

COVID-19 Orientation Guide

Units 1 - 5

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FOREWORD



MEC Polly Boshielo, MPL

In the first few months of 2020, the world witnessed unprecedented global pandemic due to the rapid spread of the corona virus (COVID - 19) which is a highly contagious virus that leads to life threatening respiratory disorders. A number of deaths have been recorded especially in Asia, Europe, UK and USA, and recently, in South Africa.

As part of the measures to contain the spread of this deadly virus, and protect learners and teachers who could be vulnerable due to the numbers and nature of interactions in a teaching and learning environment, schools had to be closed on 18 March 2020 ahead of the scheduled closure on 20 March 2020.

This was followed by a nationwide 21day lockdown, which was scheduled to end on 16 April 2020 but had to be extended until the end of April due to the threatening impact of the virus if it were allowed to spread. The lockdown has impacted on various departmental programmes which were supposed to have been implemented by the end of the financial year. One of the key programmes that was impacted is the management, administration and conduct of the May/June 2020 Senior Certificate and the National Senior Certificate for the 2019 Grade 12 learners and other Grade 12 NSC learners who opted for the Multiple Examination Opportunities in previous years.

Since the strength of the education sector is located in the classroom, the closure of schools during the lockdown impacted negatively on learning and teaching. Learners in all grades missed out on face-to-face teaching and other programmes such as enrichments classes and camps for Grade 12 learners. Those living in the rural areas were the most affected.

Nevertheless, the Department used the SABC and community radio stations to reach learners at the furthest corners of the province. Anecdotal evidence reveals the positive impact the radio lessons had on learners across all the grades in the primary schools. The Department also uploaded digitised Grade 12 materials such as previous questions papers and memoranda on its portal.

The President announced the upgrading of the lockdown from level 5 to 4 on 23 April 2020. This upgrading, using the risk adjusted approach, led the Department to begin preparing for the re-opening of schools. As part of this process, all need to be oriented on the COVID-19 and how to manage it in a way that will not necessitate return back to level 5.

This Guide has been developed to orientate all managers, support staff, educators and SGB members on COVID-19. It is divided into the following five Modules:

- **Unit 1:** Understanding COVID-19
- **Unit 2:** What to do when you are suspected of COVID-19
- **Unit 3:** How to engage/interact with colleagues, learners and communities
- **Unit 4:** Managing COVID-19 classrooms
- **Unit 5:** Managing COVID-19 special and full-service schools

I invite all employees, community members, teacher unions, school governing bodies and professional bodies to work with Government to ensure that this Guide is effectively used to orientate all to arrest the spread and severity of COVID-19 in our education system.

ACKNOWLEDGEMENTS

A number of institutions, organisations and individuals have contributed (directly or indirectly) towards the development of this COVID-19 Orientation Guide. It would not be possible to cover all of them in this space save to categorise them as follows:

- All Branches of the Limpopo Department of Education
- The Department of Basic Education
- The Inter-institution Task Team on provincial integrated e-Education/ICT Strategy
- The Limpopo Department of Health
- The Limpopo Provincial Command Council
- The National Education Collaboration Trust (NECT)
- The Presidency

ACRONYMS

CM	Corporate Management
CMD	Curriculum Management and Delivery
COVID	Corona Virus Disease
COVID-19	Corona Virus Disease 2019
CPTD	Continuous Professional Teacher Development
DBE	Department of Basic Education
DoH	Department of Health
EMC	Executive Management Committee
IGCS	Institutional Governance Coordination and Support
LDoE	Limpopo Department of Education
NCOV	Novel Coronavirus
WHO	World Health Organisation
SARS	Severe Acute Respiratory Syndrome
SGB/s	School Governing Body/Bodies

GLOSSARY

It is important to know and understand the following key concepts that are used in this COVID-19 Orientation Guide which were gleaned from <https://intermountainhealthcare.org/> (downloaded on 02 May 2020) and World Health Organisation website:

- **Endemic:** Endemic is something that belongs to a particular people or country.
- **Epidemic:** An epidemic is a disease that affects a large number of people within a community, population, or region.
- **Outbreak:** An outbreak is a greater-than-anticipated increase in the number of cases. It can also be a single case in a new area. If it's not quickly controlled, an outbreak can become an epidemic
- **Pandemic:** A pandemic is an epidemic that's spread over multiple countries or continents.

The following concepts were gleaned from world and national websites such as WHO, DoH, DBE and speeches by various members of the National Command Council as well as medical news today (<https://www.medicalnewstoday.com/>):

- **COVID-19**, is a disease that is caused by a virus called SARS-CoV-2.
- **NCOV**, stands for novel coronavirus (CoV) is a new strain of coronavirus which broke out in Wuhan in December 2019. The virus was given the temporary name of “2019-nCoV acute respiratory disease”, with the ‘n’ standing for ‘novel’.]
- Hand-held thermal tools
- **SARS-CoV-2**, is a new strain of coronavirus that has not been previously identified in humans and causes the disease, COVID-19. Note that the Severe Acute Respiratory Syndrome Coronavirus-1 (SARS-CoV-1) is transmitted to humans from civet cats. More information on coronaviruses can be found from the references quoted in this Overview.
- **Physical distancing**, refers to a physical space between people measured in metres.
- **Social distancing**, refers to a measure of distance across social boundaries.
- **Thermal scanner/screener**, refers to a high-accuracy camera that measures skin surface temperature as people pass by. A security alarm sounds on the device when it detects a temperature above the predefined target A.

PROGRAMME OVERVIEW

Purpose of the COVID-19 Orientation Programme

This COVID-19 Orientation Guide has been prepared to orientate managers, support staff, educators and SGB (School Governing Bodies) members on their roles and responsibilities about ways to prevent or reduce the spread and severity of the virus.

The audience targeted by the COVID-19 Orientation Programme

The audience who will be targeted by this programme are:

- The employees of the Limpopo Department of Education (LDoE),
- Learners, and
- Members of the SGBs

Duration of the COVID-19 Orientation Programme

Different audiences will have varied durations. The following durations are for the audience targeted by this Programme.

- **Learners:** One day COVID-19 Orientation session
- **Educators:** Two days (first day = pre- COVID-19 Orientation Session reading activities; second day= Orientation Session)
- **Managers:** Three days: (1st day = pre- COVID-19 Orientation Session reading activities; 2nd day= Orientation Session; 3rd day = Take-away Exercise to be submitted by deadline set by Facilitator/Presenter)
- **Lead Facilitators:** Five days: (1st day = pre- COVID-19 Orientation reading activities; 2nd day= Overview of COVID-19; 3rd to 4th day Orientation Session; Last day = Assess Facilitation Skills. **Note: Subject Advisors and Curriculum Coordinators** will spend ten day on COVID-19 Orientation Guide and Re-organised and Trimmed Subject Content for Grades R to 12.

Pre-attendance activities

All attendants will be provided with pre-reading materials/activities which they must complete before they attend the COVID-19 Orientation Programme.

Attendance

Attendance of the COVID-19 Orientation Programme is compulsory.

Certificate of completion

Attendants of Training of Facilitators and Presenters will receive the certificates of completion once they have met the following requirements:

- 100% attendance
- Completion of all activities

Implementing the COVID-19 Orientation Programme

A blended mode of delivery will be used to deliver the COVID-19 Orientation Programme. The materials to be used when delivering the COVID-19 Orientation Programme are:

- Hard and electronic copies of the COVID-19 Orientation Programme
- Supporting hard and soft documents in the form of clips, posters, brochures, pictures and illustrations; and
- Interactive video/s recording showing how to enact safe and prevention measures

Facilitating the COVID-19 Orientation Programme

Facilitators of the COVID-19 Orientation Programme will be formally appointed by the Limpopo Department of Education.

Scope and Outcomes of the COVID-19 Orientation Programme

Scope and outcomes of Unit 1: Understanding COVID-19

At the end of Unit 1, participants will be able to:

- define the concept Coronavirus (2019-nCoV).
- define the disease COVID-19
- identify the causes of Coronavirus COVID-19.
- identify and describe the symptoms of COVID-19.
- explain why COVID-19 is a pandemic; and
- identify and describe the prevention measures that need to be followed before, during and when leaving the classroom, school, educational field/excursion and/or office.

Scope and outcomes of Unit 2: What to do when you are suspected of COVID-19

At the end of Unit 2, participants will be able to:

- manage the suspected cases of the disease COVID-19
- describe the stipulated procedure to be followed in case an employee or member of the school community has come in contact with a suspected case of coronavirus or is infected by (2019-nCoV);
- identify and describe the health, psychological and wellness support services readily available in case of a suspected case; and
- locate important numbers to call in case of a suspected case

Scope and outcomes of Unit 3: Promoting good hygienic practices in schools during the COVID-19 pandemic

At the end of unit 3, participants will be able to:

- function in a manner that ensures social distancing in the staffroom, classroom, school yard, playgrounds and other educational grounds:
- encourage and apply appropriate PREVENTION MEASURES when greeting, socialising and sharing resources, e.g. photocopiers, computers, hard copies etc. ;

- advocate for and follow appropriate prevention measures during interactions with colleagues, learners, parents, e.g. staff meeting, school-based professional learning communities; and
- ensure the availability and usage of appropriate hygienic essentials and practices when entering or in the educational field/excursion, school grounds, staffrooms and bathrooms.

Scope and outcomes of Unit 4: Managing COVID-19 in the classrooms

At the end of Unit 4, participants will be able to:

- identify and describe the hygienic essentials and practices required in every classroom;
- encourage and apply safety measures during the rotation of periods;
- allow a permissible number of learners in class at a time;
- describe and enact the standard procedures that learners and teachers must follow when entering, during and when exiting the classroom;
- arrange the class appropriately to observe social distancing;
- ensure that learners follow the regulations during lessons in terms of sharing resources and knowledge;
- follow the appropriate procedure in the collection and return of learners' books and other educational materials or equipment; and
- ensure that social distancing is observed during breaks, meal times and visits to the bathrooms.

Scope and outcomes of Unit 5: Managing COVID-19 special and full-service schools

At the end of Unit 5, participants will be able to:

- describe the special essentials that are needed for special and full-service schools;
- know how employees at special and full-service schools should exercise social distancing (including classrooms, hostels where they exist, dining rooms where they exist, restaurants where they exist and other meeting places);
- support disabled managers, teachers, support staff and learners; and
- hygiene/deep cleansing the surfaces in special and full-service schools.

For more information, contact 0800 029 999

You can also WhatsApp 060 0123 456

Visit www.sacoronavirus.co.za

You can also visit Facebook Group: DisabilityRightsSA to get more information

INTRODUCTION AND BACKGROUND

On 31 December 2019, the World Health Organization (WHO) China Country Office was informed of cases of pneumonia of unknown cause detected in Wuhan City, Hubei Province of China. On 7 January 2020, the causative pathogen was identified as a novel coronavirus (2019-nCoV). Countries across the world including South Africa, have taken drastic measures to curb the spread of the virus and reduce the extent to which infections are increasing. Some of these measures included the promotion of healthy hygienic practices, social distancing, originally prohibiting gatherings in every sphere of the life of people that are more than 100 in number (this number was reduced to 50 and confined to funerals only), closing of borders and prohibiting non-citizens to enter the country, screening and testing of international travellers coming back home from other parts of the world, promoting self-isolation and quarantining of those who present with symptoms.

President Cyril Ramaphosa announced drastic measures on 16 March 2020, to curb the spread of COVID-19. The President's announcement included the closure of schools from Wednesday, 18 March 2020. Following the subsequent drastic National Lockdown from 26 March to 30 April 2020, President Cyril Ramaphosa announced on 23 April 2020 the easing of lockdown restrictions from level 5 to 4 with effect from 01 May 2020. To balance the need for resuming economic activity with the imperative to contain the virus and save lives, the President announced a new approach where the measures being implemented are determined by the direction the pandemic is taking the country. According to this Risk Adjusted Approach, there are five (5) risk/alert levels as indicated in **Table 1** below:

Table 1: Summary of alert levels

ALERT LEVEL 5	ALERT LEVEL 4	ALERT LEVEL 3	ALERT LEVEL 2	ALERT LEVEL 1
OBJECTIVE				
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.

N.B. The following website/app gives more details for all levels per province, districts and towns, and will update as the information changes: <http://www.lockdownbozza.co.za/home>.

Understanding the COVID-19 and knowing the steps that one can take to protect oneself, colleagues, learners and parents will form a key part of this COVID-19 Orientation Programme. A diversified approach to the day-to-day operations of the schooling system and the roles that teachers, non-teaching staff and learners must play will have to be followed to ensure compliance with national, provincial, district and metro alert levels.

KEY CONSIDERATIONS/FACTORS

The development of the COVID-19 Orientation Programme was informed by the following factors:

- Departmental Offices and Schools are potential areas of high risk looking at how the virus is being spread among highly concentrated people, and the necessary precautions required to mitigate the high risk;
- Observance and adherence to hygiene protocols is key to mitigate the spread of the virus at the Departmental and School levels;
- Whilst all forms of support to schools is necessary, taking accountability and responsibility for personal safety and the safety of others is paramount; and
- Communication, information sharing and rendering of support to the affected and infected is at the core of this COVID-19 Orientation Programme.

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 and is premised on the notion that all employees, pupils and children should have equal access to all educational opportunities 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 on the marginalised more than other privileged/advantaged groups. The COVID-19 Orientation Programme uses a context-sensitive approach by taking cognisance of diverse contexts where education offices and 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.

PURPOSE AND OBJECTIVES OF THE ORIENTATION GUIDELINE

The Purpose

The purpose of the COVID-19 Orientation Guide is to enable teachers, non-teaching staff and learners to become familiar with the disease and the special precautions adopted by Government to stop, if not minimise, the spread and severity of COVID-19 in South Africa. The COVID-19 Orientation Programme seeks to inform, COVID-19 educate and guide staff, learners, parents and members of communities on how to behave in order to stem the tide of COVID-19.

The objectives

The main objectives of the COVID-19 Orientation Guide are to:

- provide information on the special arrangements made at offices and schools minimise the spread and severity of COVID-19;
- provide correct information on COVID-19;
- provide interactions among colleagues, learners and parents;
- guide the implementation of the standard operating procedures if a suspected COVID-19 case is detected at school;
- provide information on forms of support that non-teaching staff, teachers and learners can exploit;
- share links to other resources and references that may be useful for non-teaching staff, teachers and learners; and
- share information on ways to recover lost teaching and learning time when during the lockdown.

In summary, this COVID-19 Guide is informed by what is currently known about the transmission and severity of COVID-19 in society. Given the fact that COVID-19 is a new phenomenon in the world and without cure, this Guide can only be viewed as an interim measure to help managers, administrators, educators and learners to prevent or minimise its spread until a vaccine is found.

UNIT 1: UNDERSTANDING THE CORONAVIRUS DISEASE (COVID-19)

At the end of Unit 1, participants will be able to:

- define the concepts Coronavirus (2019-nCoV) and the disease COVID-19
- identify the causes of COVID-19;
- identify and describe the symptoms of COVID-19;
- explain why COVID-19 is a pandemic; and
- identify and describe the prevention measures that need to be followed before, during and when leaving the classroom, school, educational field/excursion and/or office.

1.1 What is COVID-19 and what causes it?

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

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for a virus and 'D' for the disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The '2019-nCoV' virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of a common cold.

1.2 What are the symptoms of COVID-19?

Common symptoms of COVID-19 include common fever, dry cough, tiredness and shortness of breath. It could also include in some people aches, pains, nasal congestion, runny nose, sore throat and diarrhoea. It is reported that many people develop mild to moderate symptoms when infected with the 2019 Corona Virus. Such people need to self-isolate and seek medical attention if they develop fever, dry cough or experience difficulty in breathing.

In more severe cases, an infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) found or the common cold, which are a lot more common than COVID-19. Therefore, testing is required to confirm if someone has COVID-19 or not.

1.3 How does COVID-19 spread?

The '2019-nCoV' is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the '2019-nCoV' and touching their face (e.g., eyes, nose, and mouth). The '2019-nCoV' may survive on surfaces for several hours, but simple disinfectants can kill it.

1.4 Who is most at risk?

We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. Because this is a new virus, we are still learning

about how it affects children. We know people of any age can be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. The virus can be fatal in rare cases, so far mainly among older people with pre-existing medical conditions have been the most affected and even died from it.

1.5 What is the treatment for COVID-19?

There is currently no available vaccine for COVID-19. However, many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous. Several clinical trials are being conducted to evaluate potential cure/therapeutics for COVID-19.

1.6 How can the spread of COVID-19 be slowed down or prevented?

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- Staying home when sick;
- Covering mouth and nose with flexed elbow or tissue when coughing or sneezing and dispose of used tissue immediately;
- Washing hands often with soap and water;
- Cleaning frequently touched surfaces and objects; and
- Keep a safe distance (about 1.5 metres)

What must I do before I leave home?

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitiser with at least 60% alcohol content;
- Avoid touching your eyes, nose, and mouth with your hands or gloves;
- Avoid close contact with people who are sick;
- Stay at home when you are sick and try and keep a distance from others at home;
- Cover your cough or sneeze with a flexed elbow or a tissue, then throw the tissue in a bin with a lid; and
- Clean and disinfect frequently touched objects and surfaces.

What must I do on my way to Departmental office or school?

- It is important to practice social distancing and good hygiene to prevent becoming infected if one is walking to school. COVID-19 is a droplet infection that can spread to those who are near an infected person. It is recommended that you keep at least a 1.5-meter distance between yourself and another person walking to school.
- It is equally important to practice social distancing and good hygiene to prevent becoming infected if you are using public transport to school or sharing transport (lift club) with a colleague or a friend. It is important to adhere to the measures to prevent and combat the spread of COVID-19 in public transport services. According to the Regulations all public transport operators must put measures in place to adhere to

social distancing, ensure that transport is sanitised before and after use and observe the new prescribed passenger capacity to curb the spread of COVID-19.

Do's for those transporting learners and others

- All operators of learner transport facilities must on regular intervals provide adequate sanitizer or other hygiene dispensers for washing of hands and disinfection equipment for learners.
- All operators must ensure that public transport vehicles are sanitised before picking up and after dropping off learners. The sanitizer used to sanitise all learner transport vehicles must have a minimum of 60% alcohol content.
- All operators must adhere to the regulations that apply to public transport.
- Operators must ensure that all learner transport vehicles door and window handles, armrest and handrails are sanitised before picking up and dropping off learners.
- Operators must ensure that all learner transport vehicles are clean and tidy.
- All learner transport operators must provide disinfection information materials and procedures.
- All drivers must wear a mask.
- All learners must wear a mask.

Don'ts for those transporting learners and others

- 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.

1.7 What are the essential hygiene products required?

The head-office, district, circuit and schools must ensure that a minimum health and hygiene package consists of the following:

- Soap;
- Alcohol-based hand sanitiser per classroom, office, hostels and staff room;
- Disinfectant;
- Masks (the wearing of masks is compulsory for learners and staff (non-teaching and teaching);
- Digital thermometer (2 per school or Department Office); and
- Heavy-duty cleaning gloves, disposable aprons and goggles/visors for cleaning staff.

N.B What should you know about COVID-19 to protect yourself and others is found in APPENDIX B it is the summary of Unit 1 which can also be translated into a poster that can be placed in all entrances in schools.

Summary exercise: Test your knowledge of the Unit by completing the right-hand column of the following table

When	I must
sick at work or school	
coughing or sneezing	
leaving home	
in a company of people	
transporting learners	
entering school premises or departmental offices	
handling equipment or materials	

UNIT 2: WHAT TO DO WHEN YOU ARE SUSPECTED OF COVID-19

At the end of Unit 2, participants will be able to:

- manage the suspected cases of the disease, COVID-19;
- describe the stipulated procedure to be followed in case an employee or member of the school community has come in contact with a suspected case of coronavirus or is infected by (2019-nCoV);
- identify and describe the health, psychological and wellness support services readily available in case of a suspected case; and
- locate important numbers to call in case of a suspected case.

2.1 How to prevent cases of COVID-19 in schools?

2.1.1 What are the roles of schools in responding to COVID-19?

- Schools, working together with local health departments, have an important role to play in slowing the spread of diseases to help ensure learners and teachers have safe and healthy learning environments.
- To prepare for possible community transmission of COVID-19, the most important thing for schools to do now is to plan and prepare for it.
- As the global pandemic evolves, schools should prepare for the possibility of community-level spikes as well as possible recommendations from health officials for learners, staff or whole classes or grades to be isolated or quarantined at home.
- Decisions about appropriate public health interventions should always be made in consultation with public health officials who have access to all the relevant information.
- These decisions include:
 - (i) Whether learners or educators should remain home from school for some time; and
 - (ii) Whether learners in sections of a school or a whole school should be dismissed.
- Keeping learners at home from school or closing schools is a serious decision which may restrict the learners' ability to acquire education as well as have knock-on effects in terms of the need for childcare. Therefore, contingency measures should accompany such decisions.
- All decisions on keeping teachers or learners from school be based on scientific evidence.
- There is currently no vaccine to protect against COVID-19. At this juncture, the best way to prevent or minimise the spread of the disease is to avoid being exposed to the virus that causes it.

2.1.2 What is the role of the School Management Team (SMT) and the principal?

- All SMT members are expected to maintain a positive demeanor and support government efforts to prevent or minimize the spread of COVID-19;
- Make logistical arrangements for the COVID-19 Orientation Sessions and ensure that all teachers, learners and members of the SGBs attend the orientation sessions;
- Put in place measures for hygiene control and social distancing before the return of teachers and learners;
- Ensure that all teachers report for duty as required and are screened;

- The principal is to oversee the implementation of the COVID-19 Orientation Session and curriculum recovery plans at school level and provide the necessary support to both the teachers and learners;
- Keep parents informed of the plans and the changes to be implemented;
- Keep parents and learners informed of virtual/online learning, TV, radio and other similar initiatives that are available for learners, especially those that have not returned to school;
- Safeguard the health, safety and well-being of learners, teachers and support staff team;
- Monitor social distancing prescripts;
- Ensure that the provision of water and sanitation, safe and healthy teaching and learning environments and personal protective equipment such as face masks/shields are in place;
- Find ways to ensure that teaching and learning continues with learners who are still at home awaiting the phased return to the classroom;
- While there may be an increase in the use Information and Communication Technology (ICT) and digital technologies as a temporary solution to the COVID-19 crisis, measures must be put in place to protect learners from the risks associated with social media platforms (e.g. cyberbullying, etc.);
- Protect the value of classroom teaching and learning and the invaluable face-to-face interaction between the teacher and learners;
- Ensure that the most vulnerable learners are protected, motivated and provided with all the necessary support;
- Collaborate with the district office on the provision of psycho-social support, where necessary, including counselling services to learners, teachers and support personnel to ensure their well-being; and
- Investigate all cases of absenteeism to minimize the risk of drop-outs.

2.1.3 What is the role of the circuit manager?

The Circuit Manager has the overall responsibility to:

- Coordinate the orientation programme at schools;
- Oversee and monitor the implementation of the process;
- Maintain a database of orientation sessions conducted at schools;
- Provide the necessary support to schools, as requested;
- Keep all principals up to date of any management decisions and action plans through periodic brief meetings, memos and internal e-mail to minimise uncertainty and related stress and anxiety;
- Monitor school attendance records and provide reasons for any absence of both learners and educators on the South African School Administration Management System (SA-SAMS) daily;
- Monitor all cases of illness;
- Ensure that all employees work and conduct themselves according to the prevailing legislation (as amended) on the state of disaster;
- Intervene on any unsafe actions or deviations by schools following proper remedial procedures for the safety of learners, educators and parents; and

- Report to district director on progress made by his/her schools as well as any issues of safety that might compromise the recovery plan.

2.1.3 What is the role of the district officials?

- District officials, as leaders in their area of responsibility, are key personnel in the implementation and overall success of the COVID-19 Orientation Programme;
- District officials are responsible for the day-to-day rollout of the programme;
- District officials are required to establish and maintain safe and a healthy working, teaching and learning environment for all;
- District officials must establish and sustain safety precautions across all schools in the district;
- District officials must investigate incidents, cases of illness, COVID-19 cases in a school community and to take remedial and preventive action; and
- District officials must monitor and evaluate the programme in collaboration with stakeholders (parents, health and social workers, police, etc.) in the community.

2.1.4 Generic management guidelines for schools

The activities captured in the following table are to be managed by different officials at district, circuit and school levels. The right-hand column outline the frequency with which they must be done. Managers at district, circuit and school levels will be given assignments based on this table to submit within a time-frame set by the facilitator/presenter for sign-off.

Programme	Activity	Responsibility	Frequency
General Preparations and Profiling of learners	Establishment of Schools' COVID-19 Teams	Principal and Class Teachers	Continuous
	Identify special room for emergency isolation	Principal and SMT	Daily
	Maintaining the medical history of learners with chronic illnesses.	Principal	Before schools reopen
	Strictly update learners' attendance in SA-SAMS to ascertain if absences are illness-related	Principal and School Governing Body (SGB)	Before schools reopen
Hygienic Practices in the school	Promotion of good hand washing and hygiene practices.	Principals, Teachers, Food Handlers, and SGB.	Daily
	Regular cleaning and disinfecting of all frequently touched surfaces in the school environment (such as door handles, desks, bathrooms etc.)	Principal, Teachers, and Cleaners	Twice a day: in the morning and after breaks
	Maintain adequate stock of hygiene products, including cleaning materials, masks, soaps and paper towels	Principal and SMT	Continuous
	Provide learners with adequate time to wash hands particularly before meals and entering the classroom.	Teachers	Daily
	Maintaining clean school surroundings.	Principal, Teachers, Cleaners, and SGB	Continuous

	Ensure a maximum of 20-30 learners are admitted into a single classroom with 1.5 m spacing between the desks.	Principals and Teachers	Daily
Advocacy	Display clear signs and posters on prevention and good hygiene practices in every classroom and notice boards.	Principal and SMT	Continuous
	Health Talk: managing learners' anxiety and fear of infection.	Principal, Teachers and, Dept. of Health	Continuous
Aftercare	Ensuring that work is given to learners who are away from schools due to illness.	Principal, SMT, and Teachers	Continuous
Monitoring and Support	Cancellation or postponement of all extracurricular activities including assemblies.	LDoE	Before schools reopen
	Monitor and support schools to enforce compliance	Circuit Manager and DMG's	Continuous
	Provision of oversight monitoring	LDoE and District Directors	Continuous

2.2 Standard Operating Procedure for suspected cases of COVID-19 in schools?

The following table outlines the nine steps one should follow in order to attend to a suspected case of COVID-19 is found in an office or school.

STEPS	ACTIVITY	RESPONSIBILITY	TIME FRAME
STEP 1	Keep the learner/staff in a separate room away from other learners/staff	Principal and Schools' COVID-19 Team	Immediately - Maximum 5 minutes
STEP 2	Inform the exposed learner/staff about the safety measures that need to be taken	Principal and Schools' COVID-19 Team	Immediately - Maximum 5 minutes
STEP 3	Liaison with Emergency Management Services to arrange an ambulance to send the learner/staff home	Principal and Schools' COVID-19 Team	Immediately - Maximum 5 minutes
STEP 4	If it is a learner, inform the parents/guardians about the arrangements made to send the exposed learner home.	Principal and Schools' COVID-19 Team	As soon as the arrangements are made
STEP 5	Schools to send learner/staff home as per the advice and arrangements by the Emergency Management Services	Principal and Schools' COVID-19 Team	On the same day.
STEP 6	Schools to inform parents/spouse and school personnel who have come in contact with the exposed learner/staff that an individual has been sent home as a safety precaution.	Principal and Schools' COVID-19 Team	On the same day.
STEP 7	Schools should share information on good hygiene practices including, hand washing and coughing and sneezing etiquette.	Principal and Schools' COVID-19 Team	On the same day.
STEP 8	Inform the exposed learner/staff to stay at home until they get medical clearance.	Principal and Schools' COVID-19 Team	On the same day.

STEP 9	Make arrangements to give the learners work while they are waiting for their medical clearance certificates.	Principal and Schools' COVID-19 Team	On the next day.
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2.3 A psychosocial support package

2.3.1 Mitigating Stigma and Fear: Towards an Appropriate Social Cohesion Response to COVID-19

It is important for managers, administrators, teachers, non-teaching 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 pandemic. 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 plenty of easy things that teachers, non-teaching staff and learners can do to help tackle stigma associated with COVID-19. These are discussed below.

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. Educators themselves should guard against passing jokes and comments linking COVID-19 to a particular gender, racial or ethnic group, not even a 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 passed away 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 an educator is unable to respond and correct, the educator 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" is 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 educators, 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 educators 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 a 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.

ENSURE THAT:

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

2.3.2 Provision of emotional support to 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.

You may likely experience any of the above conditions in your school/s. Therefore, learners, educators 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.

2.3.2.1 Do's and Don'ts

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 educator 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.

Don't: Do not feel bad that you cannot touch someone or sit very close 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.

2.3.2.2 Inclusive and 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 maybe some of the reasons creating worry especially for children whose families are directly affected;
- Provide counselling for the school and at-risk groups; and
- Referral for specialised services for those that need it.

2.3.2.3 Self-care tips for managers, administrators, teachers and non-teaching 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 a 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; and
- Take personal or group time to unwind and remind the self that the intense feelings of fear, panic, and anxiety will fade. Remember to practice social distancing when in groups.

2.3.2.4 What are some of the signs that someone needs help?

- Persistent fear, worry and anxiousness;
- Persistent sadness, hopeless 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 an 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.

(Note: It is important to recognise that the above list does not constitute the complete list of possible signs. Make sure you keep up to date with literature on new research findings about the disease)

Summary exercise: Test your knowledge of this Unit by outlining which statements are socially permissible or not in the following table

Statement	Permissible	Not permissible
Attach ethnicity to COVID-19		
Refer to people with COVID-19 as victims or cases		
People transmit COVID-19		
Speak accurately about COVID-19		
Offer compassionate support to those who are affected or contracted COVID-19		
Use religious language that fuels fear		
Share scientific information on COVID-19		

2.4 COVID-19 Contact Addresses

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



COVID-19 Hotline Number: 0800 029 999

COVID-19 WhatsApp Number: 0600 12 3456

Limpopo Provincial Health Department Communicable Diseases Directorates:

1. Marlene Freda Ngobeni.

Email: Marlene.Ngobeni@dhsd.limpopo.gov.za

Contacts: 079 491 1909

2. Mashudu Prudence Mudau

Email: Prudence.Mudau@dhsd.limpopo.gov.za

Contacts: 071 678 3864

3. Designated Hospital: Polokwane Hospital (015) 287 5000

UNIT 3: PROMOTING SCHOOL GOOD HYGIENIC PRACTICES DURING THE COVID-19 PANDEMIC

At the end of unit 3, participants will be able to:

- function in a manner that ensures social distancing in the staffroom, classroom, school yard, playgrounds and other educational grounds;
- encourage and apply appropriate PREVENTION MEASURES when greeting, socialising and sharing resources, e.g. photocopiers, computers, hard copies etc. ;
- advocate for and follow appropriate prevention measures during interactions with colleagues, learners, parents, e.g. staff meeting, school-based professional learning communities; and
- ensure the availability and usage of appropriate hygienic essentials and PRACTICES WHEN ENTERING OR IN the educational field/excursion, school grounds, staffroom, bathrooms, and classrooms.

3.1 What is Social Distancing?

Social distancing, also called physical distancing, is a set of measures taken to prevent the spread of a COVID-19 by maintaining a physical distance between people and reducing the number of times people come into close contact with each other. It typically involves keeping a certain distance from others (the distance specified may differ from time to time) and avoiding gathering in large groups.

Researchers say that SARS-CoV-2's rapid spread is likely due to the movements of people with no or very mild symptoms - namely, those who are unaware that they even have the virus. That is why social distancing is such an important containment measure, they explain.

To slow the spread of the virus, all our schools in the grounds, staffroom and classrooms must implement appropriate physical distancing following official government regulations and guidelines on COVID-19, as far as is reasonably practicable. At the moment it is staying at least 1.2 to 1.5 metres away from others. Depending on your workplace, it may not always be possible to stay the required distance apart. Where this is the case, you should think of whether there are other things you can do to help minimise the transmission of the virus. Unit 5 discusses some of the actions one can implement in schools with the disabled.

How would this work in school grounds, staffroom and classrooms?

- Limits could be put on class sizes (20 or 30 learners) and officials in the staffroom
- A few learners could take turns between studying at school and home
- Some learners and teachers could work for one week and others the next
- Some learners could work in the morning, others in the afternoons
- Classrooms could be redesigned to ensure social distancing of at least 1.2 to 1.5 metres away from others
- Learners and teachers could take their breaks at different times.

3.2 Basic Hygiene Essentials and Practices.

- At all times, schools have to practice and maintain an extremely high level of cleanliness.
- Classrooms, hostels, staffrooms, offices, desks, door handles and playgrounds should be cleaned with disinfectant twice a day.
- They should be enough staff to clean and sanitise all these critical areas.

- Desk screens should be provided to prevent learners from touching each other or the desk or chairs.
- Quality masks should be provided and that should always be mandatory for them to be worn inside and outside classrooms.

Good staff hygienic practices include:

- Provide disposable wipes so that commonly used surfaces (e.g. keyboards, desks, remote controls) can be wiped down by learners and staff before each use.
- Frequent hand washing with soap and water for at least 20 seconds or the use of alcohol-based hand sanitiser with at least 60% ethanol or 70% isopropanol as the active ingredient placed at entrances and in classrooms
- Limiting contact with others, including through shaking hands, and
- Covering mouths while coughing or sneezing with a clean tissue or their elbow.
- Cleaning all desks with disinfectant at least twice a day,
- Providing access to hand hygiene stations on entry and exit to the School
- Putting up posters detailing good hand washing practices, and
- Instructing teachers, learners and workers to only touch what they intend to use at a time.

3.3 What must the principal and staff do when they arrive at school?

The following key activities must take place on arrival at school:

- The orientation of the SMT, teachers and non-teaching staff on the management of COVID-19 at school;
- The orientation of the SMT and teachers on the management of the “re-organised and trimmed” curricula.
- Re-organisation of the school timetable in line with the phased-in return of learners.
- The School Governing Body (SGB) and SMT must decide on what happens with other entities that use the school facilities e.g. church groups, etc.
- Ensure the classrooms, offices, hostels and kitchen are sanitised, and relevant equipment is available for people entering these offices.
- Ensure that there is water with soap in the bathrooms.
- Ensure that sanitisers and water for hand-washing are placed at accessible spots for security and grounds support people and for anyone coming into the school premises;
- The SMT and teachers agree on a strategy to create new class lists to make provision smaller for smaller classes.
- The SGB and SMT must decide on a schedule for awareness sessions with parents, communities, Local Chiefs and the Municipality.
- Ensure that volunteer Food Handlers use protective gear during preparation, cooking and serving of meals (head-cover, apron, safety gloves), always use face masks. Wash all surfaces daily with disinfectant cleaner and observe high standard practices in general cleanliness of the kitchen; and
- Ensure that the school receive food deliveries under hygienic conditions, use gloves and masks in handling food supplies.

3.4 How to manage learners’ arrival in schools?

- The SMT and non-teaching staff must ensure that hand washing basins and/or sanitisers are placed at the entrance of every classroom and other strategic points.
- Encourage and practice social distancing and good hygiene at school to prevent or minimise infections.

- The principal and teachers must enable the orientation of teachers and learners by the Life Orientation on the management of COVID-19 at school.
- Agree on safety and hygiene procedures at school that must include:
 - 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 your hands.
 - Avoid close contact with people who are sick.
 - Stay at home when you are sick and try and keep a distance from others at home.
 - Cover your cough or sneeze with a flexed elbow or a tissue, then throw the tissue in a bin with a lid.
 - Clean and disinfect frequently touched objects and surfaces.
- Learners must wash hands before school-meals, be served meals in classrooms and observe social distancing during meals, while seated.
- The orientation of learners on the curriculum “re-organised and trimmed curricula”, including access to extra tuition classes.
- Introduce the re-organised school time-table, new class lists and the sub-division of classes.
- Brief learners on social distancing at school, travelling to and from school.
- Motivate learners on their return to school.

3.5 Physical distancing guidance in the food-processing environment in the school:

- Stagger workstations on either side of processing lines so that food workers are not facing one another.
- Provide Personal Protective Equipment (PPE) such as face masks/shield, hair nets, disposable gloves, clean overalls, and slip reduction work shoes for staff. The use of PPE would be routine in high-risk areas of food premises that produce ready-to-eat and cooked foods. When staff are dressed in PPE it is possible to reduce the distance between workers.
- Space out workstations, which may require a reduction in the speed of production lines;
- Limit the number of staff in a food preparation area at any one time;
- Organise staff into working groups or teams to facilitate reduced interaction between groups.

Summary exercise: Do the following case study and submit your responses to the facilitator.

Imagine a school with the following four classrooms:

Classroom 1: EFAL class has 110 learners

Classroom 2: Mathematics class has 20 learners

Classroom 3: this class is turned into a staff room of 40 teachers

Classroom 4: this room is used as a laboratory and library

Task: Respond to the following questions:

1. How would you organise social distancing in this school during COVID-19?
2. How will you promote hygiene standards in this school during COVID-19?
3. How will you avoid compromising educational standards in your responses to questions 1 and 2?

UNIT 4: MANAGING COVID-19 CLASSROOMS

At the end of Unit 4, participants will be able to:

- identify and describe the hygienic essentials and practices required in the school and every classroom;
- encourage and apply safety measures during the rotation of periods and in the school grounds;
- allow a permissible number of learners in class at a time;
- describe and enact the standard procedures that learners and teachers must follow when entering, during and when exiting the classroom and the school;
- arrange the class appropriately to observe social distancing;
- ensure that learners follow the regulations during lessons in terms of sharing resources and knowledge;
- follow the appropriate procedure in the collection and return of learners' books and other educational materials or equipment;
- ensure that social distancing is observed in the school grounds, during breaks, meal times and visits to the bathrooms

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

It is important to practice social distancing and good hygiene to prevent becoming infected at school. COVID-19 is a droplet infection that can spread to those who are close to an infected person. It is recommended that you keep at least a 1.5-meter distance between yourself and another person. Agree on safety and hygiene procedures with the learners in your classroom that must include:

- 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 a 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.

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

4.2.1 Standing Rules

Prevent direct contact with persons that are sick. Educators and learners are requested to only attend school if healthy. Follow the Guidelines for the containment/management of COVID-19 for childcare facilities, schools and school communities in this regard (Annexure A).

Agree on safety and hygiene procedures with the learners in your classroom that must include:

- 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 a distance from others at home.

- Cover your cough or sneeze with a flexed elbow or a tissue, then throw the tissue in the bin.
- The airborne transmission should be limited by allowing ventilation in classrooms.
- Clean and disinfect frequently touched objects and surfaces e.g. toilet door handles, etc, should be cleaned with diluted bleach disinfectant (20 ml bleach per litre water) hourly, or less frequently depending on the circumstance.

4.2.2 Take care of yourself to take care of your learners

To learn effectively, your students need healthy experienced teachers. So protect yourself and take steps to attend to your own well-being and Learners. The most important thing that you do at school is to make decisions.

4.2.3 Focus on building relationships

Building healthy learner-teacher relationships is essential to thriving classroom culture, and even sets the stage for academic success. To reduce stress, greeting learners outside the classroom before the start of the day may pay outsized dividends. Meet them at the door for example and do touching elbows with a 'wing'. Love them unconditionally but hold them accountable. Give them a voice but be their leader.

4.2.4 Set rules, boundaries and expectations

Strict rules are necessary during Covid-19. A teacher can't be learner's friend. You can be kind, loving, and supportive, but you still have to be their teacher. Teachers must establish the code of conduct during the first because is business unusual, and make sure that everyone - including the teacher - makes an effort to stay true to it. Your attitude as the teacher determines what the tone and environment of your classroom are like. If you want calm and productive, project that to your kids.

4.2.5 Take a strength-based approach

A strength-based lens means never forgetting to look beneath the surface of learner's behaviour, even when it's inconvenient. We have never met a learner that doesn't want to be successful. If they are misbehaving there is something wrong in their world. If they are misbehaving for attention, then find out why they need attention and how you can give them what they need.

4.2.6 Involve parents and guardians

Never forget that every learner is someone's child. A positive connection with the home can often help in the classroom more especially during COVID-19. Parents must be involved and know what's going on so that they can support and reinforce at home.

4.2.7 Monitor and plan for absenteeism.

- Review the usual absenteeism patterns at your school among learners.
- Alert local health officials about large increases in learners and absenteeism, particularly if absences appear due to illnesses (like the common cold or the flu, which have symptoms similar to those of COVID-19).
- Encourage learners to stay home when sick.

4.2.8 Establish procedures for learner and staff who are sick at school.

- Establish procedures to ensure learners who become sick at school or arrive at school sick are sent home as soon as possible.
- Keep sick learners separate from well learners and teachers until they can leave.
- If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
- Share resources with the school community to help families understand when to keep children home.

4.2.9 Create communications plans for use with the school.

Include strategies for sharing information with learners, teachers and their families. Information about Covid-19

4.2.10 Rotation during periods: teachers or learners?

During the lesson presentation, only teachers must move between periods, not learners.

4.3 Classroom Arrangement

- There should be enough classrooms to practice social distancing;
- Learners must not be more than 30 per class; and
- 1.5m space to be observed in the classroom. Space for the teacher to walk between rows of desk or chairs must comply with social distancing.

Which Standard Procedures should be followed by learners and teachers when entering, during and exiting the classroom? This question can be answered as follows:

- Arrival and departure of learners should be monitored to adhere to social distancing;
- Both teachers and learners must wash hands and use the hand sanitizers at the Gate and when they enter classrooms;
- Parents and visitors should not be allowed on the school premises at all.
- Sharing of books is prohibited as it may pose a health risk for the learners;
- To minimize the contact between the learners and educators, there should be a table prepared in all classrooms which should be used for collection and returning the books; and
- Social distancing is another key area which needs to be checked all the times, this implies that learners observed 1,5m space all the time and during the break meal times and when they visit the bathrooms.

Summary exercise: indicate if the following statements are true or false and explain your answer in the right-hand column

Statement	True	False	Why?
Sharing books is prohibited			
All must sanitise their hands before entering premises			
Learners must move between periods			
Schools must establish procedures to manage learners and teachers who are sick			
Minimum time to wash one's hands is 20 seconds			

UNIT 5: MANAGING COVID-19 SPECIAL AND FULL-SERVICE SCHOOLS

At the end of Unit 5, participants will be able to:

- Describe the special essentials that are needed for special and full-service schools
- Know how employees at special and full-service schools should exercise social distancing in these institutions (including classrooms, hostels where they exist, dining rooms where they exist, restaurants where they exist and other meeting places)
- Support disabled managers, teachers, support staff and learners
- Hygiene/deep cleansing the surfaces in special and full-service schools

The strategic interventions for learners with disability conditions and those experiencing barriers to learning should focus on both the prevention and the containment of the spread of the COVID-19 infections and the following measures are critical:

5.1 Special essentials that are needed for special and full-service schools

- A special PPE must be available to deaf learners to enable lip reading and teacher assistant must be available to help them.
- Smart classrooms will be optimal for the blind and deaf
- The staff and learners in schools for the deaf must wear clear, transparent face shields

5.2 Social distancing (classrooms and hostels) special and full-service schools

- In schools/classrooms for the deaf, markings of 1.5 metres must be clear.
- CP learners require proximity for feeding, toileting and bathing hence social distancing is impossible for these learners. In this regard, teacher's assistances are needed

5.3 Support for the disabled in special and full-service schools

- All staff at these schools must be screened on daily basis.
- Support teachers in content and SBA in the reorganized and trimmed curricula
- Support schools in adhering to the minimum standards specified by Government
- Bring together disability expertise and specialists (create structure task team)
- Nurses, in collaboration with the Department of Health, will screen learners on daily basis.

5.4 Deep cleansing the surfaces in special and full-service schools

Schools for LSPID must adhere to the following:

- fumigated by experts prior to entering the premises.
- Sanitising and cleaning regularly on daily basis, including when they fumigated by experts prior to entering the premises.
- Schools for the blind, must be fumigated before learners return to hostels and Hostel conditions ADHD, down syndrome/etc, must be thoroughly checked on daily basis.
- Washing of hands of LSPID must be done by teacher Assistants
- The blind must be shown where and how to wash themselves
- Tablets/ gadgets, furniture, wheelchairs and equipment must be Sanitised and cleaned regularly on daily basis

Finally, adherence to WHO standards is of paramount importance.

Summary exercise: Answer the following questions:

- Which COVID-19 rules will be difficult to implement in special and full service schools?
- How would you obviate absence of special measures/rules for special and full-service schools?

SUMMARY AND CONCLUSION

This Guide is designed to orientate people of all ages and at different levels of employment and schooling about the 2019 nCOV virus and how to prevent its spread and severity.

The World Health Organisation (WHO) advises all people to take steps to protect themselves from the virus by, among others, following good hand and respiratory hygiene. These steps also help to stop or reduce the spread of the virus to many people by those who are infected by it.

It is hoped that many will use the information and knowledge contained in this COVID-19 Orientation Guide to lead disciplined lives that will prevent both the infections and the spread of the virus.

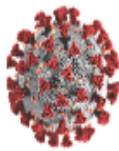
In order to lead these disciplined lives, we must know that COVID-19 is a respiratory illness caused by a virus which does not have a vaccine. The research reports (see references section) reveal that people who become severely ill after contracting the virus are older people and those living with pre-existing chronic conditions such as asthma, diabetes and heart diseases. Although many have died after being infected with the virus, many recovered.

What is needed in order to avoid deaths, are precautionary and preventative measures such as those spelt out in this Guide. These include,

- cleaning hands often using soap and water or alcohol-based hand-rub sanitiser;
- avoiding touching of nose, mouth and eyes;
- covering nose and mouth with bent elbow or tissue when sneezing and throw the tissue into a dust bin afterwards;
- staying home if feeling unwell;
- seeking medical attention when experience difficulty in breathing;
- sanitising all surfaces regularly; and
- avoiding unnecessary visits to medical facilities to give space health care systems to function optimally.

The following picture summarises COVID-19 and steps we must take to prevent or minimise the spread and severity of COVID-19.

What you should know about COVID-19 to protect yourself and others



Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.



Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.



Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.



Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.



Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.



Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.



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[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

More information on COVID-19 is available on www.nicd.ac.za; www.health.gov.za and www.education.gov.za.

COVID-19 contact resources

In cases of emergencies, call or write to the following addresses:

- COVID-19 Hotline Number: 0800 029 999 (Presidency)
- COVID-19 WhatsApp Number: 0600 12 3456 (Presidency)
- COVID-19 online resources and news portal: <https://sacoronavirus.co.za/> (Presidency)
- COVID-19 free website: <https://coronavirus.datafree.co/>
- COVID-19 online resources: <https://www.gov.za/coronavirus/>
- World Health Organization: <https://www.who.int/>

Below are the contact details of the Limpopo Provincial Health Department Communicable Diseases Directorates:

1. Marlene Freda Ngobeni
Email: Marlene.Ngobeni@dhsd.limpopo.gov.za
Contact: 079 491 1909
2. Mashudu Prudence Mudau
Email: Prudence.Mudau@dhsd.limpopo.gov.za
Contact: 071 678 3864

The hospital designated to deal with those infected with virus in the Limpopo province is Polokwane Hospital which is contactable at the following landline: (015) 287 5000

REFERENCES

COVID 19 for Schools and School Communities. ***Circular No. 1 of 2020 Guidance for Childcare Facilities and Schools on COVID-19***

DBE, LDOE, DoH, DPSA and DoL Circulars

Department of Health COVID-19 Guidelines and Measures

www.health.gov.za (National Department of Health)

www.nhls.ac.za (National Health Laboratory Service)

www.nicd.ac.za (National Institute for Communicable Diseases)

[http:// www.nioh.ac.za /](http://www.nioh.ac.za/) (National Institute of Occupational Health)

www.education.gov.za.

<https://www.nicd.ac.za/diseases-a-z-index/covid-19/covid-19-prevention/>

<https://www.worldhealthorganisation.com/>

Guidelines for the containment/management of COVID-19 for childcare facilities, schools and school communities

Notes

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