



Western Cape Government • Wes-Kaapse Regering • URhulumente weNtshona Koloni

PROVINCE OF THE WESTERN CAPE

PROVINSIE WES-KAAP

IPHONDO LENTSHONA KOLONI

Provincial Gazette
Extraordinary

Buitengewone
Provinsiale Koerant

Isongezelelo
kwiGazethi yePhondo

7187

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Friday, 18 October 2013

Vrydag, 18 Oktober 2013

uLwesihlanu, 18 Oktobha 2013

Registered at the Post Office as a Newspaper

As 'n Nuusblad by die Poskantoor geregistreer

Ibhaliswe ePosini njengePhephandaba

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IZIQULATHO

(*Reprints are obtainable at Room M21, Provincial Legislature Building, 7 Wale Street, Cape Town 8001.)

(*Afskrifte is verkrygbaar by Kamer M21, Provinsiale Wetgewer-gebou, Waalstraat 7, Kaapstad 8001.)

(*Ushicilelo oLutsha lufumaneka kwigumbi M21, kwiSakhiwo sePhondo seNdlu yoWiso Mthetho, 7 Wale Street, eKapa 8001.)

Provincial Notice

Provinsiale Kennisgewing

ISaziso sePhondo

The following draft regulations are hereby published for comment:

Die volgende konsepregulasies word hiermee vir kommentaar gepubliseer:

Le mimiselo eyidrafti ilandelayo ipapashelwa ukuba uluntu luvakalise izimvo zalo:

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Any person or organisation wishing to comment on these draft regulations is requested to lodge the comments in writing before or on 8 November 2013, by—

Enige persoon of organisasie wat oor hierdie konsepregulasies kommentaar wil lewer, word versoek om die kommentaar skriftelik in te dien voor of op 8 November 2013, deur—

Nabani na okanye nawuphi na umbutho onqwenela ukuvakalisa izimvo ngale mimiselo eyidrafti icaciswe apha ngasezantsi kucelwa ukuba afake izimvo zakhe ezibhalile ungadlulanga umhla we-8 Novembha 2013—

- (a) posting the comments to:
Adv. Lynn Coleridge-Zils
Director: Policy Co-ordination
Western Cape Education Department
Private Bag X9114
Cape Town
8000;
- (b) e-mailing the comments to:
Lynn.Coleridge@westerncape.gov.za;
- (c) faxing the comments to:
fax: 021 467 2900
(tel: 021 467 2055); or
- (d) delivering the comments to:
Adv. Lynn Coleridge-Zils
Director: Policy Co-ordination
Western Cape Education Department
Room 18-26 (18th Floor)
Golden Acre Building
Adderley Street
Cape Town.

- (a) die kommentaar te pos aan:
Adv. Lynn Coleridge-Zils
Direkteur: Beleidskoördinerings
Wes-Kaap Onderwysdepartement
Privaatsak X9114
Kaapstad
8000;
- (b) die kommentaar te e-pos na:
Lynn.Coleridge@westerncape.gov.za;
- (c) die kommentaar te faks na:
faks. 021 467 2900
(tel. 021 467 2055); of
- (d) die kommentaar af te lewer aan:
Adv. Lynn Coleridge-Zils
Direkteur: Beleidskoördinerings
Wes-Kaap Onderwysdepartement
Kamer 18-26 (18de Vloer)
Goue Akker-gebou
Adderleystraat
Kaapstad.

- (a) ngokuzithumela ngeposi ku-:
Adv. Lynn Coleridge-Zils
Director: Policy Co-ordination
Western Cape Education Department
Private Bag X9114
Cape Town
8000;
- (b) ngokuzithumela nge-imeyili ku-:
Lynn.Coleridge@westerncape.gov.za;
- (c) ngokuzithumela ngefeksi:
kule nombolo yefeksi 021 467 2900
(inombolo yefoni 021 467 2055); okanye
- (d) ngokuzizisa ngesandla ku-:
Adv. Lynn Coleridge-Zils
Director: Policy Co-ordination
Western Cape Education Department
Room 18-26 (18th Floor)
Golden Acre Building
Adderley Street
Cape Town.

PROVINCIAL NOTICE

The following Provincial Notice is published for comment.

ADV. B. GERBER,
DIRECTOR-GENERAL

Provincial Building,
Wale Street,
Cape Town.

PROVINSIALE KENNISGEWING

Die volgende Provinsiale Kennisgewing word vir kommentaar gepubliseer.

ADV. B. GERBER,
DIREKTEUR-GENERAAL

Provinsiale Gebou,
Waalstraat,
Kaapstad.

ISAZISO SEPHONDO

Ezi zaziso zilandelayo zipapashelwe ukunika izimvo.

ADV. B. GERBER,
UMLAWULI-JIKELELE

iSakhiwo sePhondo,
Wale Street,
eKapa.

PROVINCIAL NOTICE

P.N. 348/2013

18 October 2013

DRAFT REGULATIONS ON THE ADMISSION OF LEARNERS TO PUBLIC SCHOOLS FOR LEARNERS WITH SPECIAL EDUCATION NEEDS

The Provincial Minister of Education in the Western Cape, acting under section 63(1), read with section 20A(2), of the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), intends to make the regulations set out in the Schedule.

SCHEDULE**Definitions**

1. In these regulations a word or expression to which a meaning has been assigned in the Act has the same meaning, and unless the context indicates otherwise—
 - “**barriers to learning**” means difficulties that arise in the education system as a whole, in the education institution or within a learner and that prevent the learner’s access to learning and development, and include intrinsic barriers to learning and development that emerge from mental, neurological, physical, sensory and intellectual disabilities, as well as from health conditions and psychosocial and emotional disturbances in the learner;
 - “**district director**” means the head of an education district office;
 - “**education district office**” means the headquarters of an education district;
 - “**school-based support team**” means an internal support team in an early childhood development centre or in an ordinary public school;
 - “**the Act**” means the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997).

Assessment and support plan

2. (1) When an educator in an ordinary public school notices that a learner is experiencing barriers to learning, the educator must assess the learner in order to determine the level and nature of the barriers to learning.
 - (2) The educator must develop a support plan to address the barriers to learning or the special education needs of the learner.
 - (3) The educator must regularly consult with the parent of the learner during the assessment and support process.
 - (4) The assessment must focus on both intrinsic and extrinsic barriers to learning.
 - (5) The assessment must determine whether a low, moderate or high level of support is needed.
 - (6) The support plan referred to in subregulation (2) may consist of the following:
 - (a) recommendations provided to the educator by the school-based support team;
 - (b) assistance provided by professionals of the Western Cape Education Department;
 - (c) the use of alternative curriculum and assessment strategies;
 - (d) the supply of specialised equipment and assistive technology; and
 - (e) the training and orientation of staff at the school.
 - (7) As part of the support plan the educator must keep a regularly updated record of the screening, identification and assessment of the learner in the learner’s profile.
 - (8) If the support contemplated in subregulation (6) does not yield the desired results, the school-based support team must request support from the district-based support team.
 - (9) If the support contemplated in subregulation (8) proves ineffective or insufficient, the principal must—
 - (a) request the district director to implement further strategies for identifying and assessing the learner’s support needs;

- (b) develop a new support plan, which may include accessing support from professionals in inclusive education outreach teams, professionals from other government departments or community-based professionals; or
- (c) with the written permission of the parent of the learner, apply in terms of regulation 3(1)(b) for the admission of the learner to a public school for learners with special education needs.

Admission to public school for learners with special education needs

3. (1) An application for admission of a learner to a public school for learners with special education needs may originate from—
- (a) the parent of the learner, if the learner is not enrolled in an ordinary public school; or
 - (b) if the learner is enrolled in an ordinary public school, the principal of that school, with written permission from the parent of the learner.
- (2) An application by a parent in terms of subregulation (1)(a) must be submitted to the district-based support team and must be accompanied by all relevant information relating to the special needs of the learner.
- (3) An application by a principal in terms of subregulation (1)(b) must be submitted to the district-based support team and must be accompanied by evidence of the nature and duration of all support provided to the learner and the progress of the learner.
- (4) The district-based support team must ensure that—
- (a) the assessment results submitted in support of an application by a parent are verified;
 - (b) each application for admission in terms of subregulation (1) is placed on a waiting list of applicants at the education district office; and
 - (c) each application for admission and, where applicable, the form requesting transfer of a learner to a public school for learners with special education needs are submitted to the Head of Department.
- (5) The district-based support team must develop and monitor an individual support plan for every learner on the waiting list referred to in subregulation (4)(b).
- (6) The Head of Department must approve or turn down each application for admission and, once a decision has been made, inform the education district office of the outcome of the application.
- (7) The education district office must, in writing, inform the parent of the learner of the decision of the Head of Department.
- (8) A parent who is aggrieved by the decision of the Head of Department may appeal to the Provincial Minister within 30 days of receiving notice of the decision.
- (9) The approved application and supporting documents for the admission of the learner must be submitted by the education district office to the school that is to admit the learner.
- (10) Upon receiving the application and supporting documents, the principal of the public school for learners with special education needs must contact the parent of the learner to make arrangements for registration, school fees and, where applicable, transportation or hostel placement.

Annual review

4. (1) A public school for learners with special education needs must review the performance and progress of a learner annually in order to determine the need for the learner to continue to attend that school.
- (2) The school must—
- (a) draft a review of the performance and progress of the learner;
 - (b) consult with the parent of the learner regarding the review;
 - (c) after consultation with the parent of the learner, confirm in writing the decision whether or not the learner needs to continue attending the school; and
 - (d) submit a report to the district director at the end of the third school term of every year regarding the re-enrolment of learners in ordinary public schools in the subsequent academic year.

Short title

5. These regulations are called the Regulations on the Admission of Learners to Public Schools for Learners with Special Education Needs, 2013.

PROVINSIALE KENNISGEWING

P.K. 348/2013

18 Oktober 2013

**KONSEPREGULASIES VIR DIE TOELATING VAN LEERDERS TOT OPENBARE SKOLE VIR LEERDERS MET
SPESIALE ONDERWYSBEHOEFTE**

Die Provinsiale Minister van Onderwys in die Wes-Kaap, kragtens artikel 63(1), gelees met artikel 20A(2), van die Wes-Kaapse Provinsiale Wet op Skoolonderwys, 1997 (Wet 12 van 1997), is van voorneme om die regulasies in die Bylae uiteengesit, te maak.

BYLAE

Omskrywing

1. In hierdie regulasies het 'n woord of uitdrukking waaraan daar in die Wet 'n betekenis geheg is, dieselfde betekenis, en tensy dit uit die samehang anders blyk, beteken—
 - “die Wet” die Wes-Kaapse Provinsiale Wet op Skoolonderwys, 1997 (Wet 12 van 1997);
 - “distriksdirekteur” die hoof van 'n onderwysdistrikskantoor;
 - “skool-gebaseerde ondersteuningspan” 'n interne ondersteuningspan in 'n vroeë kinderontwikkeling-sentrum of in 'n gewone openbare skool;
 - “leerhindernisse” probleme wat ontstaan in die onderwysstelsel as 'n geheel, in die onderwysinrigting of binne 'n leerder, en wat die leerder se toegang tot leer en ontwikkeling verhoed, en beteken ook intrinsieke hindernisse tot leer en ontwikkeling wat na vore kom weens geestes-, neurologiese, fisiese, sensoriese en intellektuele gestremdhede, asook weens gesondheidstoestande en psigososiale en emosionele versteurings in die leerder;
 - “onderwysdistrikskantoor” die hoofkwartier van 'n onderwysdistrik.

Assessering en ondersteuningsplan

2. (1) Wanneer 'n opvoeder in 'n gewone openbare skool daarvan bewus word dat 'n leerder leerhindernisse ondervind, moet die opvoeder die leerder assesser ten einde die vlak en aard van die leerhindernisse te bepaal.
 - (2) Die opvoeder moet 'n ondersteuningsplan ontwikkel om die leerhindernisse of die spesiale onderwysbehoefte van die leerder aan te spreek.
 - (3) Die opvoeder moet gedurende die assesserings- en ondersteuningsproses gereeld met die ouer van die leerder oorleg pleeg.
 - (4) Die assessering moet op beide intrinsieke en ekstrinsieke leerhindernisse fokus.
 - (5) Die assessering moet bepaal of 'n lae, matige of hoë vlak van ondersteuning benodig word.
 - (6) Die ondersteuningsplan bedoel in subregulasie (2) kan uit die volgende bestaan:
 - (a) aanbevelings wat aan die opvoeder deur die skool-gebaseerde ondersteuningspan verskaf word;
 - (b) bystand wat deur beroepslui van die Wes-Kaap Onderwysdepartement verskaf word;
 - (c) die gebruik van alternatiewe kurrikulum- en assesseringstrategieë;
 - (d) die voorsiening van gespesialiseerde toerusting en bystandstechnologie; en
 - (e) die opleiding en oriëntering van personeel by die skool.
 - (7) As 'n deel van die ondersteuningsplan moet die opvoeder 'n gereeld opgedateerde rekord van die sifting, identifisering en assessering van die leerder in die leerder se profiel hou.
 - (8) Indien die ondersteuning beoog in subregulasie (6) nie die gewenste resultate oplewer nie, moet die skool-gebaseerde ondersteuningspan ondersteuning van die distrik-gebaseerde ondersteuningspan versoek.
 - (9) Indien die ondersteuning beoog in subregulasie (8) ondoeltreffend of onvoldoende is, moet die prinsipaal—
 - (a) die distriksdirekteur versoek om verdere strategieë te implementeer vir die identifisering en assessering van die leerder se ondersteuningsbehoefte;
 - (b) 'n nuwe ondersteuningsplan ontwikkel, wat die verkryging van ondersteuning van beroepslui in inklusiewe onderwys-uitreikspanne, beroepslui van ander regeringsdepartemente of gemeenskapsgebaseerde beroepslui kan insluit; of
 - (c) met die skriftelike toestemming van die ouer van die leerder, ingevolge regulasie 3(1)(b) aansoek doen om die toelating van die leerder tot 'n openbare skool vir leerders met spesiale onderwysbehoefte.

Toelating tot openbare skool vir leerders met spesiale onderwysbehoefte

3. (1) 'n Aansoek om toelating van 'n leerder tot 'n openbare skool vir leerders met spesiale onderwysbehoefte kan gedoen word deur—
 - (a) die ouer van die leerder, indien die leerder nie in 'n gewone openbare skool ingeskryf is nie; of
 - (b) indien die leerder in 'n gewone openbare skool ingeskryf is, die prinsipaal van die skool, met skriftelike toestemming van die ouer van die leerder.

- (2) 'n Aansoek deur 'n ouer ingevolge subregulasie (1)(a) moet ingedien word by die distrik-gebaseerde ondersteuningspan en moet vergesel word van alle tersaaklike inligting met betrekking tot die spesiale behoeftes van die leerder.
- (3) 'n Aansoek deur 'n prinsipaal ingevolge subregulasie (1)(b) moet ingedien word by die distrik-gebaseerde ondersteuningspan en moet vergesel word van bewyse van die aard en duur van alle ondersteuning wat aan die leerder verskaf word en die vordering van die leerder.
- (4) Die distrik-gebaseerde ondersteuningspan moet verseker dat—
 - (a) die assesseringsresultate wat ingedien is ter ondersteuning van 'n aansoek deur 'n ouer, geverifieer word;
 - (b) elke aansoek om toelating ingevolge subregulasie (1) op 'n waglys vir aansoekers geplaas word by die onderwysdistrikskantoor; en
 - (c) elke aansoek om toelating en, waar van toepassing, die vorm wat die oorpasing van 'n leerder na 'n openbare skool vir leerders met spesiale onderwysbehoefte versoek, aan die Departementshoof voorgelê word.
- (5) Die distrik-gebaseerde ondersteuningspan moet 'n individuele ondersteuningsplan vir elke leerder op die waglys bedoel in subregulasie (4)(b) ontwikkel en monitor.
- (6) Die Departementshoof moet elke aansoek om toelating goedkeur of afkeur en, nadat 'n besluit geneem is, die onderwysdistrikskantoor inlig van die uitslag van die aansoek.
- (7) Die onderwysdistrikskantoor moet die ouer van die leerder skriftelik in kennis stel van die besluit van die Departementshoof.
- (8) 'n Ouer wat gegrief is deur die besluit van die Departementshoof kan 'n beroep doen op die Provinsiale Minister binne 30 dae na kennis van die besluit ontvang is.
- (9) Die goedgekeurde aansoek en ondersteunende dokumente vir die toelating van die leerder moet deur die onderwysdistrikskantoor ingedien word by die skool waar die leerder toegelaat gaan word.
- (10) By ontvangs van die aansoek en ondersteunende dokumente moet die prinsipaal van die openbare skool vir leerders met spesiale onderwysbehoefte met die ouer van die leerder in verbinding tree om reëlins te tref vir registrasie, skoolgeld en, waar van toepassing, vervoer of koshuisplasing.

Jaarlikse hersiening

4. (1) 'n Openbare skool vir leerders met spesiale onderwysbehoefte moet jaarliks die prestasie en vordering van 'n leerder hersien ten einde te bepaal of dit nodig is vir die leerder om voort te gaan om die skool by te woon.
- (2) Die skool moet—
 - (a) 'n oorsigverslag van die prestasie en vordering van die leerder opstel;
 - (b) met die ouer van die leerder oorleg pleeg oor die oorsigverslag;
 - (c) na oorlegpleging met die ouer van die leerder, die besluit of dit nodig is vir die leerder om voort te gaan om die skool by te woon al dan nie, skriftelik bevestig; en
 - (d) 'n verslag aan die einde van die derde kwartaal van elke jaar ten opsigte van die herinskrywing van leerders in gewone openbare skole in die daaropvolgende akademiese jaar by die distriksdirekteur indien.

Kort titel

5. Hierdie regulasies heet die Regulasies vir die Toelating van Leerders tot Openbare Skole vir Leerders met Spesiale Onderwysbehoefte, 2013.

ISAZISO SEPHONDO

I.S. 348/2013

18 Oktobha 2013

**IMIMISELO EYIDRAFTI EMALUNGA NOKWAMKELWA KWABAFUNDI, KWIZIKOLO ZIKARHULUMENTE ZABAFUNDI
ABANEEMFUNO ZEMFUNDO EZIZODWA**

UMphathiswa wePhondo ophathiswe ezeMfundo eNtshona Koloni, esenza ngokwesiqendu 63(1), esifundwa kunye nesiqendu 20A(2), soMthetho weMfundo weZikolo zePhondo leNtshona Koloni, 1997 (uMthetho 12 ka-1997), ufuna ukwenza imimiselo ecaciswe kule Shedyuli.

ISHEDYULI

Iingcaciso-magama

1. Kule mimiselo, igama okanye ibinzana-magama elinikwe intsingiselo kulo Mthetho, lihlala linaloo ntsingiselo liyinikeziweyo, yaye, ngaphandle kokuba umxholo ophethweyo walatha okunye-

“izithintelo ekufundeni” kuthetha iingxaki ezithi zivele kwinkqubo yezemfundo xa iyonke, kwiziko ekufundelwa kulo okanye kumfundi ngokwakhe ezithi zithintele umfundi ekubeni akwazi ukufikelela kwimfundo nakuphuhliso yaye zibandakanya iingxaki zendalo ezithi zivele ngenxa yokukhubazeka ngokwasengqondweni, ngokwemithambo yoluvo, ngokwasemzimbeni, ngokweziva-mvo nangokwengqiqo, kwakunye nezivela kwiimeko zempilo, nokuphazamiseka ngokwempilo yengqondo nangokwasentlalweni nangokovakalelo lwangaphakathi kumfundi;

“umlawuli wesithili” kuthetha umntu oyintloko ye-ofisi yesithili semfundo;

“i-ofisi yesithili semfundo” kuthetha undlunkulu wesithili semfundo;

“ikomiti yesikolo yokunika inkxaso” kuthetha ikomiti enika inkxaso ngaphakathi kwiziko lemfundo labantwana abasaqalayo okanye kwisikolo sikarhulumente esiqhelekileyo;

“lo Mthetho” kuthetha uMthetho weMfundo weZikolo zePhondo leNtshona Koloni, 1997 (uMthetho 12 ka-1997).

Isicwangciso sovavanyo nenkxaso

2. (1) Xa utitshala kwisikolo sikarhulumente esiqhelekileyo eqaphela ukuba umfundi unengxaki yezithintelo ekufundeni, utitshala makamvavanye umfundi ukwenzela ukuba aqonde inqanaba nohlobo lwezithintelo ekufundeni.
- (2) Utitshala makenze isicwangciso sokunika inkxaso yokuhlangabezana nezithintelo ekufundeni okanye neemfuno zemfundo ezizodwa zomfundi.
- (3) Utitshala makathetha-thethane qho nabazali bomfundi ngethuba lenkqubo yovavanyo nenkxaso.
- (4) Uvavanyo malugxininise kuzo zombini iintlobo zezithintelo ezimthintela ekufundeni, ezingokwasentalweni zangaphakathi nezithintelo zangaphandle.
- (5) Uvavanyo malujongisise ukuba ngaba inkxaso efunekayo yeyenqanaba elisezantsi, eliphakathi okanye eliphezulu.
- (6) Isicwangciso senkxaso ekubhekiselelwa kuso kummiselwana (2) sinokuba noku kulandelayo:
- (a) iingcebiso ezinikwa utitshala yikomiti yesikolo yokunika inkxaso;
- (b) uncedo olunikwa ziingcali zeSebe leMfundo leNtshona Koloni;
- (c) ukusetyenziswa kwenye ikharithyulam nezinye iindlela zovavanyo;
- (d) ukunikwa izixhobo ezizodwa nezixhobo zethekhnoloji zokuncedisa; kunye
- (e) noqeqesho noqhelaniso lootitshala apho esikolweni.
- (7) Njengexalanye yesicwangciso sokunika inkxaso, utitshala makagcine kwiprofayili yomfundi irekhodi ehlaziywa qho yokuhlaza, yokuqaphela nokuvavanya umfundi.
- (8) Ukuba inkxaso echatshazelwe kummiselwana (6) ayiniki ziphumo zinqwenelekayo, ikomiti yesikolo yokunika inkxaso mayicele inkxaso kwikomiti yesithili yokunika inkxaso.
- (9) Ukuba inkxaso echatshazelwe kummiselwana (8) ibonisa ukuba ayisebenzi okanye ayanelanga, inqununu—
- (a) mayicele umlawuli wesithili ukuba aphumeze ezinye iindlela zokuqaphela nokuvavanya iimfuno zenkxaso yomfundi;
- (b) mayenze isicwangciso esitsha sokunika inkxaso, esinokubandakanya ukufumana inkxaso kwiingcali ezikwiikomiti ezinika inkxaso kwimfundo ebandakanya bonke abafundi, kwiingcali ezikwamanye amasebe karhulumente okanye kwiingcali ezenza iinkonzo kubahlali; okanye
- (c) ngemvume ebhaliweyo yomzali womfundi, yenze isicelo ngokommiselo 3(1)(b) sokwamkelwa komfundi kwisikolo sikarhulumente sabafundi abaneemfuno zemfundo ezizodwa.

Ukwamkelwa kwisikolo sikarhulumente sabafundi abaneemfuno zemfundo ezizodwa

3. (1) Isicelo sokwamkelwa kwisikolo sikarhulumente sabafundi abaneemfuno zemfundo ezizodwa sinokusuka—
- (a) kumzali womfundi, ukuba umfundi akabhaliswanga kwisikolo sikarhulumente esiqhelekileyo; okanye

- (b) ukuba umfundi ubhaliswe kwisikolo sikarhulumente esiqhelekileyo, kwinqununu yeso sikolo, ngemvume ebhaliweyo evela kumzali womfundi.
- (2) Isicelo esenziwe ngumzali ngokommiselwana (1)(a) masingeniswe kwikomiti yesithili yokunika inkxaso kwaye masihambe kunye nayo yonke ingcaciso efanelekileyo engokumalunga neemfuno ezizodwa zomfundi.
- (3) Isicelo esenziwa yinqununu ngokommiselo (1)(b) masingeniswe kwikomiti yesithili yokunika inkxaso kwaye masihambe kunye nobungqina obucacisa uhlobo nobude bethuba layo yonke inkxaso enikwe umfundi kunye nenkqubela yomfundi.
- (4) Ikomiti yesithili yokunika inkxaso mayiqinisekise ukuba—
- (a) iziphumo zovavanyo ezingeniswe ukuxhasa isicelo esenziwe ngumzali zingqinisekise;
- (b) ngasinye isicelo sokwamkelwa ngokommiselwana (1) sifakwa kuluhlu lokulinda lwabenzi-sicelo kwi-ofisi yesithili semfundo; yaye
- (c) ngasinye isicelo sokwamkelwa yaye, apho kusebenzayo oku, nefom ecela ukuba umfundi atshintshelwe kwisikolo sikarhulumente sabafundi abaneemfuno zemfundo ezizodwa, singeniswa kwiNtloko yeSebe.
- (5) Ikomiti yesithili yokunika inkxaso mayenze isicwangciso sokunika inkxaso nemayisibeke esweni kumntu ngamnye ngomfundi ngamnye okwiziko ledatha yoluhlu lokulinda ekubhekiselelwe kulo kummiselwana (4)(b).
- (6) INtloko yeSebe mayisamkele okanye isale isicelo ngasinye sokwamkelwa komfundi yaye sakuba nje senziwe isigqibo, yazise i-ofisi yesithili semfundo ngesiphumo sesicelo.
- (7) I-ofisi yesithili semfundo mayazise, ngencwadi ebhaliweyo, umzali womfundi, isigqibo seNtloko yeSebe.
- (8) Umzali ova kabuhlungu sisigqibo seNtloko yeSebe angafaka isibhenno kuMphathiswa wePhondo kwiintsuku eziyi-30 ukususela ekufumaneni isaziso esingesigqibo.
- (9) Isicelo sokwamkelwa komfundi esivunyiweyo kunye namaxwebhu asixhasayo okulungiselela ukwamkelwa komfundi makangeniswe kwi-ofisi yesithili semfundo esiza kwamkela umfundi.
- (10) Sakufika isicelo sokwamkelwa kunye namaxwebhu axhasayo, inqununu yesikolo sikarhulumente sabafundi abaneemfuno zemfundo ezizodwa mayiqhagamshelane nomzali womfundi okulungiselela ubhaliso, ukwenza amalungiselelo eefizi zesikolo, yaye, apho kusebenzayo oku, nokulungiselela ukuthuthwa komfundi okanye ukufakwa komfundi ehostele.

Ukujongiswa qho ngonyaka

4. (1) Kufuneka isikolo sikarhulumente sabafundi abaneemfuno zemfundo ezizodwa siyijongise indlela aqhuba ngayo umfundi nenkqubela phambili yakhe qho ngonyaka ukwenzela ukuba kuqinisekise imfuno yomfundi yokuqhubeka nokuhamba isikolo apho kweso sikolo.
- (2) Isikolo kufuneka—
- (a) sidrafte ingxelo engokujongiswa kwendlela aqhuba ngayo umfundi nenkqubela yakhe kwizifundo;
- (b) sithetha-thethane nomzali womfundi malunga nengxelo engokujongiswa kwendlela aqhuba ngayo umfundi;
- (c) emva kokuthetha-thethana nomzali womfundi, singqine isigqibo esithathiweyo, ngencwadi ebhaliweyo, malunga nokuba ngaba kufuneka eqhubekile na umfundi nokuhamba isikolo; yaye
- (d) ekupheleni kwikota yesikolo yesithathu yonyaka ngamnye, singenise ingxelo kumlawuli wesithili engokumalunga nokubhaliswa kwakhona kwabafundi kwizikolo zikarhulumente kunyaka wokufunda olandelayo.

Igama elifutshane

5. Le mimiselo ibizwa ngokuba yiMimiselo eMalunga noKwamkelwa kwaBafundi kwiZikolo zikaRhulumente zaBafundi abaneeMfuno zeMfundo eziZodwa, 2013.

