



F - WCED Guideline: School Feeding

Branch: Institution Development and Coordination	F - WCED Guideline: School Feeding	
F- WCED Guideline	Date: 20 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder
Date: 2020-05-20

1. Purpose

- 1.1. The Western Cape Education Department (WCED) normally feeds approximately 485 000 learners daily when schools are open through the National School Nutrition Programme (NSNP).
- 1.2. The WCED has decided to continue feeding learners during the lockdown period and until schools reopen fully.

2. Requirements

- 2.1. Due to Covid-19 and the importance of safety and to limit the spread of the virus, we rely on the best cooperation from principals, staff, food volunteers and the communities at large. Consequently, everyone will have to assist with compliance with the most basic safety and security measures we can provide going forward, given the extraordinary circumstances.
- 2.2. For an interim period, schools will feed those learners that are already attending classes, as well as those learners that have not yet returned to school but live in the community (as had been the practice during lockdown). The protocol for school feeding issued earlier still contain relevant safety information to be followed. (*SOP No: 1/2020 – Standard Operating Procedures (SOP) for principals to assist with the feeding of vulnerable learners' dependent on the National School Nutrition Programme (NSNP) during the lockdown period*).
- 2.3. Learners that have not yet returned to school should be fed separately from the learners that are already attending classes.
- 2.4. Schools should schedule feeding times to stagger the various groups that need to be fed to avoid crowding and maintain social distancing.
- 2.5. Learners that come to school daily to be fed must not mingle with learners that are already attending classes.
- 2.6. No one other than learners may be fed under the school feeding scheme. Members of the community who want to access food, pose a risk. The help of the governing body/community leaders may help in this regard.

3. Responsibilities of the principal/school

- 3.1. Learners attending school.
 - 3.1.1. Ensure that the venues/classrooms to be used meet the required safety standards.
 - 3.1.2. Sanitise and safeguard the areas/surfaces to be used.
 - 3.1.3. Inform parents/learners about meal arrangements and the importance to maintain social distancing.
 - 3.1.4. Prevent long queues and gatherings. Stagger the feeding if possible.

- 3.2. Learners not attending school.
 - 3.2.1. Learners who arrive from outside for food must be screened.
 - 3.2.2. Learners must bring containers to receive food.
 - 3.2.3. Food must be handed out to learners in a safe area.
 - 3.2.4. Ensure that schools' NSNP beneficiaries are fed first.
 - 3.2.5. Learners from other schools staying in the area must be fed if they report for feeding and if the school has sufficient food. These additional numbers must be reported to the district office.
 - 3.2.6. As soon as they have received their food, they must leave the school in an orderly fashion and be encouraged to go straight home.
 - 3.2.7. The protocol for school feeding issued during lockdown is still applicable.
 - 3.2.8. Attendance registers must be kept of learners accessing the schemes.
 - 3.2.9. Only learners attending the school day are allowed to eat at the school. Other learners not yet resuming classroom teaching and learning should not eat at school.
 - 3.2.10. Brief all Voluntary Food Handlers on the COVID-19 safety regulations.

4. Safety measures during feeding session (Schools with NSNP)

- 4.1. Volunteer Food Handlers must wash their hands thoroughly before preparing food: face masks, disposable gloves and disposable plastic aprons must be worn to prevent droplet transmission.
- 4.2. Those preparing and/or serving food must not talk, shout or laugh over exposed food unless they wear a face mask.
- 4.3. All surfaces must be cleaned daily (before and after meals) with a disinfectant cleaner (recommend sodium hypochlorite 0.5% (biocide sachets) **or** bleach mixture of 250ml of bleach to 5 litres of water).
- 4.4. Clean the kitchen/area and all utensils where food is prepared before starting with preparing food.
- 4.5. Practice social distancing. Learners to queue with spaces of 1.5m in between.
- 4.6. Arrange for adequate supervision at the gates and allow a manageable number of learners into the school at a time. Parents/governing bodies can be requested to help.
- 4.7. Staff must wash their hands frequently, for at least 20 seconds, with soap and water.
- 4.8. Staff to practice safety measures regarding coughing/sneezing.
- 4.9. Buckets with water and soap can be placed at the entrance gates, where learners can be asked to wash their hands. Schools may also purchase hand sanitiser for this purpose.
- 4.10. Once served, learners must be directed to the exit points.

- 4.11. Stagger feeding times so that learners attending school are fed separately. Those learners in grades that have not been phased in must not mingle with other learners and must leave the premises.
- 4.12. Clean all utensils and pots at the end of the feeding session. Thoroughly clean the feeding place/kitchen with bleach.
- 4.13. All work surfaces must be sterilised with a high bleach content cleaner at the end of each feeding session.



G - WCED Guideline: Psycho-social support

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G - WCED Guideline	Issued: 20 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder
Date: 2020-05-20

G – WCED GUIDELINE: PSYCHO-SOCIAL SUPPORT

1. Purpose

The following document outlines the various services and support measures available through the WCED psycho-social support services.

2. Capacity in the Western Cape Education Department

2.1. Psycho-social Support Staff:

- District psychologists/counsellors
- District social workers
- District social auxiliary workers
- Care and support assistants in high risk schools (HIV & TB Life Skills Programme)
- Psychologists and counsellors at special schools
- The WCED has existing partnerships with the Department of Health and Social Development under the auspices of the Integrated School Health Programme for additional psycho-social services.

2.2. Employee Health and Wellness:

- 2.2.1 The province has an employee health and wellness service provided by Metropolitan Health.
- 2.2.2 The service is available to all WCED employees and their immediate family members. It provides support for various issues, from family challenges, financial advice, relationships, medical advice and work-related challenges. These services have been adapted to help manage stress, anxiety and health during the current crises.
- 2.2.3 Employees can contact the EHWP on their toll-free number: 0800 1110011 to have a confidential conversation with one of their counsellors.
- 2.2.4 Employees can also send them a "Please call me" at *134*664*38# or email them at wced@mhg.co.za.
- 2.2.5 More information can be accessed via the WCED's EHWP web portal at: <https://wcedonline.westerncape.gov.za/employee-health-and-wellness-programme>.

2.3. Psycho-Social support services

- 2.3.1. Psycho-Social support services will be based on the following aspects of support:
- 2.3.2. School-wide (whole school) capacity building regarding teacher and learner mental health knowledge/ wellness awareness/practices/interventions
- 2.3.3. Classroom practices that focus on making school communities trauma informed and building resilience practices for emotional and sensory regulation/self-management e.g. breathing exercises, progressive relaxation, mindfulness, movement, dance, art, drama, after school programmes, etc.
- 2.3.4. Individual and group psycho-social support.
- 2.3.5. Psycho-Social Support staff include social workers, psychologists, counsellors, social auxiliary workers, and care and support assistants.

3. Roles and responsibilities

3.1. The role of the Provincial-Based Support Team (PBST)

- 3.1.1. Provide psycho-social support guidelines for the eight districts.
- 3.1.2. Monitor and identify trends regarding psycho-social support needs and the impact of interventions.
- 3.1.3. Collaborate with Curriculum, Management and Governance (including Safe Schools), other government departments, NGOs, universities, etc.

3.2. The roles of District-Based and Circuit-Based Support Teams (DBSTs and CBSTs)

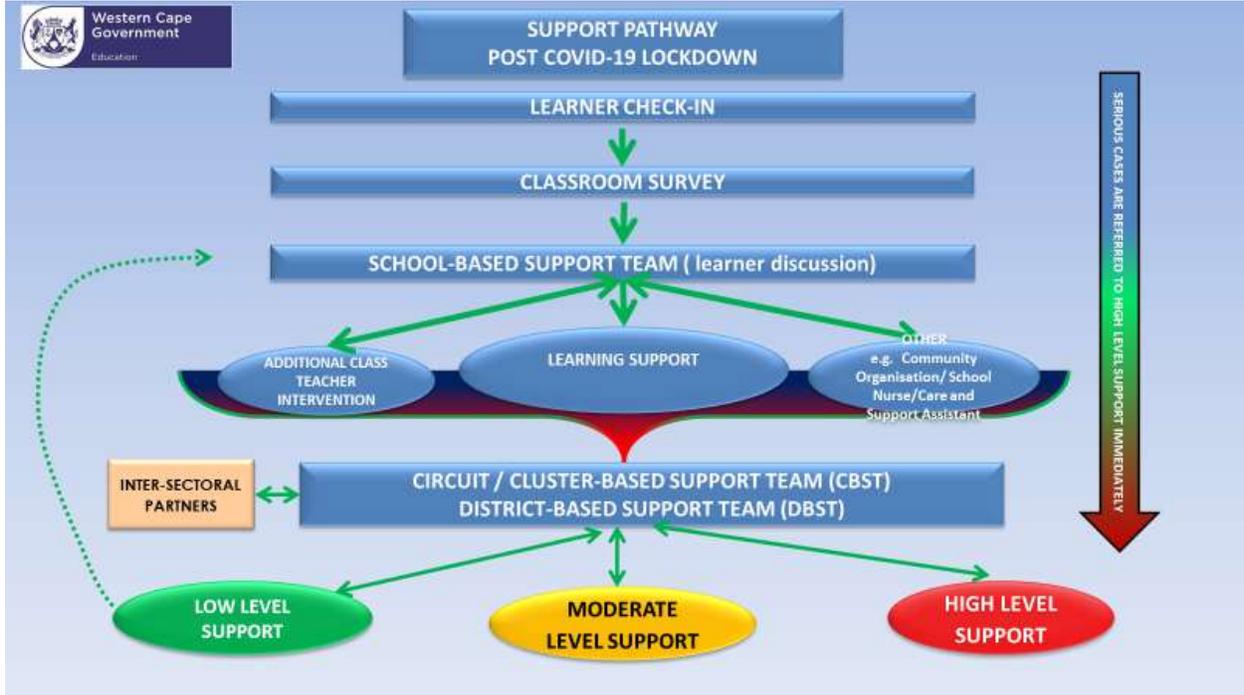
- 3.2.1. DBSTs/CBSTs: District psychologists and social workers liaise in a collaborative approach with school-based counsellors, psychologists, nurses, inclusive education outreach teams, HIV programme care and support assistants and social auxiliary workers, Management and Governance (including Safe Schools coordinators and School Enrichment coordinators), other government departments and NGOs to support schools (teachers/learners) affected by the COVID-19 pandemic.
- 3.2.2. DBSTs/DMTs, in collaboration with the Employee Health and Wellness Programme, arrange for district as well as school staff support e.g. staff debriefing sessions.
- 3.2.3. DBSTs/CBSTs to provide guidance and support to schools.
- 3.2.4. Learner check-in activity.
- 3.2.5. Baseline classroom psycho-social survey to be conducted.
- 3.2.6. Psycho-social support will be based on referrals via the support pathway and feedback gathered from the schools.
- 3.2.7. Support to schools by the DBST/CBST to be prioritised according to level of support needed.

- 3.2.8. According to the feedback received from schools, psycho-social support staff can offer individual and group support sessions/information/advice/capacity building according to the level and nature of need.
- 3.2.9. Trauma-Informed/Resilient Schools (TIRS) interventions will be done at the most vulnerable schools and communities as a priority.
- 3.2.10. CBSTs to liaise with SBSTs/SMTs/governing bodies to facilitate the provision of psycho-social support through the support pathway.
- 3.2.11. DBSTs to foster collaboration and discussions with other components at district level for a unified approach.
- Curriculum: o Liaise with Life Orientation, etc. subject advisors to infuse COVID-19 awareness, causes, treatment, hygiene, wellness practices, etc. into Life Skills/Orientation and other subject lessons.
 - Management and Governance: Circuit managers to support schools with basic functionality regarding support structures, etc.
- 3.2.12. Safe Schools: Liaise with Safe Schools coordinators on programmes they have that can be added to post-COVID-19 psycho-social support.
- 3.2.13. HIV/AIDS: Liaise with care and support coordinators on support programmes that can be added to post-COVID-19 psycho-social support.
- 3.2.14. School Enrichment: Liaise with school enrichment officers on COVID-19 related school enrichment programmes.

4. District Head of Inclusive and Specialised Learner and Educator Support contacts:

District	Head of ISLES	Contact number
Eden & Central Karoo	G Raubenheimer	044 803 8351
Cape Winelands	S Swart	023 348 4658
Overberg	A Crous	028 214 7399
West Coast	A Arendse	021 860 1209
Metro Central	E Hassen	021 514 6700
Metro South	G de Klerk	021 370 2090
Metro East	O Rustin	021 900 7187
Metro North	C Petersen	021 938 3063

5. Psycho-social support flowchart





I - WCED Guideline: Managing learners with comorbidities

Branch: Institution Development and Coordination	I - WCED Guideline: Managing learners with comorbidities	
I – WCED Guideline	Issued: 23 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder

Date: 2020-05-23

I - WCED GUIDELINE: MANAGING LEARNERS WITH COMORBIDITIES

1. Purpose

To provide guidance to principals and School Management Teams (SMTs) of the Western Cape Education Department on how to manage learners with comorbidities.

2. Meaning of comorbidities

There are many definitions of comorbidities. For the purpose of this guideline, a comorbidity is deemed to be other chronic health conditions or a concurrent illness which could have an impact of making the illness worse in co-occurrence with Covid-19.

3. Steps to be taken

- 3.1. Schools must identify all learners with comorbidities (Please see Annexure I (A).
- 3.2. Principals must write to the parents of such learners (please see Annexure I (B)) offering them the option of deciding to oversee the learning of their children at home for the next few months until the pandemic recedes.
- 3.3. If parents do not agree to that responsibility, the learners must return to school.
- 3.4. If parents accept the offer to oversee the learning from home, they must sign the attached acceptance form (Annexure I (C)) and return it to the school for record keeping.

4. Responsibilities of parents

- 4.1. Parents with learners with comorbidities must agree to oversee the daily learning of their children at home, including the daily work and assessments, and sign the acceptance form (Annexure I (C)).
- 4.2. Parents must ensure a conducive environment for the learner to learn at home. This would include learning space, resources etc.
- 4.3. Parents must ensure that all work and assignments are collected and delivered at school, as required by the school.

5. Responsibility of the school

- 5.1. Teachers must prepare work for such learners on a daily or weekly basis and make it available to the parents – learner.
- 5.2. Parents must receive the work or assignments, mark it and return it to the learner.
- 5.3. Teachers must engage with the parents in relation to making arrangements for the necessary assessments.

- 5.4. The schools and parents will be informed when this concession must come to an end.

Annexure I (A)

LEARNER RISK FACTORS FOR SEVERE COVID-19: COMORBIDITIES
Interim indicators (pending DBE confirmation)

The list of Comorbidities, Risk Factors and Definitions are:

Risk Factor	Detail	Definition
Cardiovascular Disease	Moderate/ Severe Hypertension	Moderate hypertension: systolic BP 160-179mmHg and/or diastolic BP 100-109 mmHg. Severe hypertension: systolic BP \geq 180 mmHg and/or diastolic BP \geq 110 mmHg.
	Congestive cardiac failure or other serious cardiovascular disease	Confirmed clinical diagnosis of congestive cardiac failure or other serious cardiovascular disease
	Cerebrovascular disease, including stroke and transient ischaemic attack	Confirmed clinical diagnosis of cerebrovascular disease.
Respiratory Disease	Pulmonary Tuberculosis – untreated or in early treatment	People who have not completed the intensive phase or first two months of treatment in line with the National Department of Health Standard Treatment Guidelines.
	Moderate to severe asthma	Asthma which requires treatment with high dose inhaled corticosteroids plus a second controller (and/or systemic corticosteroids) to prevent it from becoming 'uncontrolled' or which remains 'uncontrolled' despite this therapy.
	Chronic Obstructive Pulmonary Disease (COPD)	Confirmed clinical diagnosis of COPD

Risk Factor	Detail	Definition
	Other severe chronic lung pathology, including cystic fibrosis and bronchiectasis	Confirmed clinical diagnosis – irrespective of severity.
Kidney Disease	Chronic Kidney Disease	eGFR < 45
Pregnancy	Third trimester pregnancy	Estimated to be further than week 27 of pregnancy
Immunosuppression	Poorly controlled type II Diabetes Mellitus	HBA1c ≥7.5% within last 6 months
	Cancer undergoing active treatment	Currently undergoing chemotherapy and/or radiotherapy
	Human Immunodeficiency Virus with advanced immunosuppression	HIV positive persons with CD4 count <200 cells/mm ³ who are ART-naïve or who initiated ART within last 3 months
	Chronic immunosuppressant use	Chronic use of corticosteroids of >20mg prednisone per day or equivalent, methotrexate, biologicals or other immunosuppressants.
	Transplant	On chronic immunosuppressants
Primary Immunodeficiencies	Diagnosed Primary Immunodeficiency	On chronic immuno-globulin treatment.
Metabolic syndrome	Severe obesity	Body mass index (MBI) of 40 and higher

Annexure I(B)

Dear _____ (Parent/Guardian)

MANAGING LEARNERS WITH COMORBIDITIES

There are many definitions of comorbidities. For our purposes, a comorbidity is deemed to be a chronic health condition or a concurrent illness which could have an impact of making the illness worse in co-occurrence with Covid-19.

We are aware that your child might be diagnosed with an existing comorbidity.

If this is correct, and in the interests of the safety of your child, this letter serves to offer you as a parent/guardian of a learner with a severe comorbidity, the option of keeping your child at home as a concession and overseeing his/her learning at home for the next while until the pandemic recedes.

If you wish to make use of this concession, you must please do the following:

1. Complete the attached form. (Annexure I (C))
2. Provide the school with a medical history report from the medical practitioner attending to their condition.

Besides supplying the documentation above, parents/guardians must agree to:

1. Create a conducive environment for their child to learn at home. This would include learning space, resources etc.
2. Accept the responsibility to oversee the daily learning of their children at home, including the daily work and assessments.
3. Accept the responsibility of ensuring that they are informed of what work must be learned and what work must be completed on a daily basis.
4. Ensure that all work and assignments are collected and delivered at school, as required by the school.

It is important that parents accept the responsibility for the daily learning of their child.

As your child is still an enrolled learner of the school and receives regular input and support from their teachers, you as the parent/guardian remain responsible for the continued payment of school fees.

If you, as a parent/guardian of a learner with a comorbidity, is unable to accept this concession and the responsibilities associated with it, then your child should continue to attend school.

We look forward to your response and confirm our commitment to continue to support your child in his/her best interests.

Yours sincerely

Principal:

School:

Date:

Annexure I (C)

Dear Principal

ACCEPTANCE FORM: LEARNERS WITH COMORBIDITIES

I, _____ (Name of parent/guardian),

parent/guardian of _____ (Name of learner)

from _____ (Name of school) hereby accept the concession offered to keep my child at home and oversee his/her learning while the Covid-19 restrictions are in place due to their current medical condition as outlined in the **attached** proof from their medical practitioner.

Comorbid condition: _____

I accept and agree that I will now take the responsibilities to oversee the learning of my child at home, as outlined in your letter.

I will also adhere to requests made regarding the completion of assessments and other requirements.

Signature: _____

Date: _____



J - WCED Guideline: Safety of learners on the Learner Transport Scheme

Branch: Institution Development and Coordination	J – WCED Guideline: Safety of learners on the Learner Transport Scheme	
J - WCED Guideline	Issued: 20 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder
Date: 2020-05-20

J – WCED GUIDELINE: SAFETY OF LEARNERS ON THE LEARNER TRANSPORT SCHEME.

1. Purpose

To advise principals and SMTs on what is expected to ensure safety of learners on the Learner Transport Scheme.

2. Regulations

- 2.1. All commuter transport services including passenger bus services, taxi services, and private cars transporting learners to school must adhere to the Regulations issued in terms of Disaster Management Act 2002 (Act no 57 of 2002) and all directives set out in the schedule to address and contain the spread of COVID-19.

3. Dropping off and picking up learners in schools.

- 3.1. All learners must ensure physical distancing measures while waiting for transport.
- 3.2. All learners must wear a mask at all times.
- 3.3. Learners must ensure that they washed their hands before leaving home/or at the school.
- 3.4. Only learners registered on the LTS can utilise the transport.

4. Loading capacity

- 4.1. The loading capacity must comply with the regulations to ensure physical distancing in line with the Government Gazette, volume 659, number 43272, issued on 4 May 2020.
- 4.2. Loading capacity of vehicles is currently 70%.

5. Provision of improved access and hygiene, disinfection control on learner transport.

- 5.1. All operators must provide hand sanitiser or other hygiene dispensers for washing of hands when the learners and adult supervisors enter the transport.
- 5.2. All operators must ensure that public transport vehicles are sanitised before picking up and after dropping off learners.
- 5.3. Operators must ensure that all learner transport vehicles door and window handles, armrest, handrails and windows against which learners lean are sanitised before picking up and dropping off learners.
- 5.4. Operators must ensure that all learner transport vehicles are clean and tidy.

5.5. All drivers and learners must wear a mask.

6. Roles and responsibilities of principal and SMT

6.1. All learner transport, including privately owned or arranged transport, are subject to the prevailing regulations unless specifically amended for learner transport.

6.2. Principals, or a designated official, must check compliance regularly.

6.3. Principals, or a designated official, are to check compliance as buses drop/collect learners

6.4. Any transgressions must be reported to the district immediately.



K - WCED Guideline: Managing hostel safety during Covid-19

Branch: Institution Development and Coordination	K – WCED Guideline: Managing hostel safety during Covid-19	
K - WCED Guideline	Issued: 22 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder
Date: 2020-05-22

K – WCED GUIDELINE: MANAGING HOSTEL SAFETY DURING COVID-19

1. Purpose

These guidelines are to prepare school and hostel management for the return of learners to hostels and how to manage the hostel environment during Covid-19.

2. Preparation for the return of learners to the hostel.

- 2.1. Hostels must be cleaned before learners return to the hostel. Please see E- WCED Guideline: Cleaning of schools and maintaining hygiene.
- 2.2. Rooms must be prepared, taking into account physical distancing measures.
- 2.3. Rooms, exclusively for sleeping, should be prepared. Ensure beds in rooms are spaced at least 2 metres apart.
- 2.4. Hand sanitizer or liquid soap for handwashing must be made available for learners to use at all times.
- 2.5. Ensure that there is a facility at the hostel to temporarily isolate a learner or hostel staff member if needed.
- 2.6. Suitable place(s) for learners to study or do homework under supervision should be arranged so that social distancing is effected.
- 2.7. Plan timetables for the use of bathroom facilities in the morning and at night.
- 2.8. Arrange staggered times for learners for meals so as not to congest dining room facilities. Consideration must be made in terms of the numbers and seating arrangements whilst eating.
- 2.9. In the initial phases of learners returning to the hostel, room allocations could take into account the need to separate learners as much as possible.

3. When learners return

- 3.1. All learners, including hostel staff, must be screened on arrival at the hostel. (Please see D- WCED Guideline: Screening of staff and learners).
- 3.2. Hostel staff must be screened every morning.
- 3.3. All the information collected through screening must be recorded.
- 3.4. Screening at hostel is separate from screening at school, i.e. learners in a hostel must also be screened every morning when going to school.
- 3.5. Learners are to be orientated regarding health and safety in the hostel during the pandemic. (Please see C- WCED Guideline: Orientation of staff and learners.)
- 3.6. Learners at hostels to keep a safe distance from one another at all times.
- 3.7. Learners should not visit other rooms.
- 3.8. Learners not to gather in groups in rooms.

- 3.9. Learners to study or do homework under supervision, in a suitable environment adhering to physical distancing.
- 3.10. Learners to adhere to timetables prepared on the use of bathroom facilities in the morning or at night.
- 3.11. Learners to adhere to staggered meal times.
- 3.12. Learners do not need to wear a mask when in the hostel but must wear it when leaving the hostel.
- 3.13. Learners must be taught how to care and wash their masks. If possible, learners in hostels should have use of a third mask.
- 3.14. Learners must not use one another's masks.
- 3.15. Staff who do not live in the hostel must be screened every day on arrival and wear masks at all times.
- 3.16. Kitchen staff to wear PPE when preparing food and feeding learners.
- 3.17. Learners and staff should avoid shaking hands, hugs and direct contact.
- 3.18. Should a learner or staff member become ill, the school should follow the guidelines provided in L- WCED Guideline: Managing Covid-19 cases in schools.
- 3.19. The principal must be informed immediately if a learner, educator or hostel staff member has been in direct contact with a confirmed Covid-19 case, or if they are diagnosed with COVID-19.
- 3.20. If learners go home over weekends, they must be screened on return.

4. If there is a suspected case of Covid-19 in the hostel

- 4.1. Should a hostel learner show symptoms associated with Covid-19, isolate the learner must be isolated until they can be collected or taken home.
- 4.2. Parents/Guardian of the learner should be informed immediately.
- 4.3. On collection of the learner, the parent should be provided with information on what to do when a learner displays symptoms of Covid-19.

5. If there is a confirmed case of Covid-19 in the hostel

- 5.1. The principal must report all confirmed cases to the Circuit Manager/District Director immediately, as well as, information of the case, such as:
 - When last was the learner at school or in the hostel?
 - With whom they shared a room?
 - With whom they were in **direct** contact?
 - And with whom they were in **casual** contact?
- 5.2. An assessment of the hostel will be undertaken by the Department in conjunction with the principal and the Department of Health. The school will be advised by the district on actions to be taken. These could include:

- Learners (or some learners) being isolated in the hostel for a period of up to 14 days.
 - Sections of the hostel being closed and decontaminated.
 - The hostel being closed and decontaminated, after which, it could re-open.
- 5.3. Remember that only the Head of Department can authorise the closure of an education institution. The Head of Department will be advised by the Department of Health.



L - WCED Guideline: Managing Covid-19 cases in schools

Branch: Institution Development and Coordination	L - WCED Guideline: Managing Covid-19 cases in schools	
L – WCED Guideline	Issued: 23 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder
Date: 2020-05-23

L – WCED GUIDELINE: MANAGING COVID-19 CASES IN SCHOOLS

1. Purpose

To advise principals and school management teams on how to manage confirmed or suspected cases of Covid-19 in schools.

2. Ongoing procedures and preparations

- 2.1 All learners, teachers and non-teaching staff must be screened every day as per the Western Cape Education Department (WCED) Guideline.
- 2.2 A sick bay is to be prepared to temporarily isolate learner(s) or staff members should a learner or staff member display symptoms of Covid-19.
- 2.3 Information on who to contact as next of kin, should a learner or staff member appear to have symptoms of Covid-19, must be readily available for all learners and staff members.
- 2.4 Information on what to do should someone have symptoms should be readily available and distributed to the learner, their parents or staff member (please see pamphlet: Treatment on <https://wcedonline.westerncape.gov.za/back-school-covid-19-resources-schools>).
- 2.5 In the event of a class, section of a school, or school requiring decontamination, the school must liaise with the district which will confirm the need to do so and ensure the procurement of the service.

3. Action to be taken when a learner appears ill or displays symptoms associated with Covid-19

The following applies when a learner is suspected to be ill or displays symptoms such as persistent dry cough, high fever, respiratory distress or shortness of breath, sore throat etc. at school:

- 3.1 All learners must be screened every day.
- 3.2 The sick bay is to be prepared to temporarily isolate learner(s).
- 3.3 Should a learner show symptoms associated with Covid-19, isolate the learner and keep him/her separate from other learners or staff until they can be collected or taken home.
- 3.4 The parents/guardian of the learner should be informed immediately and requested to collect the learner.
- 3.5 On collection of the learner, the parent/guardian should be provided with information on what to do and who to contact when a learner displays symptoms of Covid-19.

4. Action to be taken when a case of Covid-19 is confirmed in a learner

- 4.1 The principal must report all confirmed cases to the circuit manager/district director immediately, as well as information pertaining to the case such as:
- when last the learner was at school;
 - with whom they were in **direct** contact; and
 - with whom they were in **casual** contact.
- 4.2 The principal and district officials will do an assessment of the case and the district official will confirm the actions to be taken.
- 4.3 The Department of Health will be responsible for identifying people with whom the learner has been in contact with and will advise the WCED on any further actions or precautions to be taken.
- 4.4 In most cases, closure of the facility or school will be unnecessary.
- 4.5 Remember that only the Head of Department can authorise the closure of an educational institution. The Head of Department will be informed by the district and will act on the advice of the Department of Health.

5. Actions to be taken when a learner has been exposed to a possible case of Covid-19.

- 5.1 If a learner has been in contact with a suspected case, no restrictions or special control measures are required while laboratory test results for Covid-19 are awaited.
- 5.2 There is no need to close the school or send other learners or staff home.
- 5.3 The school must continue to observe all Covid-19 requirements.
- 5.4 Therefore, until the outcome of test results is known, there is no action that staff members need to take.

6. Actions to be taken when a learner has been exposed to a confirmed case of Covid-19.

- 6.1 Anyone with **close** contact with a confirmed Covid-19 case must be identified and requested to stay at home for a period not exceeding 14 days from the date of exposure while being monitored for symptoms. They may not attend school. (Close or direct contact e.g. a handshake or hug. Just being in the room with no direct contact is regarded as casual contact with no risk.)
- 6.2 All **casual** contacts (no direct physical contact) should continue to attend school.
- 6.3 Should the learner who came into close contact show any symptomatic signs whilst at home, the Western Cape Government or National Institute for Communicable Diseases hotline numbers can be called for medical assistance and further testing.
- 6.4 Learners who are not close contacts of a confirmed case should attend school.
- 6.5 Learners who have interacted with a healthy contact of a confirmed case must attend school.

7. Action to be taken if a staff member is tested positive for Covid-19

- 7.1 The Covid-19 positive staff member must apply for sick leave.
- 7.2 All staff members and learners who were in **close** contact with the affected person are to self-isolate for a maximum of 14 days since the last contact.
- 7.3 All staff members required to self-isolate must apply for special leave.
- 7.4 A list of such staff members must be kept and submitted to the relevant district office.
- 7.5 The district office must keep records and submit these to Head Office's People Management Practices (PMP) section.
- 7.6 The cleaning/disinfecting of the affected space must be facilitated as described in (2.5).
- 7.7 Contact must be maintained with such staff member or learner as a means of monitoring and evaluation.

8. A staff member was exposed to a possible (unconfirmed) case of COVID-19

- 8.1 If a staff member has been in contact with an unconfirmed case, no restrictions or special control measures are required while laboratory test results for Covid-19 are awaited.
- 8.2 The staff member must continue to work.
- 8.3 The school must continue to observe all Covid-19 requirements.
- 8.4 Therefore, until the outcome of test results is known, there is no action that staff members need to take.
- 8.5 If the results are positive, apply measures as described in point 9.

9. A staff member who was in contact with a confirmed case of Covid-19

- 9.1 All those staff members who were in **close** contact with the infected person are required to self-isolate at home for a maximum of 14 days from last contact. (Direct contact e.g. a handshake or hug. Just being in the room with no direct contact is regarded as casual contact with no risk.)
- 9.2 Staff members required to self-isolate must apply for special leave.
- 9.3 The principal must ensure that the work space of people required to self-isolate is thoroughly cleaned.
- 9.4 Contact must be maintained with such a staff member as a means of monitoring and evaluation.
- 9.5 The names of the staff are to be recorded by the school and a copy submitted to the district office.
- 9.6 The district office must submit this information to Head Office.

10. A staff member or a learner displays symptoms associated with Covid-19 while at school.

- 10.1 Isolate the staff member or learner temporarily in a sick bay or room identified for temporary isolation.
- 10.2 Advise the staff member to go home or contact the learner's parents/guardian.
- 10.3 Advise the staff member or the learner's parent/guardian to call the hotline numbers.

11. Substitutes for teachers falling ill.

- 11.1 As soon as it is confirmed that a teacher is ill due to Covid-19, the school must apply for a substitute.
- 11.2 The school should also apply for a substitute if a teacher is absent from work because of the maximum 14 day self-isolation period.
- 11.3 Substitutes will be considered if affordable.
- 11.4 Schools may consider the utilisation of screened volunteers if it becomes necessary.

12. Management and monitoring of absenteeism

- 12.1 Attendance registers are to be completed daily as per norm for teachers, non-teaching staff and learners. This is a normal WCED requirement but it is also a Covid-19 requirement to help with tracing.
- 12.2 Identify critical job functions and positions at the school and plan appropriately for alternative suitably qualified staff at the school to fill the gaps that might arise because of the consequences of Covid-19.

13. If schools are closed, the following should be considered to continue learning and teaching

- 13.1 All learner and parent contact information, including digital contact information, where possible, must be up to date and readily available to relevant staff members.
- 13.2 Learning material should be prepared for a period of four weeks in advance, at all times, in the event that a school might need to be closed as a result of alert level restrictions or other factors.
- 13.3 Continue to develop learning material for learners when the school is closed.
- 13.4 Make use of the lessons provided by the General Education and Training and/or Further Education and Training Curriculum Directorates.
- 13.5 Encourage online learning via the WCED ePortal.
- 13.6 Provide parents with information regarding lessons on radio, television and the telematics programme.
- 13.7 Ensure continuity of education:
 - review continuity plans for teaching and learning; and

- implement eLearning plans, including digital and distance learning options where feasible and appropriate.
- 13.8 If necessary, determine, in consultation with district officials or other partners:
- how to train teachers to convert face-to-face lessons into online lessons;
 - how to manage technical issues if faced with limited IT support and staff;
 - how to encourage appropriate adult supervision while learners are using distance learning approaches; and
 - how to deal with the potential lack of learner access to computers and the internet at home.
- 13.9 Make available a list of available, suitable resources from radio, television and other media platforms to learners and parents.
- 13.10 Ensure continuity of school feeding programmes, if applicable.



M - WCED Guideline: Roles and responsibilities of School Governing Bodies

Branch: Institution Development and Coordination	M – WCED Guideline: Roles and Responsibilities of School Governing Bodies	
M - WCED Guideline	Issued: 23 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder
Date: 2020-05-23

M – WCED GUIDELINE: ROLES AND RESPONSIBILITIES OF SCHOOL GOVERNING BODIES

1. Purpose

The following document outlines the various roles and responsibilities of School Governing Body members to support the management of COVID-19.

2. Role of School Governing Bodies

- 2.1. The regulations pertaining to the Covid-19 pandemic do not detract from the Roles and Responsibilities of SGBs as determined by the South African Schools Act. (SASA).
- 2.2. The SGB must continue to ensure that it fulfils its function as stated in Section 20(1)(e) of SASA, to “support the principal, educators and other staff of the school in the performance of their professional duties”.
- 2.3. The Covid-19 pandemic requires School Governing Bodies to support the school management in meeting the requirements for the health and safety of the school community.

3. Actions to be taken

- 3.1. To establish a COVID-19 committee to draw up a plan in co-operation with the Principal and SMT, within the National regulations. This Health and Safety Committee could possibly be an extension of the School Safety Committee.
- 3.2. Support the school management in the implementation of Health and Safety protocols. This includes access to the school premises, the screening plan and the revised schooling plan (which learners come to school when, and timetabling).
- 3.3. To support the orientation programme of learners and communication to parents.
- 3.4. Reprioritise budgets, taking into account:
 - 3.4.1. Savings effected as a result of school being closed since 20 March 2020 – for example: maintenance, water and electricity, phone, travel, extra murals and cancellation of projects.
 - 3.4.2. Shortfalls on income from collection of school fees.
 - 3.4.3. Additional expenses that could arise from ensuring the functioning of schools during the next few months, especially safety and security (including storage of PPEs) and curriculum delivery and, where necessary, additional staff.
- 3.5. Deal with staffing issues that might arise from reduced income and the payment of SGB employees.
- 3.6. Deal with staffing issues that might arise from the absenteeism of staff.

- 3.7 Finalise the 2021 Admissions process.
- 3.8 Manage contracts with service providers due to the cancellation of extra-mural activities.
- 3.9 Request an action plan from the principal regarding the implementation of the Guidelines and monthly reports on implementation and risks.
- 3.10 Approve changes to school times, where applicable, and ensure that it is consistent with any applicable conditions of employment of staff (SASA s.20(1)(f)).
- 3.11 Communicate with parents about what is expected of them in terms of payment of school fees.
- 3.12 Make decisions about how to handle non-payment of fees.
- 3.13 Decide on how to deal with parents who wish to visit the school.
- 3.14 Approve addendums or extensions to existing policies to deal with Covid-19. For example: The Safety Policy, the Code of Conduct, determining policy regarding school-paid staff absence because of co-morbidities, or any other policies that need COVID-19 addendums.

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