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| Basic Education LOGO | | | | | | | | | | |
| **COVID-19 SCHOOL COMPLIANCE MONITORING TOOL** | | | | | | | | | | |
| Date of Visit | | |  | | | | | | | |
| DBE Official | | |  | | | | | | | |
| Contact detail (s ) for DBE official | | |  | | | | | | | |
| **SECTION A: SCHOOL PARTICULARS** | | | | | | | | | | |
| Province | | |  | | | | | | | |
| District | | |  | | | | | | | |
| Circuit | | |  | | | | | | | |
| Name of School | | |  | | | | | | | |
| School Quintile | | |  | | | | | | | |
| EMIS Number | | |  | | | | | | | |
| Principal’s Name and Surname | | |  | | | | | | | |
| Tel/ Cell No. | | |  | | | | | | | |
| E-mail Address | | |  | | | | | | | |
| Highest Grade in the school | | |  | | | | | | | |
| Lowest Grade in the school | | |  | | | | | | | |
| Number of Learners | | |  | | | | | | | |
| **SECTION B** | | | | | | | | | | |
| **KEY AREAS** | **AREAS OF FOCUS** | | | **Yes/No** | | **Comments** | | | | |
| **1. FACILITIES** | The school environment is clean and conducive for learning | | |  | |  | | | | |
| The school has been disinfected | | |  | |  | | | | |
| The school has adequate classrooms to accommodate learners and observe social distance | | |  | |  | | | | |
| The school has adequate hostel accommodation for learners after the application of social distancing | | |  | |  | | | | |
| Desks/Tables and chairs are adequate to ensure that learners do not share a desk | | |  | |  | | | | |
| There is a plan, with clear intervals, to ensure the sanitisation of surfaces and assistive devices | | |  | |  | | | | |
| Isolation room/s is/are available | | |  | |  | | | | |
| Classrooms, workshops and specialised rooms are sanitised prior to the start of each school day | | |  | |  | | | | |
| Masks, including transparent masks for learners in schools for the Deaf, have been supplied | | |  | |  | | | | |
| Cleaning gloves for support staff have been supplied | | |  | |  | | | | |
| Disposable aprons for support staff have been supplied | | |  | |  | | | | |
| **2. WATER AND SANITATION** | Adequate and clean ablution facilities are available | | |  | |  | | | | |
| There is a roster, with clear intervals, to ensure regular sanitisation of toilets. | | |  | |  | | | | |
| There is adequate running water supply/water tanks and/or taps | | |  | |  | | | | |
| All toilets have soap and water | | |  | |  | | | | |
| **KEY AREAS** | **AREAS OF FOCUS** | | | **Yes/No** | | **Comments** | | | | |
| **3. ORIENTATION FOR COVID-19** | Screeners are available & trained | | |  | |  | | | | |
| Name and contact details of the local school health nurse and local health are available | | |  | |  | | | | |
| Does the school have COVID-19 Committee? | | |  | |  | | | | |
| Orientation on COVID-19 was done for teachers, including on supporting non-verbal learners, where applicable. | | |  | |  | | | | |
| Orientation on COVID-19 was done for learners | | |  | |  | | | | |
| Orientation on COVID-19 was done for support staff, including cooks, hostel staff and drivers. | | |  | |  | | | | |
| COVID-19 messages are displayed in the school corridors, doors and inside classrooms, and these have been communicated in accessible formats (e.g. Braille; augmentative and alternative communication) for all learners. | | |  | |  | | | | |
|
| **4. COMPLIANCE WITH COVID-19 PROTOCOLS** | At least two digital thermometers are available | | |  | |  | | | | |
| Screening of learners, teachers and support staff is done every day | | |  | |  | | | | |
| Temperature of everyone is taken & recorded | | |  | |  | | | | |
| Learners, teachers, support staff and visitors are sanitised at the gate | | |  | |  | | | | |
| Learners, teachers, support staff and visitors wear masks, including transparent masks for learners and staff in Schools for the Deaf, at all times | | |  | |  | | | | |
| Teacher: Learner ratio of 1: 20 is maintained. | | |  | |  | | | | |
| Social distancing of at least 1.5m is observed and markings are used inside classrooms | | |  | |  | | | | |
| Social distancing of at least 1.5m is observed and markings are used inside specialised rooms (e.g. therapy rooms, dining halls, etc.), where applicable. | | |  | |  | | | | |
| Social distancing of at least 1.5m is observed and markings are used inside hostels, where applicable. | | |  | |  | | | | |
| Learners are not sharing desks | | |  | |  | | | | |
| Alcohol-based (70% alcohol) sanitisers have been supplied per classroom | | |  | |  | | | | |
| The number of learners with underlying conditions is known | | |  | |  | | | | |
| The number of teachers with underlying conditions is known | | |  | |  | | | | |
| The number of support staff with underlying conditions is known | | |  | |  | | | | |
| Attendance to school and classes is properly administered | | |  | |  | | | | |
| Daily attendance registers for staff are managed | | |  | |  | | | | |
| Daily attendance registers for learners are managed | | |  | |  | | | | |
| 1-1.5 m marks have been made in the assembly area to ensure social distancing | | |  | |  | | | | |
| A plan is available to control learners during break time | | |  | |  | | | | |
| Social distancing is observed in the staff room | | |  | |  | | | | |
| **5.PSYCHOSOCIAL SUPPORT** | Does the school have a functional School Based Support Team (SBST)? | | |  | |  | | | | |
| Have educators received orientation on identification and provision of psychosocial support to affected learners? | | |  | |  | | | | |
| Does the school have a list of call centers and organisations providing psychosocial support? | | |  | |  | | | | |
| **6. CURRICULUM** | Time, especially on the first day of reopening, has been set aside for ensuring that learners are ready psychosocially. | | |  | |  | | | | |
| The province/ district provided the amended Annual Teaching Plans (ATPs) to the school | | |  | |  | | | | |
| The school provided each teacher with a copy of the Revised ATPs | | |  | |  | | | | |
| The province/ district mediated the revised ATPs to schools | | |  | |  | | | | |
| **KEY AREAS** | **AREAS OF FOCUS** | | | **Yes/No** | | **Comments** | | | | |
| **7. PERSONNEL PROVISIONING** | The number of teachers is adequate | | |  | |  | | | | |
| A list of teachers who are expected to be back at school is available | | |  | |  | | | | |
| A list of support staff who are expected to be back at school is available | | |  | |  | | | | |
| Plan for teachers over 60 with comorbidities that are not at school is available | | |  | |  | | | | |
| Plan for support staff over 60 with comorbidities that are not at school is available | | |  | |  | | | | |
| The number of cleaners is adequate | | |  | |  | | | | |
| The number of support staff is adequate | | |  | |  | | | | |
| **8. SCHOLAR TRANSPORT** | The school has scholar transport | | |  | |  | | | | |
| A plan for ensuring social distance regarding scholar transport has been developed. | | |  | |  | | | | |
| All qualifying learners have scholar transport | | |  | |  | | | | |
| The driver (s) has/ have been orientated on Covid-19 | | |  | |  | | | | |
| **9. SPECIAL SCHOOLS** | Does the school have a SIAS document? | | |  | |  | | | | |
| Is there a SIAS implementation plan? | | |  | |  | | | | |
| Are there skills programmes for learners with learning disabilities? (some do cooking, knitting, motor mechanic programmes, etc) | | |  | |  | | | | |
| Does the school offer differentiated full service programmes for learners referred to them? (some learners from the mainstream are referred to special schools for assistance in their challenges which are called full service programmes) | | |  | |  | | | | |
| Does the school receive support from the district? | | |  | |  | | | | |
| What type of support is offered to the school by the district? | | |  | | | | | | |
| Have learners been provided with appropriate PPEs to meet their special needs? (some are blind, some are physically challenged, some have extreme needs) | | |  | |  | | | | |
| Were the parents of the learners oriented on COVID-19 Regulations? | | |  | |  | | | | |
| Has the school communicated with parents in respect of learners who may be unable to return when the school reopens? | | |  | |  | | | | |
| Is the school ready to provide support (i.e. learning and teaching support materials, appropriate assistive devices and therapeutic services) for learners who may be unable to return when schools reopen? | | |  | |  | | | | |
| Have teachers received training on the implementation of revised annual teaching plans? | | |  | |  | | | | |
| Was the curriculum adapted to mitigate the lost teaching and learning times? | | |  | |  | | | | |
|  | Is the school anticipating a need to rotate learner attendance in order to meet the requirements of social/physical distancing? | | |  | |  | | | | |
| **9.1INFRASTRUCTURE FOR SCHOOLS WITH SPECIAL NEEDS** | Has the school been provided appropriate infrastructure to meet the demands of learners with special needs? .e.g. ablution facilities and water | | |  | |  | | | | |
| Is the school implementing the National School Safety Framework specific for learners with special needs | | |  | |  | | | | |
| Has the school developed an evacuation plan appropriate for learners with special needs? | | |  | |  | | | | |
| Have the COVID-19 messages been communicated to all learners? | | |  | |  | | | | |
| **10. READ TO LEAD** | | | | | | | | | | |
| **10.1 APPLICATION OF THE READING STRATEGY** | Does the school have a reading programme for Foundation Phase | | |  | |  | | | | |
| Which Grades are participating in the Reading Programs? | | | | | Gr R | Gr1 | | Gr2 | Gr 3 |
| Name the programs that are offered? | | |  | | | | | | |
| How many learners are participating in each Grade | | | | | Gr R | Gr1 | | Gr2 | Gr 3 |
|  |  | |  |  |
| Are there spelling tests given to monitor reading for meaning? | | |  | |  | | | | |
| Are there reading cards to help learners memorise words in the readers? | | |  | |  | | | | |
| Is reading done daily to improve knowledge and understanding in class? | | |  | |  | | | | |
| Is homework given to reinforce reading done in class? | | |  | |  | | | | |
| Do learners get to read aloud each day? | | |  | |  | | | | |
| What is the experience of the school since the introduction of the program in respect to: | | | | | | | | | |
| improvement in learning | | |  | | | | | | |
| language challenges etc. | | |  | | | | | | |
| **10.2 LIBRARY TRAINING** | Were learners orientated on library procedures? | | |  | |  | | | | |
| Are the learners able to loan books for home reading activities? | | |  | |  | | | | |
| Were the parents orientated on how to ensure that their children read the books they loan from the school library? | | |  | |  | | | | |
| Are there reading corners in all classes? | | |  | |  | | | | |
| Have the learners been orientated on how to select books for the Read to Lead challenge? | | |  | |  | | | | |
| Have the learners been orientated on caring for books? | | |  | |  | | | | |
| Were the learners orientated on understanding due dates for returning books loaned from the library? | | |  | |  | | | | |
| Is there trolleys, library bus servicing the school during COVID-19 pandemic | | |  | |  | | | | |
| Do classes have trolleys, libraries and if yes which books are kept e.g. indigenous books/ | | |  | |  | | | | |
| **KEY AREAS** | **AREAS OF FOCUS** | | | **Yes/No** | | **Comments** | | | | |
| **11. NATIONAL SCHOOL NUTRITION PROGRAMME** | | | | | | | | | | |
|
| **11.1COVID-19 COMPLIANCE** | The school has a kitchen for nutrition | | |  | |  | | | | |
| Food handlers wear face masks | | |  | |  | | | | |
| Food handlers received orientation on COVID-19 | | |  | |  | | | | |
| Learners wash hands with water and soap or use hand sanitisers before and after meals | | |  | |  | | | | |
| Learners eat in their classrooms observing social distancing | | |  | |  | | | | |
| The school is providing meals to learners not yet back at school (Grades other than 7 or 12) | | |  | |  | | | | |
| **11.2 FOOD PREPARATION** | Does the school follow the menu provided by the DBE? | | |  | |  | | | | |
| Were the food handlers trained on safety measures for preparing and serving meals? | | |  | |  | | | | |
| Is the food preparation area cleaned regularly? | | |  | |  | | | | |
| Were the food handlers provided appropriate clothing for preparing and serving food to learners? | | |  | |  | | | | |
| Is there a safe storage of food? | | |  | |  | | | | |
| **11.3 SERVING FOOD** | Have the school bought the plates for serving learners? | | |  | |  | | | | |
| Do learners wash hands before and after eating? | | |  | |  | | | | |
| Is there a proper storage of plates | | |  | |  | | | | |
| Has the school made provision to cater for learners who are not at school? | | |  | |  | | | | |
| What type of food provision? .e.g. Take home food parcels / meals served at school. | | |  | |  | | | | |
| On average how many learners are served per day? | | |  | |  | | | | |
| **KEY AREAS** | **AREAS OF FOCUS** | | | **Yes/No** | | **Comments** | | | | |
| **12. QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC) FUNCTIONALITY** | | | | | | | | | | |
| **12.1 QLTC** | Is there a functional QLTC structure in the school? | | |  | |  | | | | |
| **Should the response above be yes** | | | | | | | | | |
| Does the school have a QLTC Coordinator? | | |  | |  | | | | |
| Does the QLTC have a year programme? | | |  | |  | | | | |
| Is the QLTC a sub-structure of the SGB? | | |  | |  | | | | |
| Does the QLTC report quarterly to the SGB on the implementation of their programme? | | |  | |  | | | | |
| Are there stakeholders participating in the SGB if so, is QLTC inclusive of all stakeholders? | | |  | |  | | | | |
| Do stakeholders in the QLTC understand their roles and responsibilities? | | |  | |  | | | | |
| Does the QLTC assist in monitoring compliance with COVID-19 non-negotiables? | | |  | |  | | | | |
| **13. SCHOOL SAFETY FUNCTIONALITY** | | | | | | | | | | |
| **SAFETY IN SCHOOL** | Does the school have a School Safety Committee? | | |  | |  | | | | |
|  | Has the school experience safety challenges? e.g. vandalism, burglary, theft, bullying, Gender Based Violence (GBV) etc. | | |  | |  | | | | |
| Does the school have a School Safety Officer (Adopt A Cop)? Please provide Name and contact details | | |  | |  | | | | |
| Has the school been affected by any disturbances (social unrest / protests)?  If yes, how many days have been lost? | | |  | |  | | | | |
| If Yes to above, how did the school address the challenge? | | |  | |  | | | | |
| In the view of the school what was the cause of the unrest? Who could the instigators be | | |  | |  | | | | |
| **OBSERVATION** | | | | | | | | | | |
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|
| **SECTION C** | | | | | | | | | | |
| **Areas that need URGENT attention** | | | | | | | | | | |
|  | | | | | | | | | | |
| **COMMENTS ON ANYTHING THAT MAY NOT HAVE BEEN ARTICULATED ABOVE** | | | | | | | | | | |
|  | | | | | | | | | | |
| **Official** | | **Initial& surname** | | | **Signature** | | | **Date** | | |
| **SCHOOL PRINCIPAL** | |  | | |  | | |  | | |
| **SUPPORTING OFFICIAL** | |  | | |  | | |  | | |
| **DISTRICT / QLTC OFFICIAL** | |  | | |  | | |  | | |

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**SCHOOL STAMP**