

Pandemic Response Plan

Contents

| | |
|--|---|
| 1. Policy intention..... | 2 |
| 2. Multiphase outline of operations to ensure continued delivery of service..... | 3 |
| 2a – Phase 1: Operations..... | 3 |
| 2b – Phase 2: Operations..... | 3 |
| 2c – Phase 3: Operations..... | 4 |
| 3. Safe return to work plan..... | 4 |
| 4. Online platform requirements list..... | 4 |
| 5. Where a teaching practitioner is affected..... | 5 |

Pandemic Response Plan Acknowledgement

Lasting Lessons' Director/ Principal Teaching Practitioner, Mrs Sandra Sartor would like to thank Mr Chris McFarlane, Director/Principal Psychologist at Time to Shine Therapy for granting permission to adopt and adapt his centre's Pandemic Response Plan. His efforts have not gone unnoticed and are appreciated.

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| Pandemic Response Plan | | |
| Owner: Management | Policy Number: | Version: 1 |
| Effective: 23 rd March 2020 | Review Date: 31 st March 2020 | |

1. Policy Intention

This plan is to provide service and business continuity, protection and reassurance to students and their families, and staff of Lasting Lessons in the event of a pandemic or pandemic like event.

The activation of this plan is to be made by the Director of Lasting Lessons.

This document is intended to act as a guide only and should be tailored to meet the unique circumstances of the pandemic threat, advice issued by the World Health Organisation and Chief Medical Officer for Australia and common sense, guided by Lasting Lessons management.

Objectives

- Provide timely and accurate information to students and their families, and staff
- To reduce the risk of serious illness and death
- To reduce the emergence/spread of a potential pandemic outbreak at Lasting Lessons, to the extent that this is possible.
- Maintain continuity of Lasting Lessons student literacy intervention and instruction support during a pandemic for as long as possible

Context

Lasting Lessons is a small service provider of approximately ten staff. Services provided are primarily relating to child and adolescent literacy intervention and instruction supports. The majority of students are under 18 years of age, and so rely on family for life essential tasks, however, are not dependent on the business and or literacy intervention and instruction support in the event of a real emergency. Lasting Lessons is committed though to offering options in these difficult times to its students who feel they want to continue to access Teaching Practitioners for their literacy intervention and instruction supports. This response plan has been developed to be tailored to Lasting Lessons' unique service environment and may not apply nor adequately consider the risks other service provision models are facing.

Essential steps in business plan through pandemic:

- Early understanding of pandemic or emergency.
- Treatment of pandemic is considered serious and will affect business proceedings.
- Early planning of multiphase counter to ensure business viability and ongoing continuity of support for those who access services (Three phase plan outlined below).
- A return to work safety plan to ensure the safety of all students and their families, and staff at the Lasting Lessons centre space.

Note: All Lasting Lessons staff have the right to enact any of the operational phases outlined in this policy as they see fit. In doing so they must consider their own needs, family situation and circumstances.

| Pandemic Response Plan | | |
|--|--|------------|
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2. Multiphase outline of ongoing operations

2a. Phase One: Operations

Phase 1: Children and families can continue to attend the centre with the exceptions of:

- They or their family have returned home from international travel within the last 14 days. They will be required to have their session remotely via an online platform (ZOOM) until the threat of an infection is known through any symptoms developed within the two weeks.
- They or their family have signs or symptoms of cold or flu. They will be required to have their session remotely via an online platform (ZOOM) until the threat of an infection is known through any symptoms developed within the two weeks.
- Their school has been shutdown due to an existing case of infection or a suspected case of infection. They will be required to have their session remotely via an online platform (ZOOM) until the threat of the infection is known.

Children may continue to attend the centre for face-to-face sessions in phase one if they are not among the exceptions listed above, with consideration also for the below:

- In an instance where a school has been shutdown with no recorded risks of infection, the child can continue to come to the centre for face-to-face services.
- In an instance where a person is aware they have come into contact with infection, have cold or flu symptoms or have been in a school where a positive result was recorded – they must attend their doctor for formal assessment and testing. They may bring these results for our record keeping to the centre and face-to-face sessions can resume as usual. Without a medical certificate, Teaching Practitioners will be unable to complete the session due to presenting risk factors. It is, however for the person to be mindful that while sick in any capacity, it is best to miss that session to avoid further spreading of any other sicknesses that may compromise immunity.

To inform Lasting Lessons management of current conditions and requirements for their service, students and staff are required to make intention known through phone call (ph: 0417392998) or email (director@lastinglessons.com.au).

2b. Phase Two: Operations

Phase 2: Children and families are no longer able to attend the centre due to the ongoing risk of infection among the community and more isolation.

- Children and families will cease attendance to the Lasting Lessons centre.
- This phase will be triggered by risk increasing in the local community based on advice received through news media, social media, relevant government announcements, world and national health agencies and other relevant sources.
- When triggered, all students for that week will be contacted by management and notified of the change, with an option to cancel their session or to continue to have this from an online platform (ZOOM).
- The assessment of conditions will be done week by week to respect all parties' rights to access their service as well as cancel their service should it not be required.
- Where the use of an online platform (ZOOM) is necessary, families will be required to support their child in the session where necessary (e.g. for younger children) to ensure lesson efficacy, concentration, attention and appropriateness of service.

| Pandemic Response Plan | | |
|--|--|------------|
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- In this phase – Teaching Practitioners will attend the Lasting Lessons’ site and work from the centre on their usual days to ensure they are working in an environment conducive to safety, confidentiality and privacy for those students within an ideal standard working environment.
- Teaching Practitioners will engage in social distancing in their personal lives to ensure that they are able to come to the centre space without risk of infection. Where a staff member is infected, and requires isolation, they may continue to phase 3 of operations as detailed below.
- The centre staff will continue with rigid cleanliness protocols internal to the centre to ensure the space remains safe to work in. This will include regular sanitising, spraying of disinfectants, regular removal of rubbish, glove-wearing, handwashing etc.

2c. Phase Three: Operations

Phase 3: Risk increases and Teaching Practitioners and students are unable to attend the centre. This may be an enforced lockdown or enforced isolation (by government). In this phase:

- Teaching Practitioners will be required to work from home and so need to be able to ensure a private space to work free of external others who may breach confidentiality. This is a requirement of all Teaching Practitioners to continue to work efficiently, ethically, and appropriately.
- All Teaching Practitioners will require access to a computer and webcam facility in order to use the Zoom platform, which is considered to be the safest program to use at present.
- Risk will be reassessed on a week by week basis, and a return to work plan enacted once the risk is noted as sufficiently reduced by informing authorities.

3. Safe return to work plan:

Once the threat of the pandemic is considered reduced enough to safely return to work, Teaching Practitioners and students will be informed and work will resume at the Lasting Lessons centre via face-to-face sessions, as would be usual operations for the working environment. Safety precautions will continue to be upheld, in daily hygiene routines to ensure the environment remains safe for staff and students.

4. Online platform requirements list

This list details the essential operational requirements in order for safe delivery of online platform (ZOOM) services to students where a Teaching Practitioner is required to complete a service within the centre or home, and where the student is required to receive these literacy instruction and intervention supports within their home environment. This list provides the requirements for both Teaching Practitioner and student and both should be understood by the other:

Teaching Practitioner requirements:

- To deliver the provisions of literacy instruction and intervention supports via an online platform (ZOOM) and sessions from inside a private, confidential and appropriate room.
- To continue to meet and uphold the strict moral and ethical codes you are bound by and as listed in the Victorian Teaching Profession Code of Conduct and Ethics. This includes considerations like

| Pandemic Response Plan | | |
|--|--|------------|
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ensuring confidentiality, student right to privacy, data protection, student safety, appropriate service etc.

- Teaching Practitioners have the right to terminate a service if they determine that the student and their family is unable to meet criteria for an appropriate service to be delivered.
- This mode of service will be considered a short-term arrangement which will remain at management discretion.
- The Teaching Practitioner must have access to a well-functioning device (i.e. iPad, Laptop, Desktop computer) that will be able to provide adequate online platform (ZOOM) services to the student.

Student requirements:

When your child begins online sessions, you acknowledge responsibility for:

1. Ensuring your child is dressed appropriately for receiving the literacy instruction and intervention supports.
2. Having access to a well-functioning device i.e. iPad, Laptop, Desktop computer. Lasting Lessons cannot be responsible for technology failures for those receiving the services. Assigned sessions will still follow the standard session length times (usually 60 minutes in length).
3. Internet fees / costs associated with running device and any upgrades / downloads necessary for the provision of the service to be received.
4. Creating a safe, confidential and quiet space for them to access literacy instruction and intervention supports, without distractions of other people (who are not guardians or parents assisting the session) in the home.
5. Supervising your child where necessary should your Teaching Practitioner requires facilitation from home (for example: this may be to assist your child to stay focussed on the session and the contents and not be distracted during the session time).
6. Ensuring your child is in an area free of personal items that may compromise their personal rights to confidentiality i.e. not in bedroom. Students must situate themselves in a space they are comfortable for their Teaching Practitioner to view them. It is not the responsibility of the Teaching Practitioner if these elements are breached and they are required to terminate the service for the remainder of the session.

5. Where a teaching practitioner is affected

Where your Teaching Practitioner is affected by the pandemic, their usual provision of support may be impacted. Where this is true, the following plans are in place for students to continue to access a service:

- If a Teaching Practitioner is in isolation and is still able to work effectively, ethically and responsibly, the literacy intervention and instruction supports will be via an online platform service (ZOOM) for those who want to continue to access their service.
- If a Teaching Practitioner is in enforced isolation (by government) the provision of their service can continue as is usual via an online platform service (ZOOM) for those who want to continue to access their service.
- In the unlikely event that a Teaching Practitioner is too unwell to work and provide the service, and that this time of illness exceeds a length in time beyond what is considered usual length of absence for an illness, the student has a right to seek another Teaching Practitioner that is able to provide these support service for them in their time of need. In this instance, exceeded length of illness time would constitute that Teaching Practitioner being unable to complete their intended service for at least three sessions in a row.

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