guardians are responsible for ensuring their child's compliance with their duties, particularly with regard to attendance, punctuality, and discipline.
(...)

Article 262 **Non-compliance with duties by parents or legal guardians**

1. Failure by parents or legal guardians, in relation to their minor or non-emancipated children, to fulfil the duties set forth in the previous article, in a conscious and repeated manner, entails their liability under the law and this Internal Regulation.
2. The following constitutes particularly reprehensible non-compliance with the duties of parents or legal guardians:

- a) failure to ensure their children and/or dependents are enrolled, attend school, maintain regular attendance, and are punctual, as well as the failure to justify such non-compliance, pursuant to Article 203 of this Regulation;
 - b) failure to appear at the school whenever their children reach half of the limit of unjustified absences, as provided in paragraph 6 of Article 205, or failure to appear or respond in cases where their hearing is mandatory within the scope of disciplinary proceedings initiated against their child, as established in Articles 217 and 218 of this Regulation;
 - c) failure by their children to complete the remedial measures defined by the school under the Student Statute and School Ethics, failure to participate in school and community integration activities resulting from the application of corrective and/or disciplinary measures, as well as failure to attend consultations or therapies prescribed by specialized professionals.
- 3. Repeated non-compliance by parents or legal guardians with the duties referred to in the previous paragraph obliges the school to report the matter to the competent Child and Youth Protection Commission or to the Public Prosecutor's Office, under the terms of this Internal Regulation.
- 4. Conscious and repeated non-compliance by parents or legal guardians of minors with the duties established in paragraph 2 of this article may also lead, by decision of the Child and Youth Protection Commission or the Public Prosecutor's Office, following the assessment conducted after the report referred to in the previous paragraph, to the attendance of parental training sessions organized by the multidisciplinary team of the school grouping.
- 5. If the family is a beneficiary of social or family support provided by the State, the matter shall also be communicated to the competent services for the purpose of reassessment, under the applicable legislation, of social benefits related to the school attendance of their children, excluding those related to school social assistance or school transportation received by the family.
- 6. Failure by parents or legal guardians to comply with the final part of item (b) of paragraph 2 of this article implies their agreement with the measures applied to their child, unless they prove that the school grouping failed to comply with any of the mandatory procedures established in Articles 219 and 220 of this Regulation.

Article 263

Administrative offences

- 1. The continued conscious and repeated non-compliance by parents or legal guardians of minor students with the duties referred to in paragraph 2 of the previous article, combined with refusal, absence, or ineffectiveness of the parental training sessions determined and offered under the terms of that article, constitutes an administrative offence.
- 2. The administrative offences provided in paragraph 1 are punishable by a fine equal to the maximum amount established for students in tier B of the year or educational level attended by the student concerned, as set forth in the regulations defining support under the school social action program for the purchase of textbooks.
- 3. Without compromising the following paragraph, when the sanction provided for in this article results from non-compliance by parents or legal guardians with their duties in relation to more than one student, a separate notice of offence shall be issued for each student concerned.
- 4. In the situation referred to in the previous paragraph, the total amount of fines may not exceed, in the same school year, the maximum amount established for a student in tier B of the 3rd cycle of elementary education, as set forth in the regulations defining support under the school social action program for the purchase of textbooks.
- 5. In the case of parents or legal guardians whose children benefit from support under the school social action program, instead of the fines provided for in paragraphs 2 to 4,

sanctions may be applied involving the deprivation of the right to school support and its restitution, provided that the benefit to the student is not taking place.

6. Negligence is punishable.
7. It is the responsibility of the Director-General of School Administration, upon proposal by the school grouping's director, to prepare the notices of offence, conduct the corresponding administrative offence proceedings, without compromising the cooperation of the education inspectorate services, and impose the fines.
8. The proceeds of the fines imposed under the previous paragraphs constitute revenue of the school grouping.
9. Failure, due to reasons attributable to the parent or legal guardian or their child, to pay the fines referred to in paragraphs 2 to 4, or to comply with the obligation to return the school support established in paragraph 5, when required, may lead, by decision of the school grouping's director, to:
 - a) in the case of parents or legal guardians of students to whom the alternative sanction provided for in paragraph 5 was applied, the deprivation, in the following school year, of the right to school social support for textbooks;
 - b) in all other cases, the application of a fine equal to double the amount provided for in paragraphs 2, 3, or 4, as applicable.
10. Without compromising provision in subparagraph a) of paragraph 9, the maximum duration of the alternative sanction provided for in paragraph 5 is one school year.
11. In all matters not covered by this law concerning administrative offences, the provisions of the General Regime of Misdemeanours (*Regime Geral do Ilícito de Mera Ordenação Social*) shall apply.

(...)

PART IX

General operating rules

Article 282

General Operation and School Schedule

1. The Barreiro, Codiceira, Cabeda, and Lombelho primary schools offer preschool education and the 1st cycle (primary education); the basic school offers the 5th, 6th, and 7th years, and the secondary school offers the remaining school years up to the 12th grade, as well as vocational courses.
2. The schedules for educational activities, in the case of preschool education, and for both curricular and extracurricular activities, in the case of basic and secondary education, follow the guidelines defined by the Ministry of Education.
3. Schedules may undergo occasional changes when justified and duly substantiated, with the decision resting with the school director, as provided by law.
4. The schedule for parent or guardian appointments is defined at the beginning of the school year.
5. Children and students may not enter school premises before the stipulated time, except with explicit authorization from the school director.

(...)

Article 284

Entry and Exit

1. Entry to and exit from the school shall be through the main gates.

2. In 1st cycle primary schools, the main access door to each facility must remain closed, opening only for the time strictly necessary for the entry and exit of children and students.
3. At school entrances and exits, the identification of students, teaching and non-teaching staff, parents or guardians, and others is mandatory whenever requested.
4. Preschool and 1st cycle children may only leave the school with their parents or guardians, or with persons duly authorized by them, through a specific document or the student's notebook, indicating the name and ID card number of the authorized person.
5. At the head school and the elementary school, student entry and exit are controlled through the use of an electronic card.
6. Students in the 2nd and 3rd cycles and in secondary education (minors) must remain at school during their class hours and corresponding breaks; leaving the school during this time is only allowed if requested by the parents or guardians and duly authorized by the director or their substitute.
7. Students in the 2nd and 3rd cycles and in secondary education (minors) may only leave at lunchtime with written authorization from their parents or guardians, recorded in the electronic card system.
8. In case of a teacher's absence for the last class of the day, the student may leave school with prior authorization from their guardian.
9. Students registered in the electronic system as being over eighteen years of age are allowed to leave school during breaks and lunchtime, upon presenting their magnetic card.

Article 285 **School card (magnetic card)**

1. The school card is a magnetic stripe card, used by all students, teachers, and staff of the school cluster, and managed by the Integrated School Management System (SIGE), which is implemented in the elementary and secondary schools of Alfena.
2. Its objectives are to enhance security, create a reliable system for information exchange, and simplify school management.
3. This card allows users to:
 - a) identify themselves as members of the school community;
 - b) control entry to and exit from the school premises;
 - c) make purchases and pay for services;
 - d) book and cancel meals;
 - e) check balances and transactions.
4. The magnetic card is used by students, teaching staff, and non-teaching staff.
5. Students must present the magnetic card whenever requested by teachers, operational assistants, or administrative assistants.

(...)