

CORONAVIRUS ORIENTATION GUIDELINES FOR SCHOOLS

FOR TEACHERS, SUPPORT STAFF
AND LEARNERS ON THE COVID-19 OUTBREAK IN SOUTH AFRICA



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CORONAVIRUS ORIENTATION GUIDELINES FOR SCHOOLS

**For Teachers, Support Staff
and Learners**

**On the COVID-19 Outbreak
in South Africa**



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1. Background

On 31 December 2019, the China office of the World Health Organisation (WHO) was informed that cases of pneumonia with an unknown cause had been detected in the city of Wuhan in China's Hubei Province. On 7 January 2020, the causative pathogen was identified as a novel (new) coronavirus (2019-nCoV). On February 11, WHO gave the disease an official name: *Coronavirus Disease 2019*, abbreviated as *COVID-19*. 'CO' stands for 'corona', 'VI' for 'virus', 'D' for 'disease' and -19 for 2019.

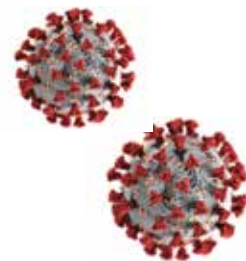
South Africa is one of many nations that have taken drastic measures to curb the spread of the virus and limit the rate at which new infections are increasing.

These measures include:

- promotion of healthy hygienic practices (especially hand-cleansing) and the practice of social distancing
- prohibition of gatherings of more than 100 people
- closing our national borders and prohibiting non-citizens from entering the country
- repatriating South African citizens abroad and screening and testing returning international travellers
- limiting interprovincial travel
- promoting self-isolation
- quarantining those who show COVID-19 symptoms.



The whole world is affected by COVID-19.



National Lockdown

On 16 March, President Cyril Ramaphosa announced the government's measures to curb the spread of COVID-19. These included the closure of schools from Wednesday, 18 March 2020.

The National Lockdown came into force on 26 March and remained in place until 30 April. On 23 April 2020 the President announced a new set of lockdown restrictions that took effect from 1 May. He explained that, in order to balance the need to resume economic activity with the continuation of measures to contain the virus and save lives, a new approach would be followed. According to this approach, the implementation of measures across the provinces are to be determined by the direction the pandemic is taking in the provinces and municipalities across the country. Five (5) COVID-19 Alert Levels were defined, as shown in Table 1.

To ensure the response to the pandemic is precise and targeted there will be a National Alert Level as well as separate Provincial, District and Metro Alert Levels.

ALERT LEVEL 5	ALERT LEVEL 4	ALERT LEVEL 3	ALERT LEVEL 2	ALERT LEVEL 1
Drastic measures to contain the spread of the virus and save lives. (Full lockdown)	Extreme precautions to limit community transmission and outbreaks, while allowing some activity to resume.	Restrictions on many activities, including at workplaces and socially, to address a high risk of transmission.	Physical distancing and restrictions on leisure and social activities to prevent a resurgence of the virus.	Most normal activity can resume, with precautions and health guidelines followed at all times. Population prepared for an increase in alert levels if necessary.

Table 1: Summary of COVID-19 Alert Levels

Whether you are an educator, learner, parent, public servant or community member, you have a key role to play in this orientation programme. Understanding what COVID-19 is, and knowing what steps we need to take to protect ourselves and each other, is vital.

Teachers, support staff and learners all have their own roles to play in the day-to-day operations of schools during the COVID-19 pandemic. Whatever the local circumstances may be, each school is required to ensure compliance with the National, Provincial and Municipal Alert Levels. To achieve this, a diversified approach is required. It is hoped that this Orientation Programme will empower teachers, support staff and learners with useful information about their own personal roles and responsibilities.

2. Guiding Principles

The development of the Orientation programme is informed by the following guiding principles:

- Schools are potential risk areas for the spread of the virus. We need to be well aware of how the virus is spread, and what precautions need to be taken in order to mitigate the risk of it spreading at school.
- The hygiene and social distancing protocols that the government has laid down are key to mitigating the spread of the virus at schools, and must be strictly adhered to.
- For each individual, the most important thing is to take responsibility for our own personal safety and the safety of others, and to be accountable for our actions. All other forms of support are welcome and necessary, but personal responsibility and accountability are paramount.
- Educating ourselves, communicating with each other, sharing correct information and providing support to those who are infected or adversely affected by COVID-19, is what this Orientation programme is all about.



The medical community is still learning about how COVID-19 spreads, and classrooms and schools are breeding grounds for viral pathogens. It's not clear how much closing schools helps, but the pandemic suggests that it's better to be safe than sorry.

3. Purpose and Objectives

The purpose of this Orientation Guideline is to prepare schools and learners for the safe re-opening of schools for teaching and learning. It will assist teachers, support staff and learners to adjust to and become familiar with the special arrangements that apply at schools. It also provides guidelines for interaction between employees (both educator and support staff), learners, parents and school communities.

Key areas of information covered by these Guidelines are:

- to provide information about the special arrangements for schools
- to provide correct information on COVID-19
- to provide information on how to engage with colleagues, learners and parents
- to provide information on the interaction between educators, support staff, learners, parents and school communities
- to provide information on preventing the spread of COVID-19 in the classroom and ultimately in the school
- to provide information on the standard operating procedures if a suspected COVID-19 event is detected at school
- to provide information on the Department of Basic Education's curriculum recovery plan
- to provide information on a psychosocial support package for teachers and learners
- to provide links to other resources and references that may be useful for teachers and learners.
- by investing time into planning and orientation for the re-opening of schools, teachers, learners and school communities will be more empowered to undertake the demanding tasks involved in creating a safe learning and work environment.





The school calendar for 2020 will be re-organised to support a "phased-in" plan for the reopening of schools. This plan is a progressive means of managing the risk of infections.

4. Overview of the State of National Disaster Regulations and Guidelines

4.1. Declaration of a National State of Disaster

A national state of disaster was declared on 15 March 2020, in terms of the *South African Disaster Management Act 57 of 2002*. In terms of the Regulations under this Act, published on 18 March, schools were to be closed from 18 March to 15 April 2020.

4.2. State of National Disaster Regulations – Extended Lockdown

The National Disaster Regulations were amended to extend the lockdown period to 30 April 2020. The amended Regulations lay the foundation for a set of risk-adjusted measures designed to enable a phased recovery of the economy. These regulations allow the return to operation of certain sectors of the economy under strictly controlled conditions.

4.3. Level 4 Lockdown Regulations

On 29 April 2020, COGTA Minister Dr Nkosazana Dlamini Zuma published further regulations to clarify Level 4 of the lockdown. These regulations repealed the regulations published by Government Notice No 318 of 18 March 2020, amended by Government Notices No. R398 of 25 March 2020, No. R419 of 26 March 2020, No. R 446 of 2 April 2020, No. R465 of 16 April 2020, and No. R471 of 2020.

However it should be noted that, despite these repeals, any directions issued in terms of the previous regulations will continue to apply, unless they are varied, amended or withdrawn by the Minister responsible.

5. The 'Phased-In' Plan: re-organising the school calendar

The school calendar for 2020 will be re-organised to support a "phased-in" plan for the re-opening of schools. This plan is a progressive means of managing the risk of infections. It will help ensure that schools are able to manage smaller numbers of learners at school while in transition from the Level 5 lockdown measures.

The school holidays will be shortened, but will allow teachers and learners enough time to take a break.

When it is deemed safe to do so, two grades will be admitted back to school at a time starting with Grades 12 and Grades 7

The phased-in plan gives priority to the most critical grades at secondary and primary schools to return in the first phase. This approach will allow two grades being admitted to school at a time, while the situation is closely managed and monitored. The next two grades will then be brought in the next phase. This may be after a period of 1 or 2 weeks or as determined by the guiding principles of the plan (below). Additional learners must only be added after the current grades have fully adapted to the COVID-19 environment.



Maintaining the safety, health and well-being of teachers, learners and support staff is of paramount importance.

5.1. Principles of the Phased-In Plan:

- **Responsiveness to the national COVID-19 programme:** Ensuring that the national regulations, programmes and protocols are strictly adhered to
- **Inclusion and equity:** Ensuring that all learners, and in particular the most vulnerable, access the planned programme
- **Targeted approach:** Recognising the unique needs of schools, phases and grades
- **Size and scope:** Ensuring that the curriculum plans are determined in a flexible way, guided by the size and the scope of the crisis, taking into account the length of the lockdown, and the implications that this will have on teaching and learning
- **Partnerships:** Promoting full participation and ownership amongst all key stakeholders
- **Safety and security:** Maintaining the safety, health and well-being of teachers, learners and support staff
- **Time management:** Recognising that time is of the essence in the recovery plan, focusing on skills, knowledge and values
- **Nationally coordinated approach:** Provision by the DBE of clear directives with regard to what is expected of each provincial education department, followed by strict monitoring of compliance to the given directives
- **Recovering lost time:** In order to recover lost time, it may be necessary for schools in consultation with their District office to increase the daily teaching time by 30 minutes in the Intermediate Phase, 45 minutes in the Senior Phase and a maximum of two hours in the FET Phase. No extension of time for learners in the Foundation Phase will be required.



5.2. Planning and Preparation for the phased-in return of learners to school

The phased-in approach dedicates the month of May to the transition. Table 2 below shows the Planning and Preparation for the phased-in approach by National, Provincial and District officials as well as School Management Teams and Teachers.

Date	Activity
	Office-based staff to return to work as per directive from the Department of Public Service and Administration
18 May 2020	School Management Teams and support staff return to work and prepare schools for the return of teachers and learners.
25 May 2020	Teachers return to work

Table 2: Planning and Preparation

The phased-in return of learners to school will occur over seven phases. Table 3 below shows the different dates when learners will go back to school, as guided by the principles governing the phased-in plan. The adjusted School Calendar will be gazetted once the administrative work has been completed.

Phased-in return of learners to schools	Grades	Dates
Phase 1	Grade 12 and 7	08 June 2020
Phase 2	Grade 11 and 6	To be confirmed after consultation
Phase 3	Grade 10 and 5	
Phase 4	Grade 9 and 4	
Phase 5	Grade 8 and 3	
Phase 6	Grade 2 and 1	
Phase 7	Grade R	

Table 3: Phased -in return of Learners

Dates	Activity	Responsibility
Dates to be confirmed by PED	<ol style="list-style-type: none"> 1. Orientation of Provincial, District and Circuit Officials 2. Procurement of Personal Protective Equipment (PPE) and cleaning materials 3. Review of human resource capacity 4. Schedule drawn up for the cleaning and sanitisation of offices and ablution facilities 5. Finalisation of protocols for entry and exit of offices 6. Plan for the orientation of School Management Teams 	<ul style="list-style-type: none"> • PED • District Director
Dates to be confirmed by District	<ol style="list-style-type: none"> 1. Orientation of School Management Teams and support staff 2. Orientation of School Governing Body 3. Review of human resource capacity 4. Procurement of cleaning material and Personal Protective Equipment (PPE) for teachers and learners. 5. Plan for the implementation of the National School Nutrition Programme 6. Schedule drawn up for the cleaning and sanitisation of the school premises 7. Disinfect and sanitisation of school buildings 8. Plan for the orientation of teachers 9. Plan for the reorganisation of the curriculum and school time table 	<ul style="list-style-type: none"> • Circuit Manager • Principal • Subject Advisors
On arrival (Day 1)	<ol style="list-style-type: none"> 1. Orientation of Teachers 2. Protocols finalised for entry and exit of school premises 3. Posters developed for school buildings 4. Development of re-organised school timetable, and curriculum plans for Grades 7 and 12 	<ul style="list-style-type: none"> • School Management Team • Subject Advisors • Teachers
On arrival (Day 1)	<ol style="list-style-type: none"> 1. Orientation of food-handlers and new staff members at school 2. Meeting with School Governing Body to present and finalise "Back to School Plan" for learners 3. Communicating with parents and learners on "Back to School" protocols 	<ul style="list-style-type: none"> • School Management Team

Table 4: Orientation schedule for employees in provinces, districts, circuits and schools

6. When and how should the Orientation Programme be conducted?

The orientation programme **should be conducted before the return of learners to schools**. The orientation of provincial and district education officials, including circuit managers, should be undertaken during the first week, while the second week should be utilised for the orientation of School Management Teams. The last two weeks will be utilised for the orientation of teachers and reorganisation of the school timetable within the curriculum recovery framework provided by the province. The orientation scheduled for provinces, districts, circuits and schools is summarised in Table 4 above.

The orientation needs to acknowledge that we are part of a unique situation facing the world. Many participants may be suffering from anxiety and information overload.

6.1. A unique situation

The orientation needs to acknowledge at the outset that we are part of a unique situation facing the world. Many participants may be suffering from anxiety and information overload. In such circumstances, collaboration with relevant stakeholders (Departments of Health, Police and Social Development, as well as Teacher Unions) is critical.



6.2. Preparation of venues and ablution facilities

The orientation venue and ablution facilities must be disinfected and prepared prior to the orientation. Sanitisers, water and soap must be available for the participants.

6.3. Communication of health and safety measures and social distancing protocols

These must be communicated and observed at all times during the orientation. A video, posters, leaflets and information booklets should be the key resources to deliver the orientation programme.

6.4. Social partners

Unions and other social partners should lend support to the orientation sessions.

6.5. Success factors

The following success factors will enable the delivery of a meaningful orientation programme:

- Proper organisation of the programme
- Up-to-date information resources for the programme
- Implementation of the prescribed measures for managing COVID-19
- Finalisation prior to the programme of seating arrangements, layout of furniture and equipment, and cleaning of the venue
- Procurement of necessary personal protective equipment (PPE)
- Ensuring adequate hand-washing points with soap
- Acquiring required media devices (e.g. data projector) and software
- A plan for appropriate management of participants who may show signs of illness.



The orientation needs to acknowledge that we are part of a unique situation facing the world. Many participants may be suffering from anxiety and information overload.



District officials are required to establish and maintain safe and healthy working, teaching and learning environments .

7. Leadership and supervision of the orientation programme

Each provincial education department is responsible for the COVID-19 Orientation of its office-based district officials and administrative personnel.

District officials, who are responsible for the day-to-day rollout of the programme, are key personnel in the implementation and overall success of the orientation programme. They are required to establish and maintain a safe and a healthy working, teaching and learning environment for all.

7.1. Responsibilities of district officials

To effectively meet their responsibilities, district officials must be trained in the following areas:

- Establishing and sustaining safety precautions across all schools in the district
- Techniques of effective supervision and instruction, including motivation and communication on COVID-19
- Investigation of incidents, cases of illness, or a virus outbreak in a school community
- Remedial and preventive action to be taken in the event of suspected infection
- Monitoring and evaluation in collaboration with stakeholders (parents, health and social workers, police, etc) in the community.

District officials are responsible for the day-to-day rollout of the programme and are key to the implementation and overall success of the orientation programme.



7.2. The role of the School Management Team and the Principal

- Put measures in place for hygiene control and social distancing prior to the return of teachers and learners.
- Make logistical arrangements for the orientation sessions.
- Engage in the orientation of all staff, school governing body members and food handlers at the school.
- Provide the necessary support to staff members and learners who show signs of illness or are on sick leave.
- Keep parents informed of the plans to be implemented, as well as and any changes to these plans.
- Safeguard the health, safety and wellbeing of learners, teachers and support staff.
- Monitor social distancing protocols.
- Monitor staff attendance.
- Provide safe and healthy teaching and learning environments.
- Ensure that the necessary personal protective equipment items (e.g. face masks) are in place.
- Keep parents and learners informed of virtual/online learning, TV, radio and other similar opportunities that are available for learners, especially those who have not yet returned to school.
- Encourage parents to make sure that teaching and learning continue in the home while learners are still awaiting their phased return to the classroom.
- Create an awareness of the risks associated with social media platforms (e.g. cyberbullying, fearmongering etc.).
- Protect the value of classroom teaching and learning and the invaluable face-to-face interaction between the teacher and learners.
- Promote the protection, motivation and support of vulnerable learners.
- 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 of learners.

The School Management Team and the Principal put the measures in place for hygiene control and social distancing and keep parents informed of the plans to be implemented.



**Circuit Managers
are responsible
for coordinating
and monitoring
the orientation
programmes at
schools**

7.3. The role of the Circuit Manager

The Circuit Manager has the overall responsibility for:

- Coordination of the orientation programme at schools
- Monitoring and support of the re-opening of schools.
- Monitoring that schools are sanitised before the arrival of teachers
- Ensuring that a compliance officer is appointed at each school
- Monitoring training by the National Department of Health (NDOH) of a designated officer on how to screen learners and staff members before they enter school premises.
- Maintaining a database of orientation sessions conducted at schools
- Providing the necessary support to schools, as requested
- Keeping all principals up to date with any management decisions and action plans through periodic brief meetings, memos and internal e-mail, to minimise uncertainty and related stress and anxiety
- Monitoring reasons provided for any absence of learners and staff
- Intervening in any unsafe actions or deviations by schools in accordance with proper remedial procedures for the safety of learners, staff members and parents
- Reporting to the District Director on progress made by schools falling under the District Manager's jurisdiction, as well as any issues of safety that might compromise the recovery plan.



8. Topics to be covered by the Orientation Programme

What is COVID-19?

8.1. What is COVID-19?

On 31 December 2019, the World Health Organization (WHO) China country office reported a cluster of pneumonia cases in Wuhan City, Hubei Province in China. Severe acute respiratory syndrome associated with a novel coronavirus was confirmed. The virus has been named “SARS-CoV-2” and the disease it causes is “coronavirus disease 2019”, or COVID-19.

COVID-19 is highly contagious and is spread when fluid droplets carrying the COVID-19 virus are transmitted from one person to another. When a person coughs, sneezes or shouts, droplets containing virus particles are released into the air and fall onto surfaces. If a person touches their eyes, nose or mouth after having touched other people's hands or objects or surfaces on which droplets containing the virus are lying, they can then ‘catch’ the virus and become infected.



The virus can survive in the air for a short period of time, so it can be inhaled directly from droplets in the air. The virus can also survive on hard surfaces such as plastic or steel for as long as 72 hours, if not removed with regular cleaning, and therefore all surfaces, as well as cash, credit cards, books, stationery, door handles and supermarket counters and products, are potentially risky.

Because COVID-19 has an incubation period of approximately one week, the disease can be spread by people not yet experiencing any symptoms. Researchers estimate that about 44% of infections are caught from people who do not show any symptoms (i.e. are asymptomatic).

COVID-19 patients remain infectious during their illness and for a short time after they feel better.

Because Coronavirus is a new virus, there is currently no vaccine available. However, many of the symptoms can be treated.

See National Department of Health: Directorate: Communicable Diseases: 30 January 2020: *Standard Operating Procedures for Preparedness, Detection and Response to a Coronavirus (2019-nCov) Outbreak in South Africa.*

What must be done at home?



8.2. What must be done at home?

Parents and guardians must ensure that learners are provided with accurate, age-appropriate information regarding COVID-19. It is up to parents and guardians to ensure that learners are taught The Golden Rules about how to stay safe from COVID-19. Parents and guardians must make sure that they model this behaviour for their children to observe and follow.

These are the Golden Rules:¹

1. Wash your hands often with soap and water for at least 20 seconds each time. If soap and water is not available, use an alcohol-based hand sanitiser with at least 70% alcohol content. Make sure that all parts of your hands including in between fingers, wrists and palms are thoroughly washed or covered in hand sanitiser.
2. Avoid touching your eyes, nose, and mouth with your hands or gloves.
3. Avoid close contact with people who are sick and keep at least 1.5 metre distance away from others.
4. Stay at home when you are sick and try and keep a distance from others at home. Keep your eating utensils separate from the rest of the household.
5. Cover your cough or sneeze with a flexed elbow or a tissue, then throw the tissue in a bin with a lid.
6. Regularly clean and disinfect all objects and surfaces that are frequently touched.

1. Department of Basic Education (NECT): Advice to Parents:
Supporting your children through the COVID-19 Lockdown

8.3. What must be done on the way to school?

Transport facilities are not only an enabler of economic activity and access to social amenities, but are also capable of spreading the COVID-19 virus far and wide. Whether learners and staff are travelling to school in a bus, a taxi or a car, their parents, guardians and learners themselves have a responsibility to ensure their safety and the safety of other passengers.

Public transport: According to the Regulations, all public transport operators must put measures in place to adhere to social distancing, to ensure that transport is sanitised before and after use, and to observe the new prescribed passenger capacity regulations. Parents, guardians and learners themselves should monitor service providers who transport learners to school to make sure that they adhere at all times to the Regulations issued in terms of the Disaster Management Act 2002 (Act no 57 of 2002). Learners who are using public transport also have a responsibility to practice social distancing and good hygiene to prevent or reduce the possibility of infection.

Sharing transport: In the case of lift clubs or when private transport is shared between colleagues or friends, it is important to adhere to the same measures as are required of public transport services.

Walking to school: If learners walk to school, it is important that they practice social distancing and good hygiene to prevent becoming infected by COVID-19 droplets carried in the air. Close proximity to an infected person is risky and it is therefore recommended that walkers keep at least 1.5 metres apart from each other.

What must be done on the way to school?

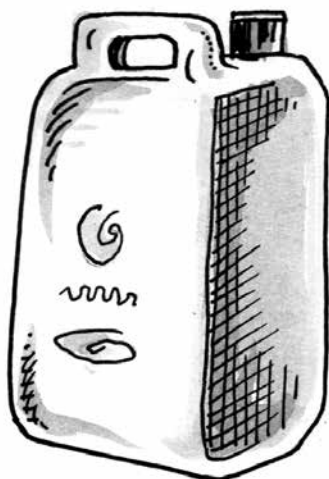


Everyone must wear a mask including drivers and learners

The Do's and Don'ts for Transport operators

- All operators of vehicles that transport learners must on regular intervals provide adequate sanitisers, hygiene dispensers or disinfection equipment for learners.
- All operators must ensure that public transport vehicles are sanitised before picking up and after dropping off learners. These sanitisers must have a minimum of 70% alcohol content.
- All operators must adhere to the regulations that apply to public transport.
- All operators must ensure that all door and window handles, armrests etc. are sanitised before picking up learners and after dropping them off.
- All operators must ensure that vehicles used to transport learners are clean and tidy.
- All operators must provide information materials about safety and disinfection procedures.
- Everyone must wear a mask including drivers and learners.
- Bus services, taxi services and e-hailing services shall not carry more than 50% of the licensed capacity.
- Private vehicles shall not carry more than 60% of the licensed capacity.

Preparing your school for re-opening



8.4. How must schools be prepared for re-opening

It is envisaged that Provincial Education Departments will make available a **minimum health and hygiene package** to all schools. The minimum package will consist of the following:

- Handwashing soap (bar or liquid);
- Alcohol-based hand sanitiser per classroom;
- Disinfectant;
- Cloth Face Masks (the wearing of masks will be compulsory for learners, teachers and support staff/school personnel);
- Digital Thermometer (2 per school); and
- Heavy duty cleaning gloves, disposable aprons, face masks and goggles/visors for support staff.

The School Management Team (SMT), teachers and support staff must arrive at school before the learners in order to make necessary preparations for the learners' arrival. Please note that SMT members, teachers and support staff with comorbidities (e.g. Hypertension, Diabetes, Asthma, Heart Diseases, etc.) identified by the Department of Health, will be managed in accordance with guidelines by the Department of Public Service and Administration (DPSA). It is important to practice social distancing and good hygiene at school to prevent becoming infected. It is recommended that you keep at least 1.5 meter distance between yourself and another person.

The following key activities will take place on Day 1 for all school staff:

- Orientation of the SMT, teachers and support staff on the management of COVID-19 at school.
- The Department of Basic Education developed *Guidelines for Schools on maintaining hygiene during the COVID-19 pandemic*. It is essential to have a copy of these Guidelines available during the orientation of the SMT, teachers and support staff. These Guidelines provide recommendations on the essential cleaning and use of Personal Protective Equipment (PPE). See Annexure C on page 53 of this Guide.
- Agree on safety and hygiene procedures at school.

- Orientation of the SMT and teachers on the management of the revised curriculum.
- Re-organisation of the school time-table in line with the phased-in return of learners.
- The School Governing Body (SGB) and SMT must decide, in accordance with the Regulations issued in terms of *Disaster Management Act 2002 (Act no 57 of 2002)* and all directives set out in the schedule to address and contain the spread of COVID-19, on what happens with other entities that use the school facilities e.g. church groups, etc.

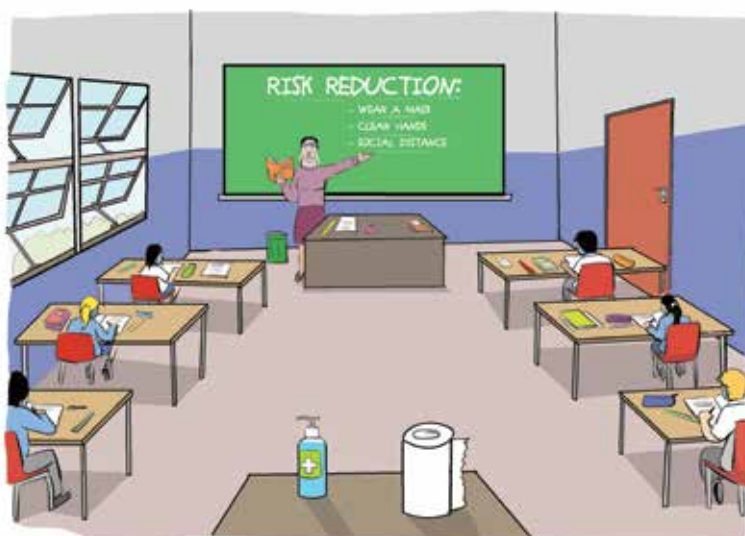


Important other activities for support staff on Day 1: (See Annexure C of this Guide)

1. Ensure the offices, classrooms, bathrooms and kitchen are cleaned and sanitised, and relevant equipment is available for people entering these offices.
2. Ensure that there is water with soap in the bathrooms.
3. Sanitisers and water for hand-washing are placed at accessible spots for anyone who needs to wash hands.
4. Strict access control measures to ensure compliance with the measures to contain the spread of COVID-19 and ensure that there are sanitisers at the security gates, for anyone coming into the school premises.
5. Ensure that Volunteer Food Handlers (kitchen staff) sanitise the kitchen daily, receive and wipe-down food deliveries and check availability of stock for school meals. Volunteer Food Handlers must use protective gear during preparation, cooking and serving of meals (head-cover, apron, safety gloves), always use face masks and wash all surfaces constantly with disinfectant cleaner to observe high standards of general cleanliness.
6. Volunteer Food Handlers must receive food deliveries under hygienic conditions, use gloves and masks in handling food supplies, wipe-down groceries with disinfectant and wash and rinse fruit and vegetables thoroughly.

The following key activities will take place on Day 2 of the arrival of the SMT and teachers:

- The SMT and teachers prepare for the opening of the new school term in line with departmental directives.
- Teachers prepare revised lessons, assessments, resources and plans for extra tuition classes.
- The SMT and teachers agree on a strategy to create new class lists to make provision for smaller classes.
- The SGB and SMT must decide on a schedule for awareness sessions with parents, communities, Local Chiefs and the Municipality.



8.5. Learners arriving at school

The SMT and support staff must ensure that handwashing stations and/or sanitisers are placed at the entrance of every classroom and at other strategic points. The phased-in approach for the return of learners prescribe that Grade 12 and Grade 7 learners will be the first to return to school. It is important to practice social distancing and good hygiene at school to prevent becoming infected. All learners in Grade 12 and Grade 7 (except those who are ill, or are home schooling) must report to schools.

The following key activities will take place on arrival of learners:

- The principal and teachers conduct the orientation of learners on the management of COVID-19 at school.
- Agree on **Safety And Hygiene Procedures** at school. Learners must wash hands before and after school-meals, be served meals in classrooms and observe social distancing during meals, while seated. Discuss hygiene in the bathrooms and toilets. Ensure sanitiser at the exit and entrances.
- Orientate learners on the curriculum recovery plan, including what access they can get to extra tuition classes and home learning resources.
- Introduce the re-organised school time-table, new class lists and the sub-division of classes.
- Brief learners on social distancing at school and travelling to and from school.
- Motivate learners on their return to school.

8.6. How do I engage with my colleagues and with my learners in the classroom?

Everyone needs to know and understand why social distancing and good hygiene is of critical importance to avoid 'catching the virus' at school and spreading the disease.



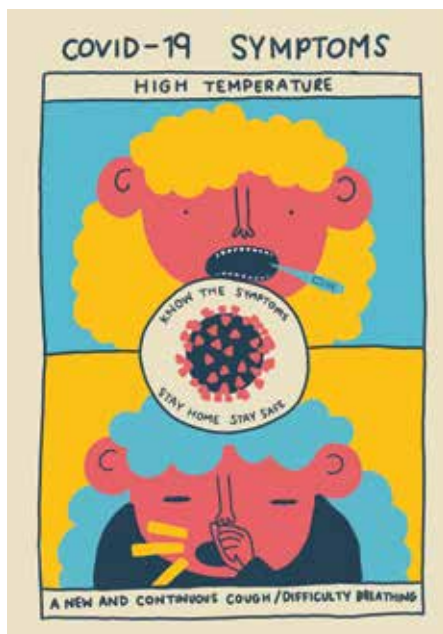
COVID-19 is a droplet infection that can spread to those who are in close proximity of an infected person.

It is recommended that movement of learners between classes are limited and that the clustering of desks in the classroom are avoided. Explain and practice the safety and hygiene procedures with the learners in your classroom.



SAFETY AND HYGIENE PROCEDURES FOR EVERYONE

1. 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 sanitiser.
2. Avoid touching your eyes, nose, and mouth with unwashed hands.
3. Avoid close contact with people who are sick.
4. Stay at home when you are sick.
5. Keep a distance of 1.5 metres from other people at all times.
6. Cover your cough or sneeze with a flexed elbow or a tissue, then throw the tissue in a bin with a lid.
7. Clean and disinfect frequently touched objects and surfaces.
8. Wear a cloth mask.



8.7 What must I do to prevent the spread of COVID-19 in my classroom?

Prevent direct contact with persons that are sick. Teachers and learners are requested to only attend school if healthy. Please note that SMT members, teachers and support staff with comorbidities (e.g. Hypertension, Diabetes, Asthma, Heart Diseases, etc.) identified by the Department of Health, will be managed in accordance with guidelines by the Department of Public Service and Administration (DPSA).

Follow the Guidelines for the containment/management of COVID-19 for childcare facilities, schools and school communities in this regard (Annexure A).

Agree on the **Safety And Hygiene Procedures** with the learners in your classroom and include:

- **Proper ventilation and fresh flow of air through the classroom** will limit the airborne transmission of the virus so ensure that windows and doors are open during class where possible.
- **Clean and disinfect frequently touched objects and surfaces** e.g. toilet surfaces, door handles, etc. They should be cleaned with diluted bleach disinfectant hourly when in use, or less frequently depending on the circumstance. (*Department of Basic Education: Guidelines for schools on maintaining hygiene during COVID-19*). See Annexure C.

8.8 What are the guidelines if a suspected COVID-19 case is detected?

Refer to Department of Basic Education (*Guidelines for schools on maintaining hygiene during the COVID-19 pandemic* (See Annexure C).



9. Mitigating Stigma and Fear about COVID-19

It is important for teachers, support staff and learners to acknowledge that words matter. South Africa learned from the HIV and Ebola epidemics how catastrophic fear, stigma and misinformation can be - this is also very true for COVID-19.

Stigma and fear can isolate people. It can prevent them from seeking medical care or adopting healthy behaviours. Stigma and fear rob people of necessary support during a difficult time. There is a great deal of easy things that teachers, support staff and learners can do to help tackle stigma associated with COVID-19.

9.1 Providing Emotional Support to Teachers, Support Staff and Learners

The WHO indicates that a major epidemic implies a psychosocial disturbance that can exceed the affected population's capacity to handle the situation. The COVID-19 pandemic is such a state. The most common reactions include anxiety, distress and depression. These may result from the fear of contracting the illness, recovering from the illness and even experiencing a death/ deaths of family members, colleagues or classmates.

It is likely that you may experience any of the above conditions in your school/s. Therefore, learners, teachers and school management have a responsibility to care for themselves and each other as safely as possible. This section addresses some of the practices that you need to promote in your school to prevent loneliness, and to support those experiencing distress, anxiety and/ or depression.



The "Dos and Don'ts" when talking about COVID-19 have been adapted from a https://www.unaids.org/sites/default/files/media_asset/JC2118_terminology-guidelines_en_1.pdf and <https://www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf> as well as a World Vision publication (Annexure D).

The Do's and Don'ts for handling anxiety and fear

- **Don't:** Feel bad that you cannot touch someone or sit very closely to them while you provide emotional support.
- **Do:** Maintain social distancing and explain that you are both required to do so for both your safety.
- **Do:** While providing social and/or emotional support to learners or staff you need to adhere to the social distancing as prescribed by the Department of Health.
- **Do:** While a learner or teacher is still recovering at home, please provide support by calling them at least once a week where possible (identify someone to call them, do not overwhelm them with many phone calls as resting is part of recovery). Please find out if they have a caregiver at home, or whether they need the school to contact any organisation or Department on their behalf, etc.



Whole school approaches may include:

- Mass communication on the emotional effects of COVID-19.
- Teach each class about identifying and interpreting emotions; how to handle or react to fear, anxiety and to identify when they might be at risk of depression; or to inform a teacher when they identify a classmate or friend that is experiencing any of the above.
- Teach and encourage positive self-talk.
- Provide material support as these may be some of the reasons creating worry especially for children whose families are directly affected.
- Provide counselling for the school and at-risk groups; and
- Refer specialised services for those who need it.

Self-care for teachers and support staff

- Avoid excessive exposure to COVID-19 media and social media coverage, especially negative ones, to avoid mental health effects.
- Maintain a healthy diet and positive lifestyle, and reach out to others for comfort and consolation that the situation will eventually be contained.
- Maintain a sense of positive thinking and hope.
- Take personal or group time to unwind and remind oneself that the intense feelings of fear, panic, and anxiety will fade. Remember to practice social distancing when in groups.

What are the signs that someone needs help?

- Persistent fear, worry and anxiousness;
- Persistent sadness, hopelessness and other overwhelming emotions;
- Withdrawal from others (the kind that is different from the social distancing prescribed by the Department of Health);
- Loss of interest in personal appearance and unusual lack of energy;
- Expressing rage or anger at the world;
- Missing work or classes; and
- Use of or increased use of drugs or alcohol.
- (It is important to note that the above list does not constitute the complete list of possible signs.)

Sources of Psychological Support

In addition to health professionals, the Employee Assistance Programme in the Provincial Education Department is available to provide psychological support. The South African Depression and Anxiety Group (SADAG) helpline is 0800567567 or send a SMS to 31393. Further contact details of support are indicated on the poster below:



9.2 Sport and other after school programmes

School Sport and other mass based gathering events such as the South African Schools Choral Eisteddfod remain suspended in schools.

This is in line with the directive given by the Minister on 16 March 2020. The directive will remain in force until further guidance is received from the Department of Health and COVID-19 Command Council.

Where sport equipment must be used during Life Orientation lessons, these must be sanitised and social distancing must be maintained at all times.

When the ban on sport events is lifted, promotion of good hygiene and safe handling of sport equipment and other related objects must be promoted.

School based enrichment and other cultural activities must be kept to a minimum to allow schools to recover the lost teaching and learning time.

In the Foundation Phase, where play and recreation activities are part of the teaching and learning process, vigilant supervision must be maintained at all times and teachers and practitioners must ensure that all equipment and teaching aids are sanitised and the washing of hands is done regularly.

10. Overview of the School Recovery Plan

In order to counter the effects of a prolonged stay at home, the Department of Basic Education (DBE) has worked with Provincial Education Departments (PEDs) to develop a standard comprehensive Framework for the School Recovery Plan. The Framework for the School Recovery Plan serves as a guideline to PEDs and schools as to how the lost time could be recovered.

Provinces must customise the guideline to suit their provincial contexts. This framework will provide the minimum of what needs to be done and PEDs can go beyond the minimum that is outlined in the Framework. PEDs and schools should be guided by the following principles, when actioning the Framework for the School Recovery Plan:

10.1 Responsiveness to the National COVID-19 Programme

The Framework strictly adheres to the national regulations and protocols of the National COVID-19 Programme.

10.2 Inclusion and Equity

Inclusion and equity are guiding principles of education programmes in South Africa. This is in line with the international mandates including the Sustainable Development Goals (SDG), which promote inclusive and equitable quality education for all (United Nations, 2015) and motivate for a strong focus on the most disadvantaged. Inclusion must be the overriding principle for all interventions. Inclusion is premised on the notion that all children should access and enjoy the benefits of education regardless of ability, gender, geography and socio-economic status.

It is a well-established fact that disaster events often impact the marginalised more than other groups. The programme use a context sensitive approach – it takes cognisance of diverse contexts where schools are located (urban and rural); socio-economic factors (quintiles) and unique circumstances (multi-grade teaching schools and farm schools) to develop targeted planned activities based on these categorisations.

10.3 Guided Approach

The programme promotes the notion that the needs of the schools are unique and are guided by performance and therefore require not one size fits all but tailored-made solutions. The programme takes cognisance of low, medium and high-risk schools. More attention is given to high-risk schools. Consequently, consideration is given to the demands and needs of each phases of the schooling system i.e. Foundation, Intermediate, Senior and Further Education and Training Phases. Grades within each Phase will be considered independently as having different needs which require special support.

10.4 Size and Scope

Successful schools emphasize not just the quantity of lessons but also the quality of education provided. Striving for quality is important in a crisis as it is in any context.

In a crisis where there was a loss of days and few weeks, a Short-Term Recovery Plan is adopted. This would include: Adjustment of teaching schedules and timetables (e.g. morning lessons, afternoon lessons, and holiday tuition). If there was a loss of weeks and months, a Long-Term Recovery Plan is adopted which include: Re-evaluating the curriculum (e.g. curriculum trimming).

While re-organising the curriculum might be an option in other Grades, support to Grade 12 will adopt the adjustment of teaching schedules and timetables. This is determined by the nature of the NSC Examination and the fact that Grade 12 represents a final year of schooling and prepares learners for higher education.

10.5 Partnerships

Recovering efforts should involve expanding support through partnerships. The success of salvaging the rest of the academic year partially rests in collaborating with education stakeholders and role-players.

10.6 Safety and Security

Creating safe, orderly and welcoming environments is critical to educating and preparing youth to achieve their highest potential. There is a need to balance physical and psychological safety but at the same time avoid overly restrictive measures that can undermine the learning environment and instead combine reasonable physical security measures with efforts to enhance school climate. Efforts should be made to address school safety and climate which reinforces positive behaviours.

10.7 Time Management

Time is of the essence in the recovery plan. Hence time must be strictly managed at school level.

10.8 Quality

The priority must be quality teaching and learning. There should also be a focus on skills, knowledge and values.

10.9 A nationally co-ordinated approach

The Department of Basic Education will provide clear directives of what is expected of each provincial education department and compliance with these directives will be monitored.

The Framework for Curriculum Recovery was presented to the different stakeholders and social partners, including School Governing Bodies Associations, Principals Associations and representatives of Teacher Unions.

11. COVID-education resources

11.1 The Department of Basic Education

The DBE, in collaboration with Provincial Education Departments (PEDs) and various organisations has coordinated education resources and support programmes. The resources are available on-line, through various portals, applications, radio and television broadcast lessons. The lessons target learners and teachers across all the grades. Various online support programmes were deployed to provide or guide learners, teachers, education officials as well as parents and care givers and they are available for different subjects across the grades.

Some publishing companies such as Via Afrika and Shutters have availed their e-books for free. A comprehensive list of on-line learner support programmes, what they offer is available (Annexure B).

11.2 The National Education Collaboration Trust

The National Education Collaboration Trust (NECT) has been working with the Department of Basic Education in formulating a national response programme to mitigate the effects of COVID-19 outbreak, especially during the national lockdown announced by President Cyril Ramaphosa. The NECT naturally works as a facilitator of collaboration among several stakeholders to generate synergies, which optimise the use of resources.

ORGANISATION	CONTACT DETAILS
National Institute for Communicable Diseases (NICD)	www.nicd.ac.za
COVID-19 Learners Support	www.education.gov.za
COVID-19 information	www.sacoronavirus.co.za
Coronavirus 24-hour Hotline	0800 029 999
Coronavirus WhatsApp	060 012 3456
Official Government Regulations and Guidelines on COVID-19	www.gov.za/coronavirus/guidelines
World Health Organisation	www.who.int
United Nations' Children Fund (UNICEF)	www.unicef.org
National Association of Social Change Entities in Education (NASCEE)	https://nascee.org.za/
Heartlines	https://heartlines.org.za
DG Murray Trust	www.dgmt.co.za
PILO	www.pilo.co.za
Zenex Foundation	www.zenexfoundation.org.za
JET Education Services	www.jet.org.za

Useful information

12. Distribution of the orientation programme, including roles and responsibilities

12.1 Role of the Department of Basic Education

The Department of Basic Education has a responsibility to ensure that the orientation programme is made available through different channels and platforms. The following are some of the programme can be accessed:

- Television and Radio Broadcasts;
- Video Clips on YouTube, WhatsApp and other social media platforms;
- Social media platforms; and
- Websites of DBE, Provincial Education Departments, Partners, etc.

The DBE will also collate reports from Provinces on the distribution, application as well as the general compliance with the provisions of the programme.

12.2 Role of the Department of Provincial Education Departments

1. Provincial Education Departments have a responsibility to ensure that all Districts receive the programme and are thoroughly trained on the programme.
2. Provinces may develop additional materials in line with the programme to complement and expand the distribution of the information.
3. Provinces have to deploy officials in different Districts to monitor compliance and prepare reports for the DBE.
4. Provinces have to put measures in place to ensure that they are able to detect problem areas and be on alert to respond at short notice.

12.3 Role of the Districts

1. Districts have to ensure that all schools are alerted to the programme, and are trained adequately
2. Districts have to monitor schools to ensure that there in compliance.
3. Districts have to report any incidents of suspected infection or non-compliance to the relevant authorities and the Province.
4. All efforts must be taken by the Districts to address and resolve challenges as they arise.

12.4 Role of schools

1. Schools have to access and familiarise themselves with the programme.
2. Principals have to ensure that the provisions of this programme are complied with.
3. Any suspicions of infection should immediately be reported to the relevant authorities who will give directives in terms of how the situation should be handled.
4. Schools must compile regular reports and submit to Districts. (See Annexure A for an example report).
5. Schools have to keep parents informed about the programme and ensure that they also comply accordingly.

13. Frequently Asked Questions

CATEGORIES	QUESTIONS	ANSWERS
General information about Coronavirus	What is COVID-19?	<ul style="list-style-type: none"> Coronaviruses belong to a large family of viruses causing a wide spectrum of illness, ranging from very mild to severe. Some cause illness in people; numerous other coronaviruses circulate among animals, including camels and some bat species. Rarely, some animal coronaviruses can evolve to cause illness in people. Sometimes coronaviruses may develop the ability to spread from person to person, for example the Middle East respiratory syndrome coronavirus (MERS-CoV), first reported from Saudi Arabia in 2012, and the severe acute respiratory syndrome coronavirus (SARS-CoV), first recognized in China in 2002. On 7 January 2020, 'Severe Acute Respiratory Syndrome Coronavirus 2' (SARS-CoV-2) was confirmed as the causative agent of 'Coronavirus Disease 2019' or COVID-19. Most of the case-patients initially identified were dealers and vendors at a seafood, poultry and live wildlife market in China. Since then, the virus has spread to more than 100 countries, including South Africa.
	Who named COVID-19	<ul style="list-style-type: none"> The World Health Organisation. On 7 January 2020, 'Severe Acute Respiratory Syndrome Coronavirus 2' (SARS-CoV-2) was confirmed as the causative agent of 'Coronavirus Disease 2019' or COVID-19
	How is the Corona virus transmitted?	<ul style="list-style-type: none"> COVID-19 is a droplet infection that can spread to those who are in close proximity with an infected person. It is thought to happen mainly via respiratory droplets produced when an infected person coughs or sneezes, similar to how influenza and other respiratory pathogens spread.
	What is social distancing?	<ul style="list-style-type: none"> It is recommended that you keep at least 1.5 metre distance between yourself and another person. Social distancing, also called physical distancing, are measures taken to prevent the spread of a contagious disease by maintaining a physical distance between people and reducing the number of times people come into close contact with each other. The declaration of a national state of disaster has placed South Africa in lockdown. This means all South Africans (except a list of Government approved essential services) must Stay at Home. Only go outside for food, health reasons or you are performing work listed as an essential service. Wash your hands as soon as you get home. Social distancing must also be applied when schooling resumes or in other circumstances.
	Why is social distancing necessary?	<ul style="list-style-type: none"> To prevent the spread of a contagious disease such as COVID-19. COVID-19 is a droplet infection that can spread to those who are in close proximity with an infected person.

	What are the signs and symptoms of COVID-19 infection?	<ul style="list-style-type: none"> • Symptoms reported for patients with COVID-19 have included mild to severe respiratory illness with cough, sore throat, shortness of breath or fever ($\geq 38^{\circ}\text{C}$ (measured) or history of fever (subjective). • The complete clinical picture with regard to COVID-19 is still not fully clear. • Reported illnesses have ranged from infected people with little to no symptoms to people being severely ill and dying.
	Can COVID-19 be caught from a person who has no symptoms?	<ul style="list-style-type: none"> • The main way the disease spreads is through respiratory droplets expelled by someone who is coughing. However, many people with COVID-19 experience only mild symptoms. This is particularly true at the early stages of the disease. It is therefore possible to catch COVID-19 from someone who has, for example, just a mild cough and does not feel ill.
	How likely I am to catch COVID-19?	<ul style="list-style-type: none"> • The risk depends on where you live or where you have travelled recently. The risk of infection is higher in areas where a number of people have been diagnosed with COVID-19. • The risk in South Africa is currently rising; it is important to be aware of the situation and preparedness efforts in your area.
	Should I be worried about COVID-19?	<ul style="list-style-type: none"> • In the light of the rising number of infections in South Africa, there is a need to be concerned about COVID-19. • It is a good idea to get the facts, to help you accurately determine your risks so that you can take reasonable precautions. Regular information provided by the government at www.gov.za/coronavirus/guidelines is very useful in this regard. • It is very important, though, to be aware of fake news that also does the rounds. • It is important to be informed of the situation where you live and take appropriate measures to protect yourself. • Although for most people COVID-19 causes only mild illness, it can make some people very ill. More rarely, the disease can be fatal. • Older people, and those with pre-existing medical conditions (such as high blood pressure, heart problems or diabetes) appear to be more vulnerable.
	How is COVID-19 diagnosed?	<ul style="list-style-type: none"> • Department of Health officials are currently performing screening and testing. • The COVID-19 is diagnosed by a laboratory test, polymerase chain reaction (PCR) molecular test, on a respiratory tract sample (e.g. sample from nose, throat or chest). • For specific guidance on sample collection and transport please visit the NICD's website: www.nicd.ac.za.

Frequently Asked Questions

	How is the COVID-19 treated?	<ul style="list-style-type: none"> • Treatment is supportive (e.g. provide oxygen for patients with shortness of breath or treatment for fever). • There is no specific antiviral treatment available. Antibiotics do not treat viral infections. • However, antibiotics may be required if a bacterial secondary infection develops.
	How can COVID-19 infection be prevented?	<p>Currently, there is no vaccine for COVID-19.</p> <p>There are no specific measures currently recommended to prevent COVID-19 but the following can provide protection against infection with coronaviruses and many other viruses that are more common in South Africa:</p> <ul style="list-style-type: none"> • 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 sanitiser. • 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 distance from others at home. • Cover your cough or sneeze with a flexed elbow or a tissue, then throw the tissue in the bin. • Clean and disinfect frequently touched objects and surfaces.
	Why should we constantly wash hands with water and soap or clean our hands with hand sanitiser?	<ul style="list-style-type: none"> • Handwashing with soap or cleaning our hands with hand sanitiser removes germs from hands. This helps prevent spreading COVID-19 because: People frequently touch their eyes, nose, and mouth without even realizing it. Germs can get into the body through the eyes, nose and mouth and make us sick.
	Why is wearing a mask important?	<ul style="list-style-type: none"> • Wearing a mask when in public places, especially crowded places, can help slow the spread of COVID-19. Even when wearing a mask, hand-washing and social distancing remain the most important interventions to reduce the spread of COVID-19. • The purpose of the mask is to reduce droplets that come out of the mouth or nose during speaking, coughing and sneezing. • Avoid touching the mask or your face while you're out and when you get back home, wash the mask with soap and water immediately without using chemicals and wash your hands again. • You should not share your mask with anybody else, and it is preferable if every person has two masks so they can be interchanged during washes.

Frequently Asked Questions

	Why should we not drink alcohol?	<ul style="list-style-type: none"> The use of liquor “reduces a person’s ability to exercise the social distancing and personal hygiene required” to limit the spread of the virus from person to person.
	Why should we not smoke?	<ul style="list-style-type: none"> While smoking and exposure to second-hand smoke, does not cause COVID-19, your risk increases if you are a smoker and suffer another health condition such as cardio-vascular disease, cancer, diabetes, respiratory illness, TB and so on.
	Who can I contact for more information?	<ul style="list-style-type: none"> The Coronavirus 24-hour Hotline: 0800 029 999 The Department of Health’s Coronavirus WhatsApp: 060 012 3456 Official Government Regulations and Guidelines on COVID-19 at www.gov.za/coronavirus/guidelines. National Institute for Communicable Diseases (NICD) at www.nicd.ac.za The World Health Organisation at www.who.int
COVID-19 questions regarding education	What is the plan of the Department of Basic Education?	<ul style="list-style-type: none"> Information on the plans of the Department of Basic Education is available at www.education.gov.za.
	What will happen if all learners come back after the lockdown is lifted	<ul style="list-style-type: none"> The phased-in approach for the return of learners prescribe that Grade 12 and Grade 7 learners will be the first to return to school. The other Grades will come later.
	What action must be taken when a child or learner appears ill or displays symptoms associated with COVID-19	<ul style="list-style-type: none"> When a child/learner appears to be sick or displays symptoms of COVID-19, such as dry cough, high fever, respiratory distress or shortness of breath, or report a sore throat, the procedure below must be followed: <ol style="list-style-type: none"> Isolate the learner and keep them separate from other learners and staff until they can be assessed by a health professional. Provide the learner with a face mask if they don’t already have one on. The parents or guardians of the child/learner must be informed immediately. Call the school nurse or the facility manager of the nearest health facility, the NICD toll- free emergency hotline for COVID-19 (0800 029 999) or the provincial officials whose details are listed in the DBE Circular 1 of 2020. The school will be advised on any further actions to be taken.
	How will Curriculum catch-up plan unfold?	<ul style="list-style-type: none"> To address lost teaching time, the Curriculum Recovery Plan suggests the deconstruction of three concepts, namely curriculum trimming, curriculum re-organisation and accelerated learning programmes with an intention of exploring methodologies, approaches and strategies for the sector’s attempts to address the challenge of loss of teaching and learning time, as a result of COVID-19.

Annexures

ANNEXURE A:

Example of what to Include in a Covid-19 School Readiness Report to the District

ANNEXURE B:

Comprehensive list of on-line learner support programmes

ANNEXURE C:

Guidelines for schools on maintaining hygiene during the COVID-19 pandemic

ANNEXURE D:

Mitigating Stigmatisation

EXAMPLE OF WHAT TO INCLUDE IN A COVID-19 SCHOOL READINESS REPORT TO THE DISTRICT

Date of Report (dd/mm/yyyy)	
Section A: School Particulars	
Province	
District	
Circuit	
Name of School	
EMIS Number	
Principal's Name and Surname	
Tel/ Cell No.	
E-mail Address	
Highest Grade	
Lowest Grade	
Number of Learners	

Annexure A: Example of what to Include in a Covid-19 School Readiness Report to the District

KEY AREAS	AREAS OF FOCUS	YES	NO	COMMENTS
1. FACILITIES	1.1 The school environment is clean and conducive for learning			
	1.2 The school has been disinfected			
	1.3 The school has adequate classrooms to accommodate learners and observe social distance			
	1.4 Desks/Tables and chairs are adequate to ensure that learners do not share a desk			
	1.5 Isolation room/s is/are available			
	1.6 Classrooms are sanitised prior to the start of each school day			
	1.7 Masks have been supplied			
	1.8 Cleaning gloves for cleaners have been supplied			
	1.9 Disposable aprons for cleaners have been supplied			
2. WATER AND SANITATION	2.1 Adequate and clean ablution facilities are available			
	2.2 There is adequate running water supply/water tanks and/or taps			
	2.3 All toilets have soap and water			
3. ORIENTATION FOR COVID-19	3.1 Screeners are available & trained			
	3.2 Name and contact details of the local school health nurse and local health clinic are available			
	3.3 Orientation on COVID-19 was done for teachers			
	3.4 Orientation on COVID-19 was done for learners			
	3.5 Orientation on COVID-19 was done for support staff			
	3.6 COVID-19 pamphlets are displayed in the school corridors, doors and inside classrooms			
4. COMPLIANCE WITH COVID-19 PROTOCOLS	4.1 At least two digital thermometers are available			
	4.2 Screening of learners, teachers and support staff is done every day			
	4.3 Temperature of everyone is taken & recorded			
	4.4 Learners, teachers, support staff and visitors are sanitised at the gate			
	4.5 Learners, teachers and support staff wear masks at all times			

Annexure A: Example of what to Include in a Covid-19 School Readiness Report to the District

4. COMPLIANCE WITH COVID-19 PROTOCOLS	4.6	Teacher: Learner ratio of 1: 20 is maintained.			
	4.7	Social distancing of at least 1.5m is observed and markings are used inside classrooms			
	4.8	Learners are not sharing desks			
	4.9	Alcohol-based (70% alcohol) sanitisers have been supplied per classroom			
	4.10	The number of learners and teachers with underlying conditions is known			
	4.11	Attendance to school and classes is properly administered			
	4.12	Daily attendance registers for teachers are managed			
	4.13	Daily attendance registers for learners are managed			
	4.14	1-1.5 m marks have been made in the assembly area to ensure social distancing			
	4.15	A plan is available to control learners during break time			
	4.16	Social distancing is observed in the staff room			
5. PSYCHOSOCIAL SUPPORT	5.1	Does the school have a functional School Based Support Team (SBST)?			
	5.2	Have educators received orientation on identification and provision of psychosocial support to affected learners?			
	5.3	Does the school have a list of call centres and organisations providing psychosocial support?			
6. SCHOOL NUTRITION	6.1	The school has a kitchen for nutrition			
	6.2	Food handlers wear face masks			
	6.3	Food handlers received orientation on COVID-19			
	6.4	Learners wash hands with water and soap or use hand sanitisers before and after meals			
	6.5	Learners eat in their classrooms observing social distancing			
	6.6	The school is providing meals to learners not yet back at school (Grades other than 7 or 12)			

Annexure A: Example of what to Include in a Covid-19 School Readiness Report to the District

7. CURRICULUM	7.1	The province/ district provided the amended Annual Teaching Plans (ATPs) to the school			
	7.2	The school provided each teacher with a copy of the Revised ATPs			
	7.3	The province/ district mediated the revised ATPs to schools			
8. PERSONNEL PROVISIONING	8.1	The number of teachers is adequate			
	8.2	A list of teachers who are expected to be back at school is available			
	8.3	Plan for teachers over 60/ with comorbidities that are not at school is available			
	8.4	The number of cleaners is adequate			
	8.5	The number of support staff is adequate			
9. SCHOLAR TRANSPORT	9.1	The school has scholar transport			
	9.2	All qualifying learners have scholar transport			
	9.3	The driver (s) has/ have been orientated on Covid-19			

Section C: Areas that need URGENT attention

Comments on anything that may not have been articulated above

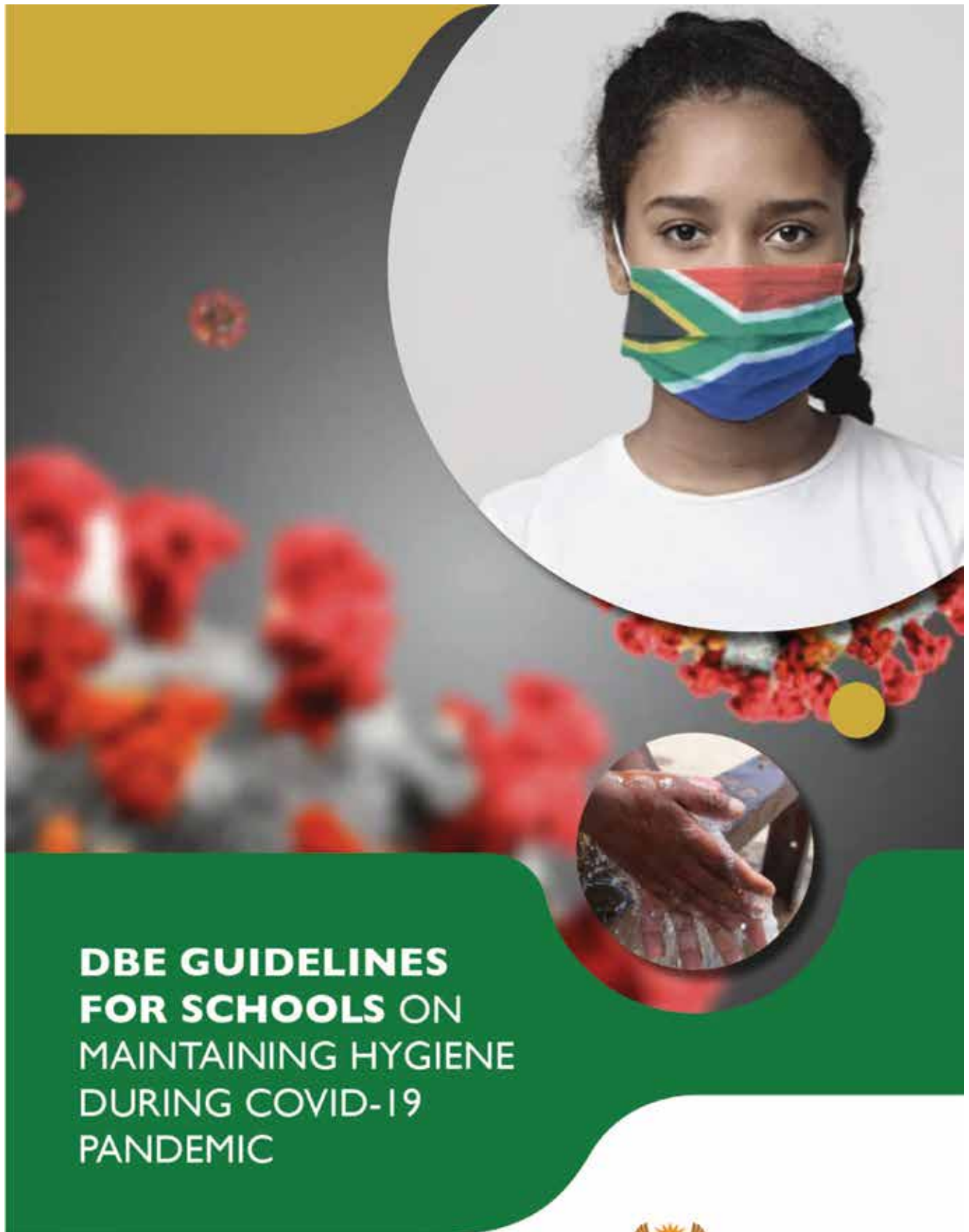
Official	Initial & surname	Signature	Date
SCHOOL PRINCIPAL			

School Stamp

Annexure B: List of on-line Learner Support Programmes

Websites	Portals, Apps and Virtual Classrooms	Broadcast Television and Radio
https://www.education.gov.za	https://www.vodacom.co.za/vodacom/services/vodacom-e-school	https://learn.mindset.africa/
https://dbecontent.bhelela.com	https://www.digitalclassroom.co.za/digitalclassroom/	https://www.youtube.com/user/MindsetLearn/videos
https://www.2enable.org/Dashboard.aspx	https://wcedportal.co.za/	e-Media Investments
https://siyavula.com	https://2simple.com/free-access/	e-Media Investments
https://www.africanstorybook.org/	https://xander.co.za/	Open view HD platform channel 122
https://bbc.co.uk/bitesize	https://phet.colorado.edu/	SABC Regional Radio Stations and Community Radio Stations
www.africateen.geeks.co.za	Eastern Cape Virtual Classroom	
www.viaafrika.com	Digi-campus	
www.shuter.co.za	WorksheetCloud	





DBE GUIDELINES FOR SCHOOLS ON MAINTAINING HYGIENE DURING COVID-19 PANDEMIC



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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ACRONYMS

COVID-19	Coronavirus disease 2019
DBE	Department of Basic Education
DoH	Department of Health
DoT	Department of Transport
DPSA	Department of Public Service and Administration
DSD	Department of Social Development
EOC	Emergency Operations Centre
EPWP	Expanded Public Works Programme
NDoH	National Department of Health
NICD	National Institute for Communicable Diseases
NSNP	National School Nutrition Programme
OHSA	Occupational Health and Safety Act
PED(s)	Provincial Education Department(s)
PHEIC	Public Health Emergency of International Concern
PPE	Personal Protective Equipment
PUI	Person Under Investigation
SARS-CoV-2	Severe Acute Respiratory Syndrome Coronavirus 2
SBST(s)	School-Based Support Team(s)
SMT(s)	School Management Team(s)
SOP(s)	Standard Operating Procedure(s)
TB	Tuberculosis
WHO	World Health Organization

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 positively impact attitudes of personal and community hygiene practices.

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.

A. 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 (spread) 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 diseases to help ensure learners and educators have a safe and healthy learning and working environment.

How is the corona virus 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 passed-on by people who are not showing 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 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 things with COVID-19 on it, then you can get infected.

What are the symptoms of COVID 19?

Symptoms of Coronavirus Disease 2019


Patients with COVID-19 have experienced mild to severe respiratory illness.

Symptoms can include:




COUGH

Seek medical advice if you develop symptoms, and have been in close contact with a person known to have COVID-19 or if you live in or have recently been in an area with ongoing spread of COVID-19



FEVER


Symptoms may appear 2-14 days after exposure




SHORTNESS OF BREATH

Protect yourself and others from the disease

#coronavirusupdate
COVID-2019



health
Department:
Health
REPUBLIC OF SOUTH AFRICA



B. STANDARD PRECAUTIONS OF INFECTION PREVENTION AND CONTROL

A safe environment can be achieved through elimination of infectious particles in the air and on surfaces by **always adhering to the Golden Rules:**

1. **Prevent direct contact with persons who are sick** – encourage educators, learners and staff to stay at home when feeling sick.
2. **Use of personal protective equipment (PPE)** – use protective face masks at all times.
3. **Environmental cleaning and disinfection** - reduce the risk of micro-organisms in the environment by cleaning and disinfecting frequently touched surfaces such as door handles, hand rails, desks, tables, windows, etc. hourly or less frequently depending on the circumstances.

An effective disinfectant is diluted bleach disinfectant (20 ml bleach per litre of clean water).

4. **Social distancing** - Keep a distance of at least 1.5 meters between persons where possible, avoiding gatherings and contact activities outside of the classroom such as extra mural activities, contact sport, assemblies, hall gatherings and queuing at tuck-shops or for school feeding programme meals.
5. **Hand hygiene - Wash hands frequently with soap and water** for 20 seconds, especially after using the toilet, touching food and if hands are visibly soiled/dirty.
6. **Use alcohol-based hand sanitiser regularly**, especially after contact with any person or after contact with frequently touched surfaces i.e. phones, door handles etc.
7. **Avoid touching your eyes, mouth, or nose** with unwashed/un-sanitised hands.
8. **Limit airborne transmission-** allow adequate cross ventilation in classrooms and office buildings. Limit visitors and the number of people that enter the school, office or classroom. Parents should enter the school only if absolutely necessary.

Practice cough and sneeze etiquette – cough in the fold of the bent elbow and sneeze in a tissue which should be discarded safely in a refuse bin with a lid. Wash hands immediately thereafter.

C. RISK REDUCTION METHODS FOR SCHOOLS

- a) Every person (parent, teacher, learner or visitor) that enters or leaves a school must wash their hands or sanitise them at the entrance/gate utilising hand hygiene stations equipped with soap (bar or liquid) and water or sanitise with a hand sanitiser with at least 60% alcohol base.
- b) Pens and pencils must not be shared amongst learners or teachers.
- c) There should be no sharing of food or eating utensils.
- d) Social distancing must be adhered to at all times.
- e) Classrooms must be well ventilated.
- f) Classrooms must be cleaned at least twice a day with a disinfectant.
- g) Every person (parent, teacher, learner or visitor) that enters a school should have their temperature assessed with a digital thermometer scanner as follows.
 - Remove the protective scanner cap
 - Switch the scanner on and wait for the '00' reading
 - Scan the forehead of the person
 - A reading of 38 degrees Celcius and above indicates a possible fever and should be referred for further investigation, as per the *DBE Standard Operation Procedure for the Prevention, Containment and Management of COVID-19 in Schools and School Communities*- hereafter referred to as the "SOPs")
 - *Visitors and staff with a fever are not permitted on the school grounds.*
 - Learners with a temperature of more than 38 degrees must be kept separate from other and isolated in the designated isolation space, equipped with a mask and the parents/caregivers notified to collect the child for further investigation by a health professional. The principal or his/her designate must contact the school health contact person or the nearest public primary healthcare facility. **The health facility must be informed if a COVID-19 infection is suspected so that the facility can make the necessary arrangements to receive and manage the patient safely to prevent contamination.**

NB: Each person conducting screening must wear a face mask and must regularly wash their hands for 20 seconds or use a hand sanitiser (at least 60%alcohol) during the course of screening. Social distancing must be observed at all times.

D. RISK REDUCTION METHODS FOR CLASSROOMS & OFFICES

Each classroom and office must have access to the following:

- a) A portable handwashing station (avoid common bowls – use tippy taps), handwashing soap (bar or liquid) or hand sanitizer with at least 60 % alcohol base.

Frequent hand hygiene must be part of the routine of everyday life in a school or office. Every person that enters a classroom must wash their hands with soap and water or sanitise their hands, and again when leaving the classroom.

- b) A litter bin with a lid, lined with a bin liner in which all tissues, paper towels and possible contaminated waste must be discarded.
- c) Paper towels to dry hands or wipe surfaces. Used paper towels must be discarded safely in the litter bin with a lid.
- d) Protective face masks¹ (cloth masks) and/or visors must be worn at all times in classrooms.

Note:

** N95 masks are reserved for use by health officials that are treating or looking after COVID-19 patients.*

**Do not use hand sanitiser after using the toilet – wash hands with soap and water*

E. RISK REDUCTION METHODS FOR TOILETS/BATHROOMS

Each toilet/bathroom must have the following:

- a) A handwashing station and handwashing soap (bar or liquid) close to the toilet for handwashing after using the toilet.
- b) Paper towels to dry hands, or air dry the hands. Used paper towels must be discarded safely in the litter bin with a lid. *Do not use a common hand towel.*
- c) A litter bin with a lid, lined with a bin liner in which all tissues, paper towels and possible contaminated waste must be discarded.

¹ Only effective if used with regular handwashing. Cloth masks to be washed and ironed daily

- d) Surfaces that are regularly touched, e.g. taps, doorknobs and toilet handles must be wiped down hourly with 20 ml bleach per liter water or disinfectant wipes.
- e) Daily cleaning of all surfaces at least twice a day with a disinfectant cleaner. Recommend sodium hypochlorite 0.5% (biocide sachets) or Bleach mixture (250ml of bleach to 5 litres of water).

F. HAND HYGIENE PRACTICES

a) When to wash hands

- Wash your hands **after visiting the toilet**;
- Wash your hands **before handling food or eating**;
- Wash your hands **after taking care of sick people**;
- Wash your hands **after touching surfaces**;
- Wash your hands **after sneezing or coughing**.

b) How to wash hands

How to wash your hands with soap and water

1. Wet hands and apply soap
 2. Rub palms of hands together
 3. Rub in between the fingers, back of hands and wrist
 4. Clean underneath the nails
 5. Rinse hands with clean running water
 6. Dry with clean paper towel or shake hands in the air to dry
- Do not use a cloth or share a paper towel to wipe



c) How to sanitise hands

1. Apply the hand sanitiser to the palm of one hand (size of a R1/or R2 coin)
2. Rub your hands together
3. Rub the gel over all the surfaces of your hands and in between fingers for at least 20 seconds until your hands are dry



A Note on alcohol-based hand sanitisers

- *If you are not near a handwashing station and soap, use a hand sanitiser to clean your hands.*
- *Do not use a sanitiser after using the toilet and if your hands are visibly soiled - wash hands with soap and water.*
- *Sanitisers should have alcohol content of at least 60% for maximum protection. No more than 60% is required.*
- *Use a hand sanitiser only on dry hands.*
- *If using gloves, sanitise hands before and after use (of the gloves).*
- *Do not use a sanitiser on gloves.*
- *Do not sanitise and use water at the same time – it is harsh for your skin.*

G. FOOD PREPARATION AREAS (SCHOOLS WITH NSNP)

In addition to the general guidelines for schools, food storage and preparation areas for the National School Nutrition Programme (NSNP) must institute additional hygiene measures to ensure food safety and to prevent the spread of COVID-19. Additional measures include the following:

- Volunteer Food Handlers must wash their hands thoroughly before preparing food.
- Head gear, face masks and disposable plastic aprons must be worn to prevent droplet transmission. Closed shoes should be worn.
- All surfaces must be cleaned daily with Disinfectant cleaner (recommend sodium hypochlorite 0.5% (biocide sachets) **or** Bleach mixture of 250ml of bleach to 5 litres of water).
- Surfaces must be cleaned with at least 70% ethyl alcohol cleaner for wiping down in-between daily cleaning.
- Learners should eat their meals in the classrooms under the supervision of an educators.

Staggered serving times should be considered to prevent queuing in the kitchen.

H. LEARNER TRANSPORT

The Department of Transport (DoT) is responsible for all matters relating to transport including legislation, regulations, licensing, etc. and the enforcement thereof. The DoT ensures compliance by all road users to all applicable prescripts, including vehicles and operators that transport learners to school and back. All commuter transport services including passenger bus services, taxi services, and private cars transporting learners must adhere to the Regulations issued in terms of Disaster Management Act 2002 (Act no 57 of 2002) and all directives set out in the schedule to address and contain the spread of COVID-19 including **Loading capacity of learner transport: Regulation 11C as amended by the substitution Regulation by a; b and c as below:**

- (a) All minibuses must reduce seating capacity to mitigate the spread of the virus;
- (b) Bus services, taxi services and e- hailing services shall not carry more than 50% of the licensed capacity; and

- (c) Private vehicles shall not carry more than 60% of the licensed capacity, and that all directions in respect of hygienic conditions and the limitation of exposure of persons to COVID -19, are adhered to.

Provision of improved access and hygiene, disinfection control in learner transport

- All operators of learner transport facilities must, on regular intervals, provide adequate sanitisers or other hygiene dispenser for washing of hands for learners.
- Operators must ensure that all learner transport vehicles are clean and tidy.
- Operators must ensure that public transport vehicles are disinfected before picking up and after dropping off learners.
- Operators must ensure that all learner transport vehicle door and window handles, armrests and handrails are sanitised before picking up and dropping off learners.
- All drivers and learners must wear a mask.
- Learners must sanitise their hands on embarking and disembarking from transport at all times. The sanitisers used to sanitise all learner transport vehicles must have a minimum of 60% alcohol content.
- All learner transport operators must provide disinfection information materials and procedures.

I. CONSISTENT AVAILABILITY OF HYGIENE PRODUCTS

The installation, supervision, and regular re-filling of hygiene products, stock and equipment is the responsibility of the school principal/head of the institution, as delegated to the factotum/cleaners, provided that the principal shall retain ultimate responsibility therefor.

The School Principal must ensure:

- a. The procurement and delivery of adequate quantities of products in the ***Basic and Essential Hygiene and Sanitation Package for Each School (Hereto annexed as Appendix 4)*** by timely ordering and filling-up stock.
- b. Hand hygiene training and reminders to learners, including refreshers as is necessary.

- c. Communication to parents about the importance of hand hygiene at home in preventing the spread of the COVID-19 virus.
- d. Communication to operators of scholar transport on the necessary hygiene measures during transportation of learners.
- e. Training of cleaners and ground staff to prevent the spread of COVID-19.

J. CLEANING AND DISINFECTION

Routine environmental cleaning is an essential part of disinfection. Organic matter can inactivate many disinfectants. Cleaning reduces the soil load, allowing the disinfectant to work. Removal of germs such as the virus that causes COVID-19, requires thorough cleaning followed by disinfection.

1) Cleaning of minimally touched surfaces

Minimally touched surfaces such as floors, walls, ceilings, blinds, etc. should be thoroughly cleaned and cleaned as follows;

- Detergent solution/wipes should be used as per manufacturer's instructions.
- Damp mopping is preferable to dry mopping.
- Walls and blinds should be cleaned when visibly dusty or soiled.
- Window curtains should be regularly changed in addition to being cleaned when soiled.
- Sinks and basins should be cleaned on a regular basis.

2) Cleaning and disinfection of high touch surfaces

Frequently touched surfaces are a high-risk for cross-transmission by pathogens that are transferred from people's hands. Items such as **door handles, light switches, lift buttons, working surfaces, tables, railings etc. are frequently touched in public places** (shopping malls, public amenities, airports and other public places where people gather in numbers).

- High touch areas in public places should be cleaned and disinfected regularly and daily.
- Clean general surfaces and fittings when visibly soiled and immediately.

- Routine cleaning and disinfection of high touch surfaces should be done with clean water and a neutral detergent. Detergents usually have no killing ability but do remove organic matter which contain microbes and thereby reduce environmental contamination.
- Detergent solution must be used as per manufacturer's instructions. Can use, with the exact choice of detergent determined by the nature of surface and likely degree of contamination.
- Detergent-impregnated wipes may be used but should not be used as a replacement for the mechanical cleaning process.

3) General cleaning and disinfection of high touch surfaces

Routine environmental cleaning is an essential part of disinfection. Organic matter can inactivate many disinfectants. Cleaning reduces the soil load, allowing the disinfectant to work. Removal of germs such as the virus that causes COVID-19 requires thorough cleaning followed by disinfection.

The length of time that the SARS-COV-2 virus (the cause of COVID-19) survives on inanimate surfaces will vary from hours to days, depending on factors such as the amount of contaminated body fluid, such as respiratory droplets present and environmental temperature and humidity. In general, Coronaviruses are unlikely to survive for long once droplets produced by coughing or sneezing dry out.

Regular cleaning and disinfection in schools, scholar transport and in households is critical in controlling the spread of the COVID-19 virus. **Surfaces should be thoroughly cleaned before applying disinfectants to further reduce bioburden.**

4) Application of spray disinfectants

Because COVID-19 infection is spread by droplets either through coughing, sneezing or from hands to surfaces, outdoor areas have less risk than crowded indoor areas, in part due to ventilation. Therefore, air spraying of outdoor environments is not essential. Focus should be on indoor crowded areas:

- Spray floors, walls and other internal surroundings in areas of high human traffic.

- Spray communal showers and toilets.

Avoid spraying disinfectants near water sources, plants and other vegetation. Under no circumstances should human beings be sprayed with a disinfectant.

i. Technical specifications and use of disinfectants

- Alcohol solutions with at least 70% alcohol. Disposable alcohol based wipes may be used.

SABS approved detergents and disinfectants;

- Ethyl alcohol (70%) to disinfect small areas between use and cleaning cycles;
- Chlorine, hypochlorite (strength: 1000-10,000 ppm);
- Sodium hypochlorite (household bleach) at 0.5% (equivalent to 5000 ppm);
- Hydrogen peroxide gas – for general disinfection of classes and offices

ii. Cleaning Procedures

- Perform hand hygiene before and after removing gloves;
- Use heavy duty gloves. Elbow-long gloves are recommended;
- Eye protection may be worn, such as goggles or visors;
- Clean with water and disinfectant. **Follow the instructions on the label** to ensure safe and effective use of the product.
- Gloves (if disposable), masks and other waste generated during cleaning should be placed into a waste bin with a lid and disposed of safely.

iii. Daily Duties of Cleaners

- a) Clean all surfaces e.g. floors, bathrooms twice daily with a disinfectant cleaner
- b) Surfaces that are frequently touched, e.g. taps, doorknobs, reception desks must be cleaned hourly or wiped down with disinfectant wipes
- c) Collect all the bags with possible contaminated waste from classrooms and offices. Tie the bin liners and place in a big refuse bags. Tie the refuse bag again and dispose safely.

d) Complete cleaning rosters and checklists, to be signed-off daily.

K. USE OF INFORMATION, EDUCATION AND COMMUNICATION MATERIAL

Advocacy material on handwashing must be available and displayed prominently in each classroom, hall, toilet facility and office building.

Important information messages for schools should include the following:

- Wash hands and sanitize hands frequently.
- Avoid touching eyes, nose and mouth.
- Cover the mouth and nose with your bent elbow or tissue when coughing or sneezing, then dispose of the used tissue safely in a bin with a lid.
- Maintain at least a one and a half meter distance between yourself and others.
- Use a cloth mask or visor at all times while at school, on the way home and in public.
- Change masks daily and wash them.
- Do not share pencils, pens, toys and other learning objects.
- No hugging, touching, kissing or shaking hand. Rather elbow greet or foot tap.
- Do not share food and school lunch amongst friends.
- Do not share eating utensils amongst learners.
- Change clothes daily and wash them.
- Wash daily- take a shower, bath or bathe every day.
- Do not share tooth brushes or face cloths with anyone
- Do not share utensils of sick people with others.

APPENDIX 1

BASIC AND ESSENTIAL HYGIENE AND SANITATION PACKAGE FOR EACH SCHOOL

Cloth masks
Liquid soap Dispensers
Bracket (for hand sanitiser) Medical grade stainless steel to fit hand sanitiser
Paper hand towels
Germ kill liquid soap
Hand sanitisers (minimum 60% alcohol) 500ml Pump action long nose pump
Gloves - Surgical & Examination - Natural Rubber Latex
Gloves - Heavy Duty, elbow length if possible
Plastic Aprons (disposable)
Goggles / Face-Shields / Visors
Bioharzard bin liners
Cleansing wipes
Disinfectant
Digital thermometer scanner
Biohazard bags
Deep cleansing kit (1 per school)

APPENDIX 2

GUIDELINES ON USE OF PERSONAL PROTECTIVE EQUIPMENT

Personal Protective Equipment (PPE) usage is based on the risk assessment of each situation and the need for PPE is based on the extent to which staff and learners are exposed to the risk of transmission from infected individuals.

PPE is classified into categories: **eye and face protection** (goggles, visors, plastic shields – for spray disinfecting), **hand protection** (various types of gloves), **body protection** (apron, coats) and **respiratory protection** (depending on risk – various types of masks). All employees and learners should always adhere to the Golden Rules and need not necessarily always require PPE.

In addition, it is recommended that **cleaners and disinfecting staff** should have access to:

- Heavy duty gloves
- Face masks
- Disposable plastic aprons
- Protective eye gear
- Closed shoes

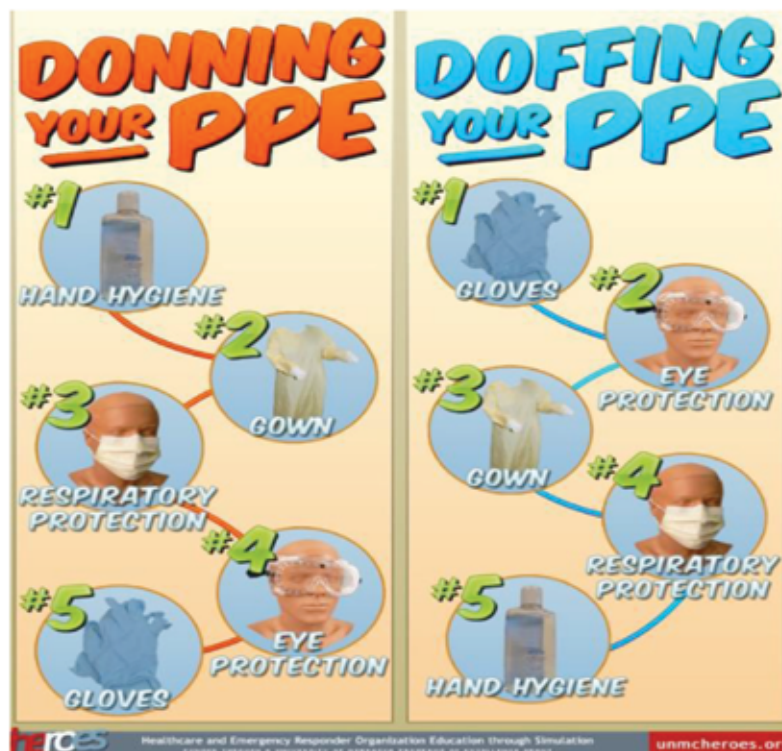
Correct use, necessary hygiene practices and proper disposal of PPE is important to avoid cross contamination from PPE to the user's hands or clothes. Cleaners should perform hand hygiene using the proper techniques before putting on protective gear for cleaning and after removing it, when changing gloves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

The procedure to put on protective gear (see left side of diagram below):

1. Wash hands with soap and water
2. Put on the plastic apron
3. Put on the face mask
4. Put on the eye protection
5. Put on the gloves

The procedure to take off protective gear (see right side of diagram below):

1. Wash the gloves with disinfectant and dry with a paper towel. Place the paper towel in a bin.
2. Remove the gloves and put it on a disinfected surface.
3. Remove the eye protection.
4. Remove the plastic apron and place it in a bin with a liner.
5. Remove the face mask and place it in a bin with a lid and bin liner (plastic bags).
6. Wash your hands with soap and water.



APPENDIX 3

HOW TO PUT ON, USE AND TAKE OFF OF A MASK

Note: Masks are only effective when used in combination with the other Golden Rules of prevention.

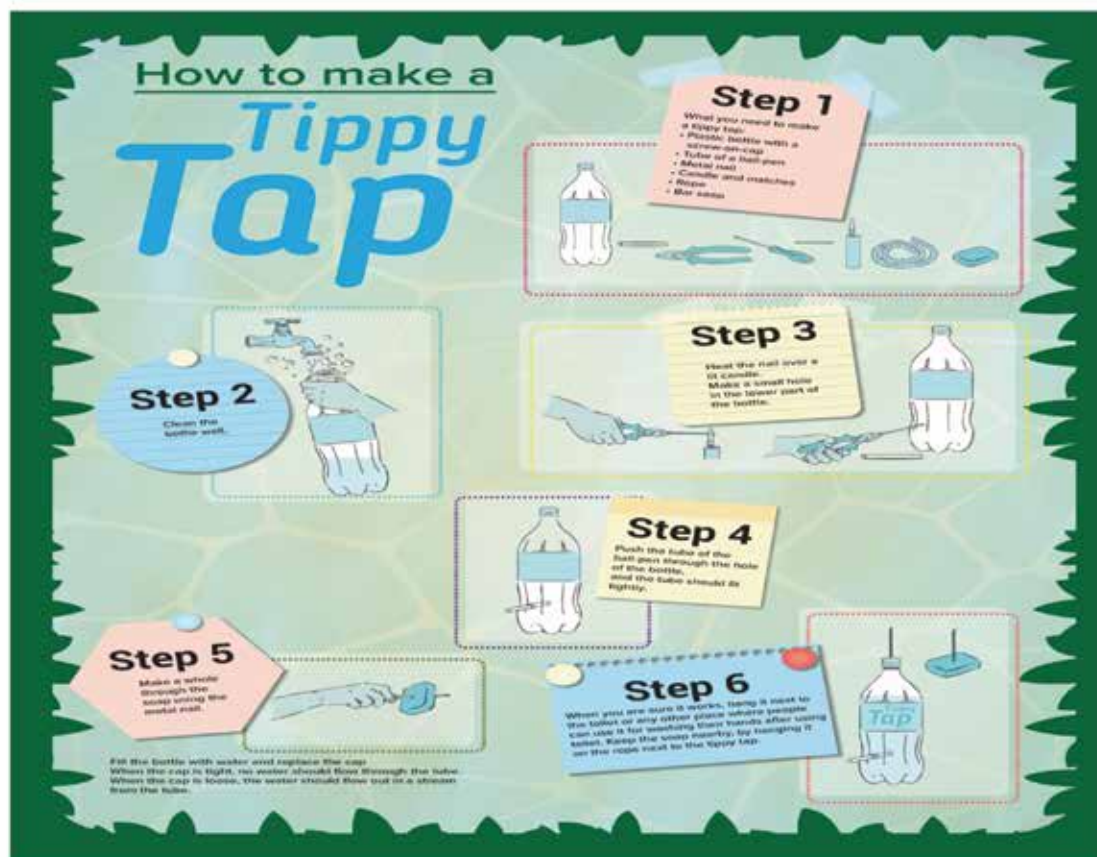
Cloth masks need to be washed with warm soapy water and dried in the sunlight and ironed daily. Communication should be distributed to parents, learners, educators and all staff on taking care of the cloth masks.

Steps to follow

1. Before touching the mask, clean hands with an alcohol-based hand rub or soap and water.
2. Take the mask and inspect it for tears or holes.
3. Orient which side is the top side for the nose.
4. Ensure the proper side of the mask faces outwards (the coloured side).
5. Place the mask to your face.
6. Pull down the mask's bottom so it covers your mouth and your chin.
8. Place the elastic loops behind the ears or tie at the back of the head so the mask is snug. Adjust as necessary so that the mask covers the nose and chin comfortably.
7. After use, take off the mask by removing the elastic loops from behind the ears or untie the mask while keeping the mask away from your face and clothes, to avoid touching potentially contaminated surfaces of the mask.
8. Place the mask in a safe area immediately after use.
9. Perform hand hygiene after touching or discarding the mask – Use alcohol-based hand rub or wash your hands with soap and water.
10. Wash the mask with soapy warm water and dry in sunlight. Iron before use.

APPENDIX 4

HOW TO CONSTRUCT SELF-MADE HANDWASHING FACILITIES



An example of a handwashing station



The “Dos and Don’ts” when talking about COVID-19

Below are some “dos” and “don’ts” on language when talking about COVID-19:

✓ **DO** talk about the new coronavirus disease (COVID-19). The official name for the disease was deliberately chosen to avoid stigmatisation - the “co” stands for Corona, “vi” for virus and “d” for disease, 19 is because the disease emerged in 2019.

✗ **Don’t** attach geographic locations or ethnicity to the disease to express contempt or disapproval. When this happens at school or in the classroom, it needs to be discouraged immediately. Teachers themselves should guard against passing jokes and comments linking COVID-19 to a particular ethnic or geographic origin.

✓ **DO** talk about “people who have/may have COVID-19”, “people who are being treated for COVID-19”, “people who are recovering from COVID-19” or “people who died after contracting COVID-19.”

✗ **Don’t** refer to people with the disease as “COVID-19 suspects,” “COVID-19 cases” or “victims”, which are ways to devalue and disrespect individuals.

✓ **DO** talk about people “acquiring” or “contracting” COVID-19.

✗ **Don’t** talk about people “transmitting COVID-19” “infecting others” or “spreading the virus” as it implies intentional transmission and assigns blame.

✓ **DO** speak accurately about COVID-19 risks, based on scientific data and the latest official health advice. Know your facts to be able to correct information when needed. Share only facts and information confirmed by official health sources (See WHO myth-busters: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>). If a teachers is unable to respond and correct, the teacher can promise the class to return with fuller information.

✗ **Don’t** use hyperbolic language designed to generate fear like “plague” or “apocalypse”. “Illness” or “disease” are still OK terms to use.

✓ **DO** emphasise the effectiveness of prevention and treatment measures. There are simple steps we can each take to keep ourselves, our loved ones and the most vulnerable safe.

✗ **Don’t** share “funny” clips or photos with stigmatising messages.

✓ **DO** honour the scientific and health guidance from the government to stop the spread of COVID-19 in line with the Bill of Responsibilities upheld in the Basic Education Sector. We are guided by the Constitution that is regarded as the supreme law, as well as COVID-19 Regulations. We need to model hope, the truth, rights and responsibilities to keep the most vulnerable among us safe and not promote threats or fear.

✗ **Don't** emphasise or dwell on the negative or threatening messages that drive fear.

✓ **DO** speak to learners in an age-appropriate way about COVID-19. Help parents learn how to speak to children about the regulations and COVID-19. Encourage learners and their families to have fun and stay cohesive during this time.

✗ **Don't** hide facts or use technical terms. Be sensitive to what learners see and hear.

✓ **DO** support fellow teachers, families and caregivers of learners affected by COVID-19 with love and compassion without putting yourself or anyone else at risk. Find innovative ways to “meet” with them without physically being in the same place!

✓ **DO** take physical distancing seriously. Follow the guidelines in the regulations and other support materials and publications of the Department of Health. Continued social interaction, however, remains essential in this time.

✗ **Don't** stigmatise learners and fellow teachers who recovered from COVID-19. They cannot infect anyone else further.

✓ **DO** offer compassionate support to those who are sick or impacted while physically distancing.

✗ **Don't** allow social isolation. Those impacted need your compassionate support while maintaining physical distance.

✓ **DO** celebrate and promote nationhood during times of crisis. Share messages of hope and unity.

✗ **Don't** use theological or religious language that fuels fear like “punishment from God” or “curse.” The COVID-19 is not a punishment from God or a curse. As a people of the nation of South Africa, we have the responsibility to show love and compassion in the face of pain and suffering.

✓ **DO** encourage those who pray to pray, and those who meditate to meditate or any other form, without infringing on the rights of others who do not follow these practices. They must

be encouraged to do this for healing, wisdom for scientists, insight for public health officials and politicians, for compassionate responses, for protection of children, for a speedy end to the crisis and for generosity in the face of a global economic crisis to ensure that the most vulnerable are supported.

✗ **Don't** apply religion and spirituality out of context or in a random manner to make a point about COVID-19.

✓ **Do** talk to bereaved families of learners about creative ways to exercise spiritual and religious rituals and apply safe burial practices while still following public health advice.

✗ **Don't** encourage unadapted religious practices that cause more infections and possible death.

✓ **And finally – above all: DO** love and care for one another.

ASSURE

✓ Correct scientific information is being shared.

✓ Mental health and psychosocial support are provided for learners and families impacted.

✓ Child protection mechanisms continue despite lockdown and social distancing practices.

✓ Families that opt for spiritual support can do so while complying to public health guidance.

✓ Community and social engagement opportunities through virtual methods must be encouraged.

✓ Advocacy for essential health services, ongoing child protection services and response to secondary needs (economic, livelihoods, etc.).

✓ Special additional care and support for the learners with special needs should be ensured.

✓ Learners from child-headed household may require support beyond the school and classroom.

Sources:

https://www.unaids.org/sites/default/files/media_asset/JC2118_terminology-guidelines_en_1.pdf

<https://www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf>

A World Vision Publication

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EDUCATING OURSELVES IN THE TIME OF COVID-19

Coronavirus Orientation Guidelines for Schools aims to empower teachers, support staff and learners with useful information about their personal roles and responsibilities in relation to COVID-19.

Schools are potential risk areas for the spread of the virus. We need to be well aware of how the virus is spread. The hygiene and social distancing protocols laid down in these Guidelines must be strictly adhered to. They are the key to mitigating the spread of the virus at schools.

Teachers, support staff and learners all have their roles to play in the day-to-day operations of schools during the COVID-19 pandemic. Whatever the local circumstances may be, each school is required to ensure compliance with the National, Provincial and Municipal Alert Levels.

For each of us the most important thing is to take responsibility for our own personal safety and the safety of others, and to be accountable for our actions.

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