LA ROCHELLE
GIRLS’ HIGH SCHOOL

COVID-19
POLICY DOCUMENT
for Teachers, Non-Teaching Staff and Learners

2020

in compliance with the
WESTERN CAPE EDUCATION DEPARTMENT

and the
DEPARTMENT OF EDUCATION
PREFACE

The La Rochelle Girls’ High School COVID-19 POLICY DOCUMENT has been drafted by the members of the SMT, namely:

A LOCHNER (Principal)
N VAN ASWEGEN (Deputy Principal)
Heads of Department: H NAUDè, Q MEADES and L NEETHLING.

The Policy is in compliance with the regulations as stipulated by the Western Cape Education Department:

- WCED GUIDELINE A: IMPORTANT INFORMATION FROM THE PROVINCIAL DEPARTMENT OF HEALTH
- WCED GUIDELINE B: ROLES AND RESPONSIBILITIES
- WCED GUIDELINE C: ORIENTATION OF STAFF AND LEARNERS
- WCED GUIDELINE D: SCREENING OF STAFF AND LEARNERS
- WCED GUIDELINE E: CLEANING OF SCHOOLS AND MAINTAINING HYGIENE
- WCED GUIDELINE G: PSYCHO-SOCIAL SUPPORT
- WCED GUIDELINE I: MANAGING LEARNERS WITH COMORBIDITIES
- WCED GUIDELINE K: MANAGING HOSTEL SAFETY DURING COVID-19
- WCED GUIDELINE L: MANAGING COVID-19 CASES IN SCHOOLS
- WCED GUIDELINE M: ROLES AND RESPONSIBILITIES OF SCHOOL GOVERNING BODIES

and the DEPARTMENT OF EDUCATION:

- DBE CORONAVIRUS ORIENTATION GUIDELINES FOR SCHOOLS
- DBE GUIDELINES FOR SCHOOLS ON MAINTAINING HYGIENE DURING THE COVID-19 PANDEMIC
- DBE: STANDARD OPERATING PROCEDURE FOR THE PREVENTION, CONTAINMENT AND MANAGEMENT OF COVID-19 IN SCHOOLS AND SCHOOL COMMUNITIES
A. CORONAVIRUS ORIENTATION
of Teachers, Non-Teaching Staff and Learners

1. ORIENTATION PROGRAMME

All staff members and learners need to be orientated on Covid-19 hygiene and safety protocol at schools.

- Principals must orientate the SMT before teachers return to school.
- The principal must designate a member of the SMT to orientate teachers and non-teaching staff when they return.
- Learners must be orientated as the grades are phased in.

2. PREAMBLE

On 7 January 2020, Chinese scientists confirmed a cluster of pneumonia cases that had been identified in the city of Wuhan, in Hubei Province, China in December 2019, which were associated with a novel coronavirus. The virus has been named SARS-CoV-2 and the disease it causes has been named Coronavirus disease 2019 or COVID-19.

The World Health Organization’s (WHO) International Health Regulations Emergency Committee declared the outbreak a public health emergency of international concern (PHEIC) on 30 January 2020 and South Africa activated its Emergency Operations Centre (EOC) on 31 January 2020.

South Africa’s first case of COVID-19 was confirmed on 5 March 2020 by the Minister of Health, Dr Zwelini Mkhize. On 15 March, the first internal transmission of COVID-19 was announced by President Cyril Ramaphosa, who declared a national state of disaster and a partial travel ban. He announced travel advisories and discouraged the use public transport.

School closures were mandated, and gatherings of more than 100 people were prohibited. This was followed by the Minister of Cooperative Governance and Traditional Affairs, Dr Nkosazana Dlamini Zuma, designated under Section 3 of the Disaster Management Act, 2002 (Act No. 57 of 2002) ("the Act"), declaring a national state of disaster, published in Government Gazette No. 43096 on 15 March 2020, in terms of Section 27(2) of the Act, after consulting the relevant Cabinet members.

Following this declaration, the various organs of state, including the Department of Basic Education (DBE), instituted drastic measures to curb the spread of the virus. Schools closed on Wednesday, 18 March 2020, in accordance with the pronouncement by the President on 15 March 2020. This decision was informed by the warnings issued by the National Institute of Communicable Diseases (NICD) and WHO, highlighting the increased number of infections in South Africa, particularly among people without a travel history, thus indicating local transmission of the virus. Schools have been identified as high-risk areas, in terms of ease of transmission, due to the close contact of large numbers of people.

The DBE issued circulars providing containment/management guidelines for ordinary public and independent schools to all provincial education departments (PEDs), unions and school governing bodies (Circulars No 1
and 3 of 2020: Containment/Management of COVID-19 for schools and school communities). After briefings with education stakeholders, Minister of Basic Education, Mrs Angie Motshekga, MP, delivered media statements regarding the sector’s response to the pandemic.

3. UNDERSTANDING COVID-19

What is COVID-19?

COVID-19 is a respiratory illness caused by a novel (new) virus, and we are learning more about it every day. There is currently no vaccine to protect against COVID-19. Thus, the best way to prevent infection is to avoid being exposed to the virus that causes it. Stopping transmission (spreading) of the virus through everyday practices is the best way to keep people healthy. More information on COVID-19 is available from the National Institute of Communicable Diseases www.nicd.ac.za; the Department of Health www.health.gov.za and the Department of Basic Education www.education.gov.za.

Schools, working together with local health departments, have an important role in slowing the spread of the disease to help ensure learners and educators have a safe and healthy learning and working environment.

How is the coronavirus spread?

COVID-19 is spread by fluid droplets when coughing, sneezing or talking. It can be spread by a person who has been infected before they have symptoms, during illness and for a short period of time after they feel better. Researchers estimate that around 44% of infections are transmitted by people who do not show any symptoms. Virus particles can survive in the air for a short period of time and can remain on hard surfaces such as plastic or steel for a few days, if they are not removed with regular cleaning. COVID-19 is spread by contaminated hands touching the hands of others or touching things such as money, credit cards, door handles and counters. When you then touch your eyes, nose and mouth after you have touched other people’s hands and belongings with COVID-19, you may become infected.

Some of the symptoms of COVID-19

4. **FIVE “GOLDEN” RULES TO PREVENT THE SPREAD OF THE CORONAVIRUS**

The following are the 5 Golden Rules to prevent the spread of the coronavirus:

1. **Separate yourself physically from other people:**
   - By staying away from people as much as possible.
   - By staying home if unwell.

2. **Physical distancing when around other people:**
   - Keep a distance of at least 1.5 metres (2 arm lengths) from others.
   - Do NOT shake hands, hug, fist bump or elbow bump. Keep your distance.

3. **Hand washing/sanitizing:**
   - Regular hand-washing with soap and water for 20 seconds.
   - Rub hands with alcohol-based hand sanitizer.
   - Wash hands after touching people, surfaces and objects.

4. **Practising good hygiene measures:**
   - Cough or sneeze into your elbow or a tissue and then put the tissue in a bin and wash your hands immediately.
   - Do not touch your face with unwashed hands.

5. **Using cloth face masks:**
   - Use a cloth face mask to cover your nose and mouth.
   - Don’t touch the mask after you put it on.
   - Leave the mask on at all times except when you need to eat/drink. For eating/drinking, take it off carefully by the strings and place it in a clean paper, or plastic bag.
   - Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer.

---

**Note on alcohol-based hand sanitizers:**

- If you are not near a handwashing station and soap, use a hand sanitizer to clean your hands.
- Sanitizers should have an alcohol content of at least 60% for maximum protection. No more than 60% is required.
- Use a hand sanitizer only on dry hands.
- If you are using gloves, sanitize your hands before and after use (of the gloves).
- Do not use a sanitizer on gloves.
- Do not sanitize and use water at the same time, as it is harsh on your skin.
5. **WHAT STAFF AND LEARNERS SHOULD DO BEFORE LEAVING HOME**

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Stay at home when you are sick and try and keep a distance from others at home. Inform the school of your absence.
- Cover your cough or sneeze with a flexed elbow or a tissue, and then throw the tissue into the bin.
- Clean and disinfect frequently-touched objects and surfaces.
- Wear your mask.

6. **WHAT STAFF AND LEARNERS SHOULD DO ON THEIR WAY TO AND FROM SCHOOL**

- Wear your mask.
- It is important to practise social distancing and good hygiene to prevent becoming infected if you are walking to school. Try to keep at least a 1.5 metre distance between you and another person walking to school.
- It is equally important to practise social distancing and good hygiene to prevent becoming infected if you are using public transport to school or sharing transport (lift club). The wearing of a mask is mandatory (compulsory) when using public transport.
- According to the Regulation, all public transport operators must ensure that transport is sanitized before and after use and observe the new prescribed passenger capacity to curb the spread of the Coronavirus (2019-NCOV).
- Sanitize your hands before entering and after disembarking from the public transport.

7. **WHAT TO DO WHEN STAFF OR LEARNERS ARRIVE AT SCHOOL**

- Make sure that you wear a mask when entering the school premises.
- All staff and learners must go directly to the designated screening area – the School Hall – to be screened.
- Hostel learners will be screened at the hostel and the school according to the prescribed measures.
- The SMT screen one another on arrival at school if the screening team is not yet in place.
- Social distancing must be maintained while waiting to be screened.
- The SMT or designated screeners can screen the non-teaching staff. Read with SECTION C regarding screening.
- Designated screeners must screen learners on arrival.
- Everybody must be screened every morning as they arrive at school.
- Wash your hands with soap and water OR hand sanitizer.
- It is recommended that you keep at least a 1.5 metre distance between you and another person.
8. **THE FOLLOWING MUST BE AVAILABLE AT SCHOOLS**

- Sufficient supplies of hand sanitizers, soap, paper towels, waste paper bins and other cleaning materials.
- Alcohol-based hand sanitizers at designated points.
- Consider providing alcohol-based hand sanitizers for each employee if they have to move around within the workplace.
- At least 2 cloth face masks per staff member and learner.

9. **PROCESS TO BE FOLLOWED WHEN LEARNERS RETURN**

- Upon the return to school of a particular grade, the principal and teachers conduct the orientation of learners on the management of the Coronavirus (2019-NCOV) at school.
- Distribute two cloth masks per learner on arrival.
- Explain the screening process.
- Conduct an orientation for learners, which should include the “FIVE GOLDEN RULES”.
- Orientate learners on the changed curriculum plan.
- Introduce the reviewed school timetable, new class lists and the subdivision of classes, if necessary.
- Brief learners on social distancing at school, travelling to and from school.
- Motivate learners on their return to school.

10. **ENGAGING WITH LEARNERS IN THE CLASSROOM**

- Learners must wear a mask before being allowed into the class.
- Check the desk arrangement in the class. Desks should be at least 1 metre apart as far as possible.
- Learner discipline in the class is of utmost importance, so identify what is required of them to ensure their safety.
- Teachers to observe the 1.5 metre distance between themselves and learners and other teachers as far as possible.
- Instruct learners to adhere to the cloakroom guidelines.

11. **USE OF CLOTH FACE MASKS**

- Cloth face masks have to be worn by anyone going out in public (including workplaces). Cloth masks must be used properly to be effective. (Refer to the advice below.)
- Each staff member and learner must be provided with 2 cloth face masks. This allows one to be available for use, while the other is being washed and ironed.
- Despite wearing a mask, you must still make sure you follow the other measures to prevent spreading the virus – keep a 1.5 metre distance from other people and wash your hands regularly.
- You must also make sure that you know the proper way to put on, wear and take off your mask.
- Take note of the following advice for wearing cloth face masks:
  - Wash your hands before putting on the mask;
  - Place the mask with the correct side facing your nose and mouth. Make sure both are covered well. Tie the strings behind your head, or if the mask has elastic bands, make sure they are tight;
• Once you have put on the cloth face mask and you are comfortable with the fit of the mask, DO NOT TOUCH YOUR FACE OR THE MASK until you take off the mask. Leave the mask on all the time, except when you need to eat/drink;
• Take off the mask by untying the strings or elastic bands and holding it by the strings only. Place it in a container ready to be washed;
• Do not touch the actual mask itself when you are taking it off;
• Do not store the mask around your neck when not in use;
• Wash your hands thoroughly after taking off the mask;
• Wash the cloth mask in warm water and iron it every day;
• If anyone needs to take off their mask during the work day (e.g. during tea/lunch break) and is then required to put it on again, care must be taken only to handle the mask by the strings of the mask. The mask must be stored in a clean paper or plastic bag (clearly labelled with the person’s name) when not in use.

12. **VENTILATION**

- Maximise natural ventilation at the school. This can be done, for example, by leaving doors open, or by opening windows.

13. **DAILY CLEANING ROUTINES AND WASTE MANAGEMENT**

- Frequently used and touched surfaces and objects should be cleaned and disinfected daily.
- Use soap and water to clean areas where possible. Then, disinfect with a diluted bleach solution. Dilute 30ml of bleach per litre of water.
- If the area cannot be cleaned with soap and water, then wipe down the area carefully with a 70% alcohol solution.
- Common disinfectants that could be used include:
  - Bleach i.e. Sodium hypochlorite (0.1%)
  - Alcohols i.e. Ethanol (70%)
  - Quaternary ammonium compounds
  - Hydrogen peroxide (3%)
  - Peroxyacetic acid (0.5%)
  - Phenolic i.e. carbolic soap - Iodophors i.e. iodines (1%).
- Any equipment which is shared by employees should be cleaned before each use.
- Waste from waste containers should be disposed of in plastic bags and sealed before discarding into the general waste for refuse collection.
- Employees handling waste must wear utility gloves when emptying the waste containers.
- Waste handlers and cleaners should wear closed shoes.
- Clean the waste storage area daily.
14. RECEIVING GOODS FROM SUPPLIERS

- Drivers should remain in their vehicles as far as possible.
- Drivers and assistants must wear a cloth mask.
- Physical distance should be maintained when receiving goods.
- Drivers and assistants must use a hand sanitizer before handing any delivery documents or packages to employees.
- Ensure regular hand washing/use of sanitizer.

Contact information in the Western Cape
WCG Covid-19

Hotline number
021 928 4102
This is an extract from the Provincial Department of Health Document titled: “Preventing and Managing Coronavirus Infection in the Workplace”, with specific reference to SCHOOLS.


1. PRACTICAL STEPS FOR THE PREPARATION OF THE SCHOOL, TEACHERS AND LEARNERS

- **Risk assessment of learners and school staff**
  - Enlist the support of parents and caregivers to identify learners and school staff who are at an increased risk of severe disease (e.g. immuno-compromised, chronic illness) and work with them to make arrangements for remote learning where possible.

- **Orientate teachers and support staff on the following (at a minimum):**
  - How COVID-19 is spread or what the symptoms of COVID-19 are.
  - What measures they must put in place to prevent the spread of COVID-19.
  - How to put on, take off, store and clean a cloth face mask.
  - What to do if they have any symptoms consistent with COVID-19.
  - What to do if they have been diagnosed with COVID-19.
  - What to do if they have come into close contact with someone who has been diagnosed with COVID-19.
  - How to wash and sanitize their hands correctly.
  - How to communicate with learners about COVID-19 in an age-appropriate and sensitive manner.

- **Educating learners**
  - Educate learners on the items listed above.
  - Try to incorporate Coronavirus/infection prevention/healthy habits into the learning material to reiterate the messaging.
  - Use videos, games and songs to best communicate the message to learners.

- **Communication with parents/caregivers**
  - Strengthen communication channels with parents/caregivers.
  - Ensure that the school has updated contact information (contact numbers and home addresses) for every parent/caregiver. This will be very important if cases are identified at the school and the quarantining of learners is necessary.
o Ensure that parents/caregivers are aware of the school’s policies and protocols relating to COVID-19.

o Engage with parents/caregivers who have concerns about the safety of their child.

2. PRACTICAL MEASURES TO PREVENT CORONAVIRUS INFECTION AT SCHOOLS

• Staying home when unwell
  o Anyone (teachers, support staff, learners) must stay at home if they are unwell and contact the provincial COVID-19 hotline on 021 928 4102 for guidance on testing if their symptoms are consistent with COVID-19.
  o The school should strictly enforce rules about learners staying home when they are unwell and communicate this to parents/caregivers.

• Screening teachers and support staff
  o All teachers and support staff must be screened for symptoms of Coronavirus infection daily upon arrival at the school. Where available, a non-contact thermometer (thermal scanner) can be used for temperature checks. A temperature above 38°C could indicate possible Coronavirus infection.
  o Any employee with any of the symptoms consistent with COVID-19 should not be allowed to commence work. They should be provided with a surgical or cloth mask, wash their hands and be transported to a Coronavirus testing centre.

• Screening learners
  o Learners should be screened for symptoms of Coronavirus infection daily upon arrival at the school.
  o Each school must decide how best to screen learners within the resources available to them. Schools may make use of an electronic screening tool or a paper-based tool. Screening should be done at the entrance to the school and can be done by a designated teacher/staff member.
  o Teachers, parents/caregivers and learners must be aware of the procedures that will follow in the event of a learner screening positive i.e. having one of the symptoms suggestive of Coronavirus infection.
  o If a learner has any of the symptoms suggestive of Coronavirus infection:
    ✦ The learner will not be allowed to enter the school. The learner must be isolated in a designated section of the school/area (e.g. sick bay) and provided with a face mask if they do not already have one. The parent/caregiver must be contacted and asked to collect the learner immediately. Only allow a single teacher/staff member to have contact with the learner while waiting for the parent/caregiver.
    ✦ The learner may return to school once they have been cleared by the Department of Health.
    ✦ If they are likely to be infected with the Coronavirus and have been tested, they will then need to be isolated at home or at an isolation facility. Should this occur, a mechanism for ongoing learning for the learner should be implemented by the school.
o If a learner becomes unwell during the course of the school day:
  ✦ Immediately isolate the learner from others in a designated area (e.g. sick bay) and follow
the advice provided above in the case of a learner with a positive symptom screen.

o In the case of a learner that has a positive symptom screen or becomes ill during the course of
the day, there is no requirement for people who have come into close contact with the learner
to quarantine whilst the learner is awaiting their test results.

o Quarantining will only become necessary for close contacts if COVID-19 is confirmed by a
positive test as defined by the Department of Health.

o If a learner tests positive:
  If a learner tests positive for COVID-19, she may only return after providing a negative test
result.

• Drop-off of learners
  o Screening will start at 07:10 in the morning in the School Hall.
  o No-one will be allowed on the school premises before 07:10.
  o The gate at the entrance to the School Hall will be the ONLY entrance for learners to the school
premises.
  o Learners will proceed directly to the School Hall for screening, before being allowed to enter
the school building/grounds
  o No visitor/learner will be allowed to park on the school premises.
  o Where possible, grandparents and elderly caregivers should not drop off or pick up learners at
school, because they would be at an increased risk of contracting the disease.

• Visitors to the school
  o No-one may enter the school premises without an appointment.
  o All visitors MUST wear a mask.
  o Visitors may ONLY enter the school premises via the front iron gate where screening will be
done.
  o Anyone who refuses screening will not be allowed to enter the school.

• School transport services
  o School transport vehicles must follow the guidelines for public transport services i.e. the
number of passengers should not exceed 70% of the vehicle occupancy; passengers must sit
as far from one another as possible; all windows must be open and the vehicle must be cleaned
regularly. All passengers must wear cloth face masks for the duration of the trip. As far as
possible, the driver should remain in the vehicle during drop-off and pick-up.

• School schedule
  o The schedule will be adjusted according to the social distancing requirements. It will be
amended as learners are phased in.

• In the classroom
  o Place a hand sanitizer station at the door of every classroom and ensure that any person
entering or leaving the classroom sanitizes their hands.
- Desks should be arranged in rows with the desks facing forwards to minimise learners being in face-to-face contact with one another.
- There should only be one learner at each desk as far as possible.
- Learners should sit at the same desk every day in their respective subjects.
- Space desks as far as possible from each other as the room will allow.
- Open all windows and keep the doors open as far as possible to allow for maximum ventilation.
- Rearrange lesson plans and activities to minimise the sharing of books/materials and passing items back and forth.
- **Learners should not share items such as pens, rulers, calculators etc.**

**School cloakrooms/locker facilities**
- Each learner will be issued with a “cloakroom pass”, which she will hang on the board outside the cloakrooms when visiting the facilities. If the board is full, the learner must wait outside on the allocated spot until another learner exits the cloakrooms.
- No sports bags will be allowed on the school premises.
- Place a hand wash/sanitizer station at the entrance to the cloakrooms.
- Limit the number of people in the cloakrooms at any given time and monitor that the number allowed is not exceeded.
- Ensure that all cloakroom facilities are in working order and expedite repairs.
- Ensure that cloakrooms have water and soap available at all times.
- Hands must be washed with soap and water after using the cloakrooms.
- Do not use shared towels in the cloakrooms. Use paper towels that can be disposed of in a sealed bin after use.

**Break time**
- Stagger break times so that fewer learners have break at the same time and to limit the mixing of learners from different classes.
- Learners should sanitize their hands before leaving the classroom and again upon returning to the classroom.
- Learners should not sit close to one another in groups. If there are tables at which learners sit during the break times, these tables must be cleaned regularly and between uses.
- Do not allow learners to play games that require physical contact during break.

**School tuck shops and vendors outside school property**
- School tuck shops and vendors outside the school property should not be opened.
- Learners should not be allowed to congregate in groups while awaiting collection by parents or transport services.

**Extra-curricular activities**
- Any form of extra-curricular activities, sports and group gatherings are cancelled.

**Cleaning routines**
- Follow the guidelines related to cleaning routines, materials and the use of personal protective equipment (PPES) for cleaning as stipulated in SECTION C.
- Ensure that you store cleaning materials e.g. bleach solution out of reach of children. Store in clearly labelled bottles and do not re-use beverage bottles/containers for storage.
• Staffrooms
  o Teachers’ break times should be staggered (as with those of the learners) and the number of people in the staffroom at any given time should be limited.
  o Anyone entering the room should first sanitize their hands.
  o Arrange seating in the staffroom to allow for physical distancing as far as possible.
  o Staff should, as far as possible, carry a packed lunch in labelled bags/containers and take these containers home daily to be cleaned.
  o Kitchen appliances which are handled by multiple people e.g. microwaves and kettles, should be avoided as far as possible.
  o All tables, chairs, counters and other surfaces with which people come into contact, should be cleaned regularly.
  o Staff meetings should be kept to a minimum and only key staff members should be present at the meetings.
  o Staff should explore other ways of communicating with one another e.g. mobile chats, emails and tele or video conferencing.

• Face masks
  o Teachers, support staff and learners must wear cloth face masks.
  o Teachers who have difficulty projecting their voices through the mask may remove the mask when speaking, but should wear a face shield/visor and must keep a physical distance from the students.
C. CORONAVIRUS GUIDELINES
for Teachers, Non-Teaching Staff and Learners:
MANAGING COVID-19 CASES IN SCHOOLS

1. PURPOSE OF THE GUIDELINES

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

- All learners, teachers and non-teaching staff must be screened every day as per the Western Cape Education Department (WCED) Guideline.
- 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.
- Information on whom 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.
- 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/backschool-covid-19-resources-schools).
- 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:

- All learners must be screened every day.
- The sick bay is to be prepared to temporarily isolate learner(s).
- 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.
- The parents/guardian of the learner should be informed immediately and requested to collect the learner.
- On collection of the learner, the parent/guardian should be provided with information on what to do and whom 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**

- 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.

- The principal and district officials will do an assessment of the case and the district official will confirm the actions to be taken.

- The Department of Health will be responsible for identifying people with whom the learner has been in contact and will advise the WCED on any further actions or precautions to be taken.

- In most cases, closure of the facility or school will be unnecessary.

- 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.**

- 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.

- There is no need to close the school or send other learners or staff home.

- The school must continue to observe all Covid-19 requirements.

- 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.**

- 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.)

- All **casual** contacts (no direct physical contact) should continue to attend school.

- 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.

- Learners who are not close contacts of a confirmed case should attend school.

- Learners who have interacted with a healthy contact of a confirmed case should attend school.
7. **ACTION TO BE TAKEN IF A STAFF MEMBER IS TESTED POSITIVE FOR COVID-19**

- The Covid-19 positive staff member must apply for sick leave.
- 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.
- All staff members required to self-isolate must apply for special leave.
- A list of such staff members must be kept and submitted to the relevant district office.
- The district office must keep records and submit these to Head Office’s People Management Practices (PMP) section.
- The cleaning/disinfecting of the affected space must be facilitated as described above.
- 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**

- 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 Covid19 are awaited.
- The staff member must continue to work.
- The school must continue to observe all Covid-19 requirements.
- Therefore, until the outcome of test results is known, there is no action that staff members need to take.
- 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**

- 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.)
- Staff members required to self-isolate must apply for special leave.
- The principal must ensure that the work space of people required to self-isolate is thoroughly cleaned.
- Contact must be maintained with such a staff member as a means of monitoring and evaluation.
- The names of the staff are to be recorded by the school and a copy submitted to the district office. 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**

- Isolate the staff member or learner temporarily in a sick bay or room identified for temporary isolation.
- Advise the staff member to go home or contact the learner’s parents/guardian.
- Advise the staff member or the learner’s parent/guardian to call the hotline numbers.
11. **SUBSTITUTES FOR TEACHERS FALLING ILL**

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

12. **MANAGEMENT AND MONITORING OF ABSENTEEISM**

- 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.
- 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**

- All learner and parent contact information, including digital contact information, where possible, must be up to date and readily available to relevant staff members.
- 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.
- Continue to develop learning material for learners when the school is closed.
- Make use of the lessons provided by the General Education and Training and/or Further Education and Training Curriculum Directorates.
- Encourage online learning via the WCED ePortal.
- Provide parents with information regarding lessons on radio, television and the telematics programme.
- 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.
- 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.
- Make available a list of available, suitable resources from radio, television and other media platforms to learners and parents.
- Ensure continuity of school feeding programmes, if applicable.
1. PURPOSE OF THE GUIDELINES

Hygiene interventions play an important role in reducing and preventing the spread of the COVID-19 virus, and in developing the necessary knowledge to impact attitudes of personal and community hygiene practices positively.

These guidelines provide recommendations on hygiene measures to be implemented in the school environment, in order to prevent and reduce the spread of COVID-19. These measures include the use of Personal Protective Equipment (PPE), social distancing and hand hygiene practices.

School hygiene measures should include education and awareness of educators, learners and school support on COVID-19, the spread of the virus, symptoms thereof and personal protective measures. Importantly, these hygiene practices should continue outside of the home in households and in learner transport in order to keep the school community safe.

D. CORONAVIRUS GUIDELINES
for Teachers, Non-Teaching Staff and Learners:
STANDARD OPERATING PROCEDURE FOR THE PREVENTION, CONTAINMENT
AND MANAGEMENT OF COVID-19

The coronavirus is spreading, and while we must not panic, we must practice good hygiene.

Practice good hygiene
- Wash hands often with soap and water for at least 20 seconds or use hand sanitiser if you can’t wash them.

How to practice good hygiene
- Wash your hands often with soap and water for at least 20 seconds or use hand sanitiser if you can’t wash them.
- Avoid touching your face, and don’t shake hands with anyone.
- If you need to sneeze, cough and cover mouth and nose with your arm, and then wash your hands.
- Use a clean eating utensil and don’t share them.
- Keep things you touch very clean and only touch public surfaces.

Why is it important?
- Good hygiene plays the biggest role in fighting COVID-19:
  - It reduces the number of people who get sick.
  - It also helps to prevent high-risk citizens such as the elderly, chronic health sufferers and pregnant women.

What more can you do?
- Stay home if you are ill.
- Eat healthy food, eat moderately, exercise regularly and get enough sleep.

FOR MORE INFORMATION:
www.westerncape.gov.za/coronavirus
The following are responsibilities of the principal and SMT. This is a period that demands leadership, courage and creativity to assist the department to navigate a very difficult period in education and in the country.

- Maintain a positive demeanour on government’s efforts to prevent the spread of the Coronavirus (2019-nCOV).
- Safeguard the health, safety and well-being of learners, teachers and support staff team.
- Maintain a complete database of learner, teacher and non-teaching staff information (WCED and a COVID-19 requirement).
- Depending on learner numbers, to review the time table in line with COVID-19 requirements, taking the following into consideration:
  - Class sizes;
  - Staggered breaks;
  - More than one assembly (depending on space);
- Provision for screening of teachers and learners each morning;
- Appropriate meeting spaces for staff should the staffroom be too small;
- No extra-curricular/after school activities;
- To review some Governing Body policies.

- Ensure orientation of all staff and learners in line with the guidance given in SECTION A.
  - Make logistical arrangements for the orientation sessions.
  - Ensure that all teachers attend the orientation sessions.

- Explain to the staff the leave dispensation – in accordance with DBE regulations – that will be applicable for teachers with comorbidities. The principal must submit a complete list of such teachers who could qualify to work from home. The identified teachers must submit a leave application form with the required medical report to the principal.

- Develop a plan for and oversee the thorough cleaning of the school before the arrival of teachers and learners and the ongoing cleaning and sanitizing of the school on a daily basis.
- With the assistance of the SMT, put in place measures for hygiene control and social distancing prior to the return of teachers and learners.
- Oversee the implementation of the orientation session and curriculum recovery plans at school level and provide the necessary support to the teachers and learners.
- Keep parents informed of the plans and the changes to be implemented.
- Monitor social distancing prescripts.
- Ensure that the provision of water and sanitation, safe, healthy teaching and learning environments and personal protective equipment such as face masks are in place.
- Keep parents and learners informed of virtual/online learning, TV, radio and other similar initiatives that are available to learners, especially those who have not returned to school because of comorbidities.
- Find ways to ensure that teaching and learning continues with learners who are still at home awaiting the phased return to the classroom.
- While there may be an increase in the use of ICTs and digital technologies as a temporary solution to the Coronavirus (2019-nCOV) crisis, measures must be proactive to protect learners from the risks associated with social media platforms (e.g. cyberbullying, etc.).
- Ensure that the most vulnerable learners are protected, motivated and provided with all the necessary support.
- Provide the district office with the names of vulnerable learners (comorbidities). Circuit Managers will provide guidance on how these learners must be dealt with.
- Collaborate with the district office for the provision of psycho-social support, where necessary, including counselling services to learners, teachers and support personnel to ensure their well-being.
- Investigate all cases of absenteeism to minimise the risk of dropouts.
- Proper arrangements (process, place and staff) to do screening of teachers and learners in the morning.
- Observe all COVID-19 protocols.
- Monitor the receipt of hygiene and safety equipment for schools.
4. SCREENING OF STAFF (TEACHING AND NON-TEACHING) AND LEARNERS

Objective

To provide guidelines to principals and SMTs on how to manage the screening process when staff, learners and/or any other people enter the school premises. The screening measures are necessary to protect teachers and learners and to avoid the spreading of or infection with the COVID-19 virus.

The Provincial Department of Health has indicated that screening is a simple procedure that does not require health officials or specialist training. It encompasses the asking of a number of questions and temperature screening (if thermometers are available). The Department of Health has further indicated that they do not have capacity to do screening at schools. Hence, schools must plan for or determine a roster of staff to do the screening.

4.1 Control of entrances

- The number of entrances used must be limited depending on the availability of screeners.
- The School Hall is the designated area where learners will be screened every morning. Teachers must assist so that there is proper control.
- Principals must ensure that screeners receive the necessary orientation.
- Screeners must wear a mask and sanitize their hands frequently.
- No person should be allowed onto the school premises without a mask. Masks will be provided by the WCED – two for every teacher and learner.
- Schools can consider staggering the starting time in order to minimise congestion in the morning.
- Social distancing must apply when learners queue to be screened for admission to the school.
- The WCED will provide schools with digital thermometer scanners, which must be used to measure the body temperature of entrants.
- An application has been developed which could assist with this process.
- Any person who refuses to be screened, cannot be allowed onto the school premises.

4.2 Procedural aspects

The following should occur at the identified entrance points to the school:

- Screening staff must report on time for the screening process.
- Ensure that all the screening materials are ready and in working condition.
- Learners/teachers must be asked to queue for screening, observing the 1,5 m social distancing requirement.
- Markers on the ground/floor can be used to assist with social distancing.
- Ensure that individuals wear masks. No-one must be allowed onto the premises without a mask.
- The temperature of every learner must be taken and recorded.
- The person must then answer five questions (the template with the questions will be provided to schools for duplication). The template will contain the following questions:
Screening Template

<table>
<thead>
<tr>
<th>Name of Teacher/Learner/Employee/Other</th>
<th>Grade/Class</th>
<th>Date</th>
</tr>
</thead>
</table>

Temperature Reading: ………………………………

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you have a cough?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you have a fever?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you have shortness of breath?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you have a sore throat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Within the last 14 days, did you have direct contact with someone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>known to have contracted the Coronavirus disease (Covid-19)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Screener: ……………………………………

- If the answer to all the questions is “No”, the session can end and the individual is permitted to enter the school for a temperature check.
  
  NB. If the temperature taken is higher than 38˚C, or any one of the questions is answered “Yes”, the individual will become a “person under investigation” (PUI) and must be isolated and referred for testing.

- The individual at risk must be requested to consult the COVID-19 hotline number (Western Cape Government 021 928 4102 or National Institute for Communicable Diseases 0800 029 999).

- After this process, the individual must proceed to the next point where he/she must wash hands or use hand sanitizer before proceeding to the administrative building or classrooms.

- The information of all teachers and learners screened must be recorded. The daily recording of screening is a requirement and must be complied with.

- The school must prepare the sick bay or any other room to keep teachers/learners who did not pass screening temporarily. Teachers must be requested to isolate for 14 days and take the necessary precautionary measures to prevent the further spread of the virus. A learner’s parents must be contacted so that they can collect and take care of the learner. Such learners must isolate for 14 days and if necessary, consult a medical practitioner or call the hotline numbers.

- If the WCED app is available to your school, the data will be captured directly to the app.

- If the app is not available, use the example of the WCED template above with the screening questions to be completed by the screener during screening. This can be adapted to class lists using the same questions.
5. CLEANING OF SCHOOLS AND MAINTAINING HYGIENE

Purpose
School buildings have been standing vacant for almost six weeks. Because of the short life span of the coronavirus, school buildings are safe and hence, do not need to be deep cleaned. Instead, schools need to be cleaned thoroughly with disinfectants. The following guidelines can be followed when cleaning school buildings and maintaining hygiene.

1. Daily duties of cleaners:

Daily duties of cleaners include:

- Clean all surfaces (e.g. floors, cloakrooms, desks) thoroughly daily with disinfectant cleaner (recommend sodium hypochlorite 0.5% (biocide sachets), or bleach mixture of 250ml of bleach to 5 litres of water).
- Surfaces that are frequently touched such as taps, doorknobs at classrooms and toilets, gate handles, locks and toilet handles. Other frequently touched areas are in staffrooms. Items such as microwaves, kettles, fridges and photocopy machines are high risk surfaces and must be cleaned with 20 ml bleach per litre of water before and after use.
- Collect all the bags with possible contaminated waste in bins in classrooms and offices. Tie the bags and dispose of them properly in big refuse bags. Tie the refuse bags again.
- Wear protective gear at all times as discussed below.

2. Personal Protective Equipment (PPE) for cleaning:

All cleaners must adhere to the “FIVE GOLDEN RULES”. Cleaners must also ensure that:

- Face masks be worn all the time.
- They protect their hands by washing or disinfecting frequently, or by wearing gloves (which must also be thoroughly cleaned or disposed of).
- They wear closed shoes.

In addition, it is recommended that cleaners should have access to:

- Heavy duty gloves
- Face masks
- Closed shoes

Correct use, necessary hygiene practices and proper disposal of PPE is important to avoid cross contamination from PPE to the user’s hands or clothes. Cleaners should perform hand hygiene using the proper techniques before putting on protective gear for cleaning and after removing it, when changing gloves or after any contact with waste material.

The procedure to follow:

- Wash the gloves with disinfectant and dry with a paper towel. Place the paper towel in a bin.
- Remove the gloves and put them on a disinfected surface.
- Wash your hands with soap and water.
- Face masks should be washed and ironed every day.
3. Cleaning offices and classrooms:

- Surface tops (tables and cupboards), especially those areas frequently touched, must be cleaned with diluted bleach disinfectant (20 ml bleach per litre of water).
- All learner desks must be cleaned with diluted bleach disinfectant (20 ml bleach per litre of water).
- A cloth can be used to clean these surfaces with the disinfectant.
- Cleaning staff must use protective gloves when doing so.
- The classroom door handle(s) must be cleaned before the teacher, subject class learners or register class learners enter the room.
- Floor surfaces can be mopped with diluted bleach disinfectant after they have been swept.

4. Maintain a clean and safe environment in the office/classroom:

- Surfaces that are frequently touched, e.g. the doorknobs, must be cleaned frequently with a 20 ml bleach per litre of water, or disinfectant wipes/liquid.
- Stationery such as pens, erasers, books, rulers, pencils, etc. must not be shared amongst learners and/or teachers or placed in one’s mouth.
- Classrooms must be well ventilated.
- Coughing (in the bent elbow) and sneezing etiquette (in a tissue) must be adhered to at all times.
- Social distancing must be observed.
- Classrooms must be cleaned at least twice a day with a disinfectant.
- Desks/chairs must be cleaned by occupants/cleaners at the end of the day, after the classroom has been vacated or is occupied the next morning.

The following listed items should be made available in each classroom/office/hostel room/kitchen/school hall/, as far as possible:

- A hand sanitizer with at least a 60 % alcohol base.
- A litter bin with lid, lined with a bin liner (or black refuse bag) in which all tissues, paper towels and possible contaminated waste must be discarded.
- Paper towels, tissues or toilet paper to dry hands or wipe surfaces. Used paper towels must be discarded safely in the litter bin which must have a lid.

5. Cleaning of cloakrooms:

- Cloakroom door handles, etc. should be cleaned with diluted bleach disinfectant (20 ml bleach per litre of water) hourly, or at least before and after breaks and after the learners have been dismissed for the day.
- Access to cloakrooms must be regulated by the school to ensure that not too many learners are in the cloakrooms simultaneously. Think of staggered breaks.

6. Maintain clean and safe cloakrooms:

- A portable handwashing station, handwashing soap (liquid) or hand sanitizer should be in all cloakroom facilities for handwashing after using the toilet facilities.
o Disinfectant cleaner (recommend sodium hypochlorite 0.5% (biocide sachets), or bleach mixture of 250ml of bleach to 5 litres of water) must be utilised for daily cleaning of all surfaces.

o Surfaces that are regularly touched, e.g. taps, doorknobs and toilet handles must be wiped down hourly or when appropriate, with 20 ml bleach per litre of water or disinfectant wipes/liquid.

7. Risk reduction methods for schools:

After the school has been cleaned, it is important to ensure that the safety of the environment is maintained. This is the responsibility of all users of the school (teachers, non-teaching staff and learners). Below follow some risk reduction methods to be observed by all:

o Each person (parent, teacher, learner or visitor) who enters or leaves a school, must wash or sanitize their hands at the entrance/gate using hand hygiene stations which are equipped with liquid soap, or soap and running water, or water that can be sprayed onto the hands (or sanitize with a hand sanitizer with a 60/70% alcohol base).

o For now, parents and visitors should not be allowed onto the school premises as far as possible.

o Take the temperature of each person (parent, teacher, learner or visitor) who enters the school with a digital thermometer scanner as follows:

  o A reading of 38° C and above indicates possible fever.

  o Visitors and staff with a fever are not allowed on the school premises.

  o Learners with a fever must be kept separately from other people until they can return home. Parents/caregivers should be contacted without undue delay. It is strongly advised that in these situations, parents are requested to fetch their children and take them to the doctor or clinic.

  o The installation, supervision, and regular refilling of the stock/equipment is the responsibility of the principal or his/her delegate.

8. Principals must ensure:

o They receive the initial hygiene pack ordered by the WCED for all schools. Sign receipt and retain copy to be later sent to the department.

o Stock must be replenished to prevent a situation where no essential sanitation and hygiene material is available.

o Ensure refresher hand hygiene training and reminders to learners.

o Communication to parents about the importance of hand hygiene and social distancing in preventing the spread of the COVID-19 virus.

9. Hand Hygiene procedure:

o Frequent hand hygiene must be part of the routine of everyday life in schools.

o Every person who enters a classroom must wash their hands with soap (liquid) and water (that is clean and has not been used before, i.e. no grey water) or sanitize (with at least a 60 % alcohol base) their hands and again when leaving the classroom.
10. Advocacy material on handwashing must be available. Information messages should also include:

- Avoid touching eyes, nose and mouth.
- Wear a mask at all times, especially when you communicate with others.
- Follow good respiratory hygiene: cover your mouth and nose with your bent elbow or tissue when coughing or sneezing, then dispose of the used tissue in a bin with a lid.
- Maintain at least a distance of 1.5 m between you and others, i.e. there must be no physical contact between you and any other person during school hours and/or before and/or after school and/or on your way from home to school or school to home or any other destination for that matter.
- Do not talk into the face of others if you do not wear a mask that covers your mouth.
1. PURPOSE OF THE GUIDELINES

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:

- The province has an employee health and wellness service provided by Metropolitan Health.
- 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.
- Employees can contact the EHWP on their toll-free number: 0800 1110011 to have a confidential conversation with one of their counsellors.
- Employees can also send them a “Please call me” at *134*664*38# or email them at wced@mhg.co.za.
- More information can be accessed via the WCED’s EHWP web portal at: https://wcedonline.westerncape.gov.za/employee-health-and-wellnessprogramme.

2.3. Psycho-Social Support Services

Psycho-Social support services will be based on the following aspects of support:

- School-wide (whole school) capacity building regarding teacher and learner mental health knowledge/wellness awareness/practices/interventions.
3. ROLES AND RESPONSIBILITIES

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

- Provide psycho-social support guidelines for the eight districts.
- Monitor and identify trends regarding psycho-social support needs and the impact of interventions.
- 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)

- 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 co-ordinators), other government departments and NGOs to support schools (teachers/learners) affected by the COVID-19 pandemic.
- 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.
- DBSTs/CBSTs to provide guidance and support to schools.
- Learner check-in activity.
- Baseline classroom psycho-social survey to be conducted.
- Psycho-social support will be based on referrals via the support pathway and feedback gathered from the schools.
- Support to schools by the DBST/CBST to be prioritised according to level of support needed.
- 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.
- Trauma-Informed/Resilient Schools (TIRS) interventions will be done at the most vulnerable schools and communities as a priority.
- CBSTs to liaise with SBSTs/SMTs/governing bodies to facilitate the provision of psycho-social support through the support pathway.
- DBSTs to foster collaboration and discussions with other components at district level for a unified approach.
  - Curriculum:
    Liaise with Life Orientation, etc. subject advisors to infuse COVID19 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.
o Safe Schools: Liaise with Safe Schools coordinators on programmes they have that can be added to post-COVID-19 psycho-social support.

o HIV/AIDS: Liaise with care and support coordinators on support programmes that can be added to post-COVID-19 psycho-social support.

o 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:

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

Guidelines for teachers returning to school:

Emotional
- Normal feelings: anxious, worried, overwhelmed
- Remember: You are not alone
- Reach out to colleagues for support
- Find ways to approach learners

Physical
- Personal Protective Equipment (PPE)
- All Educators and learners will be provided with PPE
- School buildings will be sanitized

Mental
- Need support?
- Contact the WCED Employee Health and Wellness Program
  - Toll free: 0800 111 011
  - Email: wcde@mhg.co.za

Skill Development
- Navigate change effectively by adjusting:
  - Thinking and attitudes about online learning
  - Behaviour by seeking support in teaching technology
  - Emotions by reigniting anxiety
  - Tactile the new technology is re-integrated in the teaching-learning process
5. PSYCHO-SOCIAL SUPPORT FLOWCHART

[Flowchart diagram]

Parent guide on assessment for learning for their children

**During COVID-19 times**
- Social distancing when in public or even when they return to school.
- Wash hands regularly with soap and water or using hand sanitizer (70% alcohol based).
- Coughing or sneezing into one's elbow.

**WCED has provided additional resources in the form of lesson plans and digital media on www.wced.education/parents**

Lesson plans have assessment activities with model answers included.

**1. First link with your child's school, especially the teachers of subjects.**
**2. Use Text books & workbooks.**
**3. Check WCED resources.**
**4. Watch video lessons on SABC TV.**
**5. Listen to radio lessons on R2000 & RSG.**
**6. Obtain WhatsApp lessons from teachers.**

**Personal Planning**
- Help your child to manage their time by having a timetable for the week.
- Talk about their goals for the day or for the tasks they are currently busy with.
- Ask how they know that they understand the work.
- Ensure that your child is reading every day - e.g. books, fact books, comics, magazines, newspapers.

[Logo: Western Cape Government, WCED]
1. **PURPOSE OF THE GUIDELINES**

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**

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

4. **RESPONSIBILITIES OF PARENTS**

- 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 (FORM C).
- Parents must ensure a conducive environment for the learner to learn at home. This would include learning space, resources etc.
- Parents must ensure that all work and assignments are collected and delivered at school, as required by the school.

5. **RESPONSIBILITIES OF THE SCHOOL**

- Teachers must prepare work for such learners on a daily or weekly basis and make it available to the learner.
- Parents must receive the work or assignments, mark it and return it to the learner.
- Teachers must engage with the parents in relation to making arrangements for the necessary assessments.
The schools and parents will be informed when this concession must come to an end.

---

### ANNEXURE A

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

The list of Comorbidities, Risk Factors and Definitions are:

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>Detail</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular Disease</td>
<td>Moderate/ Severe Hypertension</td>
<td>Moderate hypertension: systolic BP 160-179 mmHg and/or diastolic BP 100-109 mmHg. Severe hypertension: systolic BP ≥180 mmHg and/or diastolic BP ≥110 mmHg.</td>
</tr>
<tr>
<td></td>
<td>Congestive cardiac failure or other serious cardiovascular disease</td>
<td>Confirmed clinical diagnosis of congestive cardiac failure or other serious cardiovascular disease</td>
</tr>
<tr>
<td></td>
<td>Cerebrovascular disease, including stroke and transient ischaemic attack</td>
<td>Confirmed clinical diagnosis of cerebrovascular disease.</td>
</tr>
<tr>
<td>Respiratory Disease</td>
<td>Pulmonary Tuberculosis – untreated or in early treatment</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Moderate to severe asthma</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Chronic Obstructive Pulmonary Disease (COPD)</td>
<td>Confirmed clinical diagnosis of COPD</td>
</tr>
</tbody>
</table>

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

Learner risk factors for severe Covid-19: Comorbidities
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 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: __________________________
1. PURPOSE OF THE GUIDELINES

These guidelines are to prepare the 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

- The Hostel must be cleaned before learners return. Please see SECTION C.
- Rooms must be prepared, taking into account physical distancing measures.
- Rooms, exclusively for sleeping, should be prepared. Ensure beds in rooms are spaced at least 2 metres apart.
- Hand sanitizer or liquid soap for handwashing must be made available for learners to use at all times.
- Should it become necessary to isolate a learner or hostel staff member temporarily, they will be accommodated in the Sick Bay, Eendracht or Navarre.
- Suitable place(s) for learners to study or do homework under supervision should be arranged so that social distancing is effected.
- Plan timetables for the use of bathroom facilities in the morning and evening.
- Arrange staggered times for learners for meals so as not to congest dining-room facilities.
- Provisions must be made in terms of the numbers and seating arrangements whilst eating.
- 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

- All learners, including hostel staff, must be screened on arrival at the hostel. (Please see SECTION C.)
- Hostel staff must be screened every morning.
- Learners will be screened every morning before they go to breakfast.
- All the information collected during screening must be recorded.
- Screening at the Hostel is separate from screening at school, i.e. learners in the Hostel must also be screened every morning when they go to school.
- Learners are to be orientated regarding health and safety in the Hostel during the pandemic. (Please see SECTION A.)
- Learners in the Hostel are to keep a safe distance from one another at all times.
- Learners should not visit other rooms.
- Learners are not to gather in groups in rooms.
- Gr 8 & 9 learners will study or do homework under supervision, in a suitable environment, adhering to physical distancing.
- Gr 10 to 12 will study in their rooms.
- As extra support, classes will continue online as learners will not be permitted to leave the premises.
- Subjects offered at other venues, e.g. UGO, Art and Computers Studies will be managed as soon as information in this regard becomes available.
- Learners are to adhere to timetables for the use of bathroom facilities in the morning and evening.
- Learners are to adhere to staggered meal times.
- Learners need to wear masks in communal areas.
- During meals, marks must be placed in a ziplock bag.
- Learners must be taught how to take care and wash their masks. If possible, learners in the Hostel should have use of a third mask.
- Learners must not use one another’s masks.
- Staff who do not live in the Hostel must be screened every day on arrival and wear masks at all times.
- Kitchen staff must wear PPE when preparing food and serving meals to learners.
- Learners and staff should avoid shaking hands, hugs and direct contact.
- Should a learner or staff member become ill, the school should follow the guidelines provided in SECTION C.
- 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.
- After a weekend, learners return from 15:00 on a Sunday and 06:30 on Mondays and they will be received by the Hostel Matrons on duty who will screen them. Parents must please only drop their learners off – they do not need to sign their daughters back in.

4. IF THERE IS A SUSPECTED CASE OF COVID-19 IN THE HOSTEL

- Should a hostel learner show symptoms associated with Covid-19, the learner will be isolated in the Sick Bay, Navarre or Eendracht until they can be fetched or taken home.
- Parents/Guardian of the learner should be informed immediately.
- When a parent fetches a learner, they 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

- 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?
- 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 reopen.
  o The principal must report all confirmed cases to the Circuit Manager/District Director immediately, as well as, information of the case, such as:

6. **ACCESS TO THE HOSTEL PREMISES AND BUILDINGS**

• People may only enter the Hostel by appointment.
• Visitors will be screened before they are allowed access to the premises.
• Visitors must wear a mask.
• Parents who drop off or fetch learners must remain in their vehicles.
• Entry points:
  o Workers: via the kitchen entrance
  o Learners: via the Study Hall
  o Visitors: via the front door
Acknowledgements:

This guideline has been compiled with the kind co-operation of the Governing Body Foundation (GBF) and the Federation of Governing Bodies of South African Schools (FEDSAS).

1. PURPOSE OF THE GUIDELINES

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

- 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).
- 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”.
- 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

- 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.
- 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).
- To support the orientation programme of learners and communication to parents.
- Reprioritise budgets, taking into account:
  - Savings effected as a result of the school being closed since 20 March 2020 – for example: maintenance, water and electricity, phone, travel, extramurals and cancellation of projects.
  - Shortfalls on income from collection of school fees.
  - 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.
- Deal with staffing issues that might arise from reduced income and the payment of SGB employees.
- Deal with staffing issues that might arise from the absenteeism of staff.
- Finalise the 2021 Admissions process.
- Manage contracts with service providers due to the cancellation of extramural activities.
- Request an action plan from the principal regarding the implementation of the Guidelines and monthly reports on implementation and risks.
- 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)).
- Communicate with parents about what is expected of them in terms of payment of school fees.
- Make decisions about how to handle non-payment of fees.
- Decide on how to deal with parents who wish to visit the school.
- 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.