



## Consolidated Tabletop Resources for Implementation of COVID-19 Testing in K-12 Settings

*As of February 15, 2021*

This document includes each of the eight tabletop resource documents. The individual documents can also be accessed separately

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## Overview of Tabletop Exercise Protocol for Implementation of COVID-19 Testing in K-12 Settings

As of February 15, 2021

This guidebook provides leaders with the step-by-step processes needed to design and implement district-wide testing. The information in this workbook closely aligns with the best practices outlined in The Rockefeller Foundation's comprehensive document titled *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*.

For questions about this resource or to inquire about support in implementation, please contact Chiefs for Change at [cfcta@chiefsforchange.org](mailto:cfcta@chiefsforchange.org).

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# Introduction

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As the COVID-19 pandemic wears on, public education in America is at a crossroads. Superintendents and school staff have overcome significant challenges, but there is still difficult work ahead. During this national emergency, millions of children—particularly those who are most vulnerable—are experiencing tremendous learning loss and trauma, potentially on a scale our country has never seen. We must all work together to bring our children safely and quickly back into the classroom, where they learn best and can receive the critical supports they so urgently need.

With proper precautions, research has shown that schools are among the safest public places. They do not spark outbreaks or significantly contribute to the spread of the virus. While there has, rightly, been a focus on the need to vaccinate school staff, public health experts have stated that we do not need to wait for widespread vaccination before students return to in-person learning. To reopen, schools must use personal protective equipment, implement social distancing, and utilize robust COVID-19 testing programs. These programs are uniquely important because they allow school officials to detect even asymptomatic cases, to quickly quarantine students and staff who have been exposed, and to stop the spread. In this way, schools can stay ahead of the virus—safeguarding the health of their communities and ensuring school buildings stay open for critical face-to-face learning and supports. Districts that have implemented COVID-19 testing for students and staff have been able to keep their in-school transmission rates extremely low—even when rates have soared in the broader community. COVID-19 testing and other precautions are at the heart of a sustainable strategy for in-person learning during the pandemic.

The exercise contains the following:

- Guidance for convening a task force that will help get comprehensive testing established;
- Plug-and-play templates that allow the task force to operationalize testing quickly and effectively; and
- Links to world-class resources created by The Rockefeller Foundation and other public health experts.



# Overview of Tabletop Exercise Protocol

There are a number of key decision points to ensure a successful use of testing in your community. These resources are intended to help task force teams navigate the choices in this effort.

## What it is:

A process to manage and effectively execute discrete aspects of a testing program

## What it's for:

Identifying gaps and individuals both within and outside of the taskforce who can use their experience and comprehensive resources to help solve problems

## How it works:

Members of the task force break into small groups to tackle discrete projects. These groups of 4-8 participants engage in sessions of up to an hour to review resources and complete the provided tool

## Who is involved:

Tabletop participants should involve key decision-makers within a school system (e.g. department leaders). Sessions can also involve students, families, teachers, staff, school administrators, community members, and/or other stakeholders depending on the context and goals



# Step-by-Step Explanation of Task Force Tabletop Exercise Protocol



# Step-by-Step Explanation of Task Force Tabletop Exercise Protocol

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## Step 1 Pre-Planning

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- Which member of the task force will take the lead on this project?
- Who are other district or school staff that will be involved?
- What non-district stakeholders will be involved and how?
- What is the timeline for completion and how often will the task force be updated?



## Step 2 Review & Use Resources to Inform Planning

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Districts do not have to start from scratch to prepare for effective testing programs. The Rockefeller Foundation, partner organizations, and school districts all over the country have built tools that can be adapted and implemented by your task force.

*For a comprehensive resource library, please [visit our website](#).*



## Step-by-Step Explanation of Task Force Tabletop Exercise Protocol

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Step 3

### Identify Obstacles

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Testing students and staff can be complex logistically but it is an attainable goal and crucial for returning to school.

To help address logistical challenges, members of the task force should identify obstacles that will arise for each of the five exercises.



Step 4

### Overcoming Obstacles

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Once obstacles have been identified, members of the task force and other stakeholders can be innovative in solving problems before they start.

Brainstorm a list of options for addressing issues before they become obstacles.

## Step-by-Step Explanation of Task Force Tabletop Exercise Protocol

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### Step 5

#### Identify Support

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Now that obstacles have been identified, who are other district staff, health, or community stakeholders who can help you execute plans?

Contact those individuals from outside the task force and ask them to review the available resources and help problem solve on the project in question.



### Step 6

#### Share Plan for Feedback and Prepare for Roll-Out

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Share the completed template for your project with the rest of the task force. Are there items missing? Are there other individuals who can help?

Take feedback from the task force and prepare for roll-out.



## Assembling a Testing Task Force

*As of February 15, 2021*

If you have not already assembled a Testing Task Force, you may find it helpful to complete this activity prior to engaging in any of the Tabletop Exercises or as a stand alone exercise.



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## Assembling a Task Force

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School districts must execute a coordinated response to effectively design and implement a testing program. Superintendents or their designees must set up a task force to ensure that the right people are in leadership roles to navigate this task.

The Testing Task Force may be created by repurposing of a group that already meets regularly, or it may be an entirely new group that convenes for this purpose. These materials will help you convene your task force prior to the initial meeting. Once the task force is set up, it should meet on a weekly or bi-weekly basis to provide updates and seek feedback.

**Superintendent's Task: Use this document to identify members of your task force and set up an initial meeting.**

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## I. Proposed Task Force Roles for District Staff

Task Force Role	Responsibilities	Suggested Staff
<b>Communications Lead</b>	<ul style="list-style-type: none"> <li>• Develops all communications regarding the school/district's COVID-19 testing strategy and reopening plans</li> <li>• Holds forums for parents and families to understand testing strategy and generate confidence in community</li> <li>• Coordinates information sharing between all stakeholders through the appropriate points of contact</li> <li>• Develops the reporting processes for communications to local/state government bodies, parents, staff, and local public health authority.</li> </ul>	<p>Director of Communications or Chief of Staff</p> <p>Superintendent's Designee:</p> <p>_____</p>
<b>Vendor Management Lead</b>	<ul style="list-style-type: none"> <li>• Identifies vendors and use Vendor Evaluation Tool to determine best fit vendor for school based on resources and testing approach</li> <li>• Coordinates vendor specific training of Test Administrators prior to implementing testing</li> <li>• Disseminates information on test kits, registration and reporting from vendor to school, staff, and parents</li> <li>• Establishes estimates for ordering cadence for test kits</li> <li>• Troubleshoots any issues with test kit availability or other testing issues with vendors</li> </ul>	<p>Chief Operating Officer, Purchasing Director or designee</p> <p>Superintendent's Designee:</p> <p>_____</p>

# I. Proposed Task Force Roles for District Staff

Task Force Role	Responsibilities	Suggested Staff
<b>Facilities Management Lead</b>	<ul style="list-style-type: none"> <li>Develops Covid-19 cleaning and disinfecting plans per <a href="#">CDC</a> and Department of Health guidance.</li> <li>Alerts and/or directs custodial staff to any rooms or areas where positive case contact has been made</li> <li>Notifies the custodial staff of the designated area and oversees cleaning and disinfection</li> <li>Ensures that affected areas are not used until adequately cleaned</li> <li>Oversees regular disinfection and cleaning of Covid-19 isolation areas</li> <li>Regularly updates the cleaning and disinfecting protocols and procedures per new guidance.</li> <li>Facilitates any necessary updates to ventilation system or room layouts to maintain optimal physical distancing</li> </ul>	<p>Director of Facilities or Director of Operations</p>       <p>Superintendent's Designee:</p> <hr/>
<b>Learning and Improvement Lead*</b>	<ul style="list-style-type: none"> <li>Works with Testing Taskforce to determine S.M.A.R.T. objectives for testing program</li> <li>Develops a monitoring and evaluation plan based upon the <a href="#">CDC Monitoring and Evaluation Checklist for K-12 Schools</a></li> <li>Develops <a href="#">evaluation design</a> and questions, and <a href="#">key performance indicators</a> for evaluation</li> <li>Determines when data and findings should be reviewed for testing program iteration</li> <li>Communicates key evaluative findings to testing taskforce to drive data-driven decisions to iterate on testing strategy</li> </ul>	<p>Designee from accountability or data offices</p>       <p>Superintendent's Designee:</p> <hr/>

\*If the district does not have the right person in-house to staff this role, it should consider whether the responsibilities could be fulfilled by way of collaboration with an evidence-based university, research group, or non-profit organization with which the district works regularly.

## I. Proposed Task Force Roles for District Staff

Task Force Role	Responsibilities	Suggested Staff
<b>School Coordinators</b>	<ul style="list-style-type: none"> <li>Alerts District COVID-19 Coordinator of positive cases in school via case and close contact list</li> <li>Manages internal and external communications regarding outbreak status of the school</li> <li>Notifies staff and students of potential exposure</li> <li>Coordinates faculty in collecting parental consent</li> <li>Manages master student parental consent list</li> <li>Serves as primary point of contact to answer questions and provide information for staff, students and families</li> <li>Builds a diverse testing committee to oversee school testing strategy and set key performance indicators to measure success</li> </ul>	Principal or Asst. Principal*      Superintendent's Designee: <hr/>
<b>Test Coordinator</b>	<ul style="list-style-type: none"> <li>Oversees sample collection of student test samples</li> <li>Stores and seals test samples according to manufacturer guidelines</li> <li>Distributes collection kits and swabs to classrooms/test sites</li> <li>Ensure all sample collection tubes are returned at end of day</li> <li>Registers sample collection tubes and fill out necessary paperwork for test kits (if conducting pooled approach)</li> <li>Updates student roster as students are tested, and ensures correct students are tested on correct days</li> </ul>	School Nurse or Health Clerk*

\*In districts with a significant number of schools, this role may need to be filled by a district-level supervisor to keep the task force to a manageable size



## I. Proposed Task Force Roles for District Staff

Task Force Role	Responsibilities	Suggested Staff
<b>COVID-19 Ambassadors</b>	<ul style="list-style-type: none"><li>• Shares information with students and staff about the school's COVID-19 testing program, including importance, impact, and any changes to the program</li><li>• Collects feedback from students and staff on ways to improve the testing program</li><li>• Answers ad-hoc student questions about the school's COVID-19 testing program</li></ul>	<p>Communications team member and school-based designees (both staff and students) who get trained</p> <p>Superintendent's Designee:</p> <hr/>
<b>Data and/or Information Technology coordinator</b>	<ul style="list-style-type: none"><li>• Builds, procures, and/or maintains systems used to collect data on testing inventory, procedures, and results</li><li>• Integrates new data systems with the school's existing technical infrastructure</li><li>• Ensures security of data infrastructure and compliance with applicable law</li><li>• Develops and maintains reporting and dashboarding functions</li></ul>	<p>Director of IT, Director of Analytics, or equivalent</p> <p>Superintendent's Designee:</p> <hr/>

## II. Proposed Task Force Roles for External Stakeholders

Task Force Role	Responsibilities	Suggested Staff
<b>Local Health Department Representative</b>	<ul style="list-style-type: none"> <li>Ensures that the testing strategies align with local, state and federal, health and safety guidelines</li> <li>Assists in navigating if tests need to be ordered by an ordering physician</li> <li>Advises on PPE needs and state reporting requirements</li> <li>Advises on core indicators that inform school operations (e.g., percent change in new cases, hospital bed capacity, community spread rate, etc.) and what conditions in the school and broader community might lead to a potential school closure</li> <li>Coordinates with school to monitor positive cases in the school, and if/when to close areas or schools in the event of an outbreak</li> </ul>	<p>Representative(s) from city health department, county health department, and / or local health systems</p> <p>Superintendent's Designee:</p> <p>_____</p>
<b>Local / State Government Representative</b>	<ul style="list-style-type: none"> <li>Ensures that school policies follow recommendations of local/state directives and are consistent with Federal, state and local laws, including FERPA</li> <li>Coordinates with school to monitor school positive cases, and if/when to close areas or schools in the event of an outbreak</li> <li>Assists in school application for CARES Act funding to support Covid-19 mitigation strategies in K-12 schools</li> </ul>	<p>Local elected officials, state department of health personnel</p> <p>Superintendent's Designee:</p> <p>_____</p>

## II. Proposed Task Force Roles for External Stakeholders

Task Force Role	Responsibilities	Suggested Staff
Community Mental Health Professionals	<ul style="list-style-type: none"><li>• Consults on childhood and adolescent impacts of school closure and reopening</li><li>• Ensures that reopening strategies, including testing, are trauma-informed and promote the physical, social and emotional well-being of students</li><li>• Ensures that the school community has access to resources that can support social and emotional wellness</li></ul>	<p>Representatives from local mental health providers, qualified university personnel, etc</p> <p>Superintendent's Designee:</p> <hr/>



### III. Establishing Governance Strategy for the Task Force

After the Superintendent or designee have identified the members of the task force, s/he should decide or designate someone to decide the following questions:

Q	How often will the Task Force meet? Weekly is most common
A	
Q	How will members receive information, who will share that information, and how frequently?
A	
Q	Who are the “final decision-makers” for each section of the Tabletop Exercise?
A	
Q	Where will all data, documents, and resources be stored, and who will have access to it? How will you ensure your district complies with privacy provisions?
A	
Q	Who will retain the master copies or important documents?
A	

## Resources for the Initial Meeting

### Steps Prior to the Initial Meeting

- Connect with school board members or similar governing body to let them know about your intent to test staff and students prior to engaging in extensive planning.
- Create the testing task force and send a calendar invite for the initial meeting. Invite school staff, public health and government officials, parents and external stakeholders as necessary.
- On the initial meeting invite, include a copy of the Tabletop Exercises and ask participants to familiarize themselves with the task force structure.
- Review all Tabletop Exercise materials and share them with members of the task force for review prior to the meeting. Members should come to the meeting with an understanding of the role they will play and should review job responsibilities prior to attending.

### Items to Review During the Meeting

- Task Force role descriptions
- *Project Planning Workbook for K-12 COVID-19 Testing*
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*

## Resources for the Initial Meeting

### Objectives for the Initial Meeting

- Identify the team members and external stakeholders who will lead the initiative to establish comprehensive district-wide testing
- Review resources available to each task force member
- Establish when subgroups from the task force will complete discrete projects of the Tabletop Exercise and report back to the whole group
- Establish an ongoing meeting cadence for task force members and other stakeholders who will be relevant to the project

### Sample Agenda for the Initial Meeting

- I. Explain the purpose of the task force and review the timeline for creating a district-wide testing program
- II. Review roles in the task force and identify who will be playing which role. If necessary, identify other team members who will support task force leads for attendance at some or all task force meetings
- III. Ask each task force member to briefly describe the work they will manage and how this work aligns with the creation of the testing objectives
- IV. Review resources provided to the task force, including those outlined in the Tabletop Exercises and the Project Planning Workbook
- V. Establish a governance structure in which task force members understand how they will work together
- VI. Establish a communication cadence that includes the school community at large and external partners
- VII. Determine when and how often subgroups will meet to complete projects outlined in the Tabletop Exercises, as well as when and how often the entire task force will meet

## Resources for the Initial Meeting

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### Next Steps After the Initial Meeting

- District Coordinator establishes regular check-ins with task force subgroups to complete the Tabletop Exercises, solve problems, and meet objectives
- Staff member sends out calendar invites for future task force and sub-group meetings based on the schedule decided at the initial meeting
- Roll out communication to the school community at large and external partners as needed



## Tabletop Exercise #1: Resource Guidebook for Implementation of COVID-19 Testing in K-12 Settings

As of February 15, 2021

This guidebook provides leaders with the step-by-step processes needed to design and implement district-wide testing. The information in this workbook closely aligns with the best practices outlined in The Rockefeller Foundation's comprehensive document titled *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*.

For questions about this resource or to inquire about support in implementation, please contact Chiefs for Change at [cfcta@chiefsforchange.org](mailto:cfcta@chiefsforchange.org).



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# Review of Task Force Tabletop Exercise Protocol



## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Outlining test frequency & schedule

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

Which member(s) of the task force will take the lead on this subgroup?



Who are other district or school staff that will be involved?



### Pre-Planning Task

Assign the following roles to members of the task force:

Invite the following stakeholders to join the task force as necessary:

## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Outlining test frequency & schedule

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

**What non-district stakeholders will be involved and how?**

External stakeholders may be able to provide insight into some of the unique challenges that a school may face, and help tailor their solutions to the school's unique needs.

**What is the timeline for completion? When will the task force be updated?**

### Pre-Planning Task

**Invite the following stakeholders to join the task force as necessary:**

Possible participants: public health officials, testing vendor, family volunteers, volunteers (AmeriCorps, Medical Service Corps, etc.)

**Which other stakeholders (inside and outside of the district) should join subgroup meetings, and when?**

## Tabletop Exercise Step #2: Resource Review

Subgroup: Outlining test frequency & schedule

All task force members should review these resources prior to the initial meeting.

### Resources to Inform Planning

#### ▶ Outlining test frequency & schedule

#### Setting up testing facilities

#### Design operation flow

#### Defining inventory tracking, disposal, and transport protocol and procedures

#### Standing up data management, registration, scheduling, reporting capabilities

### Resources / Links

- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 2.7
- [The Rockefeller Foundation's Taking Back Control: A Resetting of America's Response to Covid-19](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 3.4
- [Design Considerations for Off-Site Testing Facilities](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 3.5
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Sections 3.8 and 3.9
- [Texas Education Agency: Covid-19 Testing Playbook](#)
- [Texas Commission on Environmental Quality: Disposal Guidance for Covid-19 Rapid Testing Kits from Schools](#)
- [CDC: Guidance on Covid-19 Waste Management](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Sections 3.11 and 3.12



## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Outlining Test Frequency & Schedule

Action	Potential Obstacles
Decide the number of participating students and staff that will be tested	<ol style="list-style-type: none"><li>1. <i>Example:</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Determine the frequency of testing	<ol style="list-style-type: none"><li>1. <i>Example:</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Make a testing schedule	<ol style="list-style-type: none"><li>1. <i>Example:</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Outlining Test Frequency & Schedule

Action	Potential Obstacles
Determine the frequency of testing	<ol style="list-style-type: none"><li>1. <i>Example: In-person learning days vary by school depending on the grade levels served</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Communicating test frequency to families	<ol style="list-style-type: none"><li>1. <i>Example: Parents have expressed resistance to students being tested too frequently</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Determine ideal time of day to administer testing	<ol style="list-style-type: none"><li>1. <i>Example: Staggered arrival times at schools complicate logistics</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Decide the number of participating students and staff that will be tested	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Determine the frequency of testing	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Make a testing schedule	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Determine the frequency of testing	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Communicating test frequency to families	1. <i>Example: Parents have expressed resistance to students being tested too frequently</i>	1. <i>Draft letter template for school principals to send home explaining testing program</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Determine ideal time of day to administer testing	1. Example: Staggered arrival times at schools complicate logistics	1. Conduct testing in cafeteria after breakfast, serve lunch in classrooms on testing days
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Decide the number of participating students and staff that will be tested	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Determine the frequency of testing	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #5: Identify Support

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Make a testing schedule	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Determine the frequency of testing	1. Example: In-person learning days vary by school depending on the grade levels served	1. School coordinators, testing coordinator develop schedule for testing 1-2 times per week at each school
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Communicating test frequency to families	1. <i>Example: Parents have expressed resistance to students being tested too frequently</i>	1. <i>Communications lead, school coordinator draft template letter</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Outlining Test Frequency and Schedule

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Determine ideal time of day to administer testing	1. <i>Example: Staggered arrival times at schools complicate logistics</i>	1. <i>School coordinators, testing coordinator develop school-specific schedules</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #6: Prepare for Rollout

Subgroup: Outlining Test Frequency and Schedule

The action items outlined in this slide should be completed together by the whole group as part of the Tabletop Exercise.



### Directions:

Your team has now finished the first five steps of this tabletop exercise. Now is the time to **move from planning to action**.

To complete the exercise, your team may use [this resource](#) to take the following steps:

1. Fill in the action items template to identify which actions each member of the subgroup will complete;
2. Schedule a follow-up meeting with this subgroup prior to updating the entire task force to check progress and brainstorm solutions for any challenges. Your follow-up meeting should focus exclusively on this subject;
3. Complete the summary presentation template for the task, including the following:
  - a. Summary of task and timeline for completion;
  - b. The primary 3-5 obstacles and proposed solutions to share with the broader task force;
  - c. Key decision points and/or questions that require input from members of the task force;
  - d. Key stakeholders and roles they will play.



## Tabletop Exercise #2: Resource Guidebook for Implementation of COVID-19 Testing in K-12 Settings

As of February 15, 2021

This guidebook provides leaders with the step-by-step processes needed to design and implement district-wide testing. The information in this workbook closely aligns with the best practices outlined in The Rockefeller Foundation's comprehensive document titled *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*.

For questions about this resource or to inquire about support in implementation, please contact Chiefs for Change at [cfcta@chiefsforchange.org](mailto:cfcta@chiefsforchange.org).

# Disclaimer

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# Review of Task Force Tabletop Exercise Protocol



## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

Which member(s) of the task force will take the lead on this subgroup?



Who are other district or school staff that will be involved?



### Pre-Planning Task

Assign the following roles to members of the task force:

Invite the following stakeholders to join the task force as necessary:

## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

**What non-district stakeholders will be involved and how?**

External stakeholders may be able to provide insight into some of the unique challenges that a school may face, and help tailor their solutions to the school's unique needs.

**What is the timeline for completion? When will the task force be updated?**

### Pre-Planning Task

**Invite the following stakeholders to join the task force as necessary:**

Possible participants: public health officials, testing vendor, family volunteers, volunteers (AmeriCorps, Medical Service Corps, etc)

**Which other stakeholders (inside and outside of the district) should join subgroup meetings, and when?**

## Tabletop Exercise Step #2: Resource Review

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

All task force members should review these resources prior to the initial meeting.

Resources to Inform Planning	Resources / Links
Outlining test frequency and schedule	<ul style="list-style-type: none"> <li>The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 2.7</li> <li><a href="#">The Rockefeller Foundation's Taking Back Control: A Resetting of America's Response to Covid-19</a></li> </ul>
Setting up testing facilities	<ul style="list-style-type: none"> <li>The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 3.4</li> <li><a href="#">Design Considerations for Off-Site Testing Facilities</a></li> </ul>
Designing operation flow	<ul style="list-style-type: none"> <li>The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 3.5</li> </ul>
Defining inventory tracking, disposal, and transport protocol and procedures	<ul style="list-style-type: none"> <li>The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Sections 3.8 and 3.9</li> <li><a href="#">Texas Education Agency: Covid-19 Testing Playbook</a></li> <li><a href="#">Texas Commission on Environmental Quality: Disposal Guidance for Covid-19 Rapid Testing Kits from Schools</a></li> <li><a href="#">CDC: Guidance on Covid-19 Waste Management</a></li> </ul>
▶ Standing up data management, registration, scheduling, reporting capabilities	<ul style="list-style-type: none"> <li>The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Sections 3.11 and 3.12</li> </ul>

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles
Establish system for tracking consent forms	<ol style="list-style-type: none"><li>1. <i>Example: historically, consent form return rate is significantly lower at XYZ School</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Work with vendor to establish procedures for registration and scheduling (or establish them internally)	<ol style="list-style-type: none"><li>1. <i>Example: Staff and families are unfamiliar with selected registration &amp; scheduling system</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Consider the particular circumstances of your audience	<ol style="list-style-type: none"><li>1. <i>Example: Vendor software for registration does not translate into XYZ language</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles
Develop processes for reporting results county, state, and on public dashboard	<ol style="list-style-type: none"><li>1. <i>Example: Capacity--health department requires duplicative paper forms in addition to electronic data</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Develop processes for reporting results to individuals	<ol style="list-style-type: none"><li>1. <i>Example: Parent contact information is not updated regularly and frequently is not reliable</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
[Enter additional action here]	<ol style="list-style-type: none"><li>1. <i>Example:</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Work with vendor to establish procedures for registration and scheduling (or establish them internally)	1. Example: Staff and families are unfamiliar with selected registration & scheduling system	1. Put together how-to video and distribute via regular family newsletter
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Consider the particular circumstances of your audience	1. Example: Vendor software for registration does not translate into XYZ language	1. Develop Google Form registration alternative in Vietnamese, Spanish, and Arabic
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Develop processes for reporting results county, state, and on public dashboard	1. <i>Example: Capacity--health department requires duplicative paper forms in addition to electronic data</i>	1. <i>Connect with local health department contact to share electronic processes and advocate for elimination of paper-based process</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Develop processes for reporting results to individuals	1. <i>Example: Family contact information is not updated regularly and frequently is not reliable</i>	1. <i>Include updated contact information field on consent form</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Establish system for tracking consent forms	1. Example: Historically, consent form return rate is significantly lower at XYZ School	1. Communications lead, school coordinator, school principals
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Work with vendor to establish procedures for registration and scheduling (or establish them internally)	1. Example: Staff and families are unfamiliar with selected registration & scheduling system	1. Communications Lead, School Coordinator
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Consider the particular circumstances of your audience	1. <i>Example: Vendor software for registration does not translate into XYZ language</i>	1. <i>Communications lead, translation service providers</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Develop processes for reporting results county, state, and on public dashboard	1. <i>Example: Capacity--health department requires duplicative paper forms in addition to electronic data</i>	1. <i>District coordinator, health department lead, test coordinator</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #5: Identify Support

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Develop processes for reporting results to individuals	1. <i>Example: Parent contact information is not updated regularly and frequently is not reliable</i>	1. <i>Communications lead, school coordinator, data/IT coordinator, school principals</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #6: Prepare for Roll-Out

Subgroup: Standing up data management, registration, scheduling, reporting capabilities

The action items outlined in this slide should be completed together by the whole group as part of the Tabletop Exercise.



### Directions:

Your team has now finished the first five steps of this tabletop exercise. Now is the time to **move from planning to action**.

To complete the exercise, your team may use [this resource](#) to take the following steps:

1. Fill in the action items template to identify which actions each member of the subgroup will complete;
2. Schedule a follow-up meeting with this subgroup prior to updating the entire task force to check progress and brainstorm solutions for any challenges. Your follow-up meeting should focus exclusively on this subject;
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  - d. Key stakeholders and roles they will play.



## Tabletop Exercise #3: Resource Guidebook for Implementation of COVID-19 Testing in K-12 Settings

As of February 15, 2021

This guidebook provides leaders with the step-by-step processes needed to design and implement district-wide testing. The information in this workbook closely aligns with the best practices outlined in The Rockefeller Foundation's comprehensive document titled *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*.

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# Review of Task Force Tabletop Exercise Protocol



## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Setting up testing facilities

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

Which member(s) of the task force will take the lead on this subgroup?



Who are other district or school staff that will be involved?



### Pre-Planning Task

Assign the following roles to members of the task force:

Invite the following stakeholders to join the task force as necessary:

## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Setting up testing facilities

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

**What non-district stakeholders will be involved and how?**

External stakeholders may be able to provide insight into some of the unique challenges that a school may face, and help tailor their solutions to the school's unique needs.

**What is the timeline for completion? When will the task force be updated?**

### Pre-Planning Task

**Invite the following stakeholders to join the task force as necessary:**

Possible participants: public health officials, testing vendor, family volunteers, volunteers (AmeriCorps, Medical Service Corps, etc)

**Which other stakeholders (inside and outside of the district) should join subgroup meetings, and when?**



## Tabletop Exercise Step #2: Resource Review

Subgroup: Setting up testing facilities

All task force members should review these resources prior to the initial meeting.

### Resources to Inform Planning

Outlining test frequency and schedule

▶ Setting up testing facilities

Designing operation flow

Defining inventory tracking, disposal, and transport protocol and procedures

Standing up data management, registration, scheduling, reporting capabilities

### Resources / Links

- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 2.7
- [The Rockefeller Foundation's Taking Back Control: A Resetting of America's Response to Covid-19](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 3.4
- [Design Considerations for Off-Site Testing Facilities](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 3.5
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Sections 3.8 and 3.9
- [Texas Education Agency: Covid-19 Testing Playbook](#)
- [Texas Commission on Environmental Quality: Disposal Guidance for Covid-19 Rapid Testing Kits from Schools](#)
- [CDC: Guidance on Covid-19 Waste Management](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Sections 3.11 and 3.12

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles
Ensure adequate physical space to administer tests	<ol style="list-style-type: none"><li>1. <i>Example: School XYZ is under construction and does not have adequate physical space</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Identify a single, controlled entry and single, controlled exit point to minimize exposure risk	<ol style="list-style-type: none"><li>1. <i>Example: Gymnasiums where testing is occurring have multiple entry &amp; exit points</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Ensure adequate spacing for walk-up or drive-up traffic, with accommodations for participants with disabilities	<ol style="list-style-type: none"><li>1. <i>Example: Administering tests to students with severe/profound disabilities</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles
Identify where tests can be read and a separate area for those awaiting results (if using antigen tests)	<ol style="list-style-type: none"> <li>1. <i>Example: School XYZ does not have enough physical space to accommodate testing &amp; waiting area</i></li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
Provide as much ventilation as possible	<ol style="list-style-type: none"> <li>1. <i>Example: School XYZ does not have adequate ventilation for congregating large groups</i></li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
[Enter additional actions here]	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Ensure adequate physical space to administer tests	1. <i>Example: School XYZ is under construction and does not have adequate physical space</i>	1. <i>Partner with local health department to provide mobile testing one day per week at XYZ school</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Identify a single, controlled entry and single, controlled exit point to minimize exposure risk	1. <i>Example: Gymnasiums where testing is occurring have multiple entry &amp; exit points</i>	1. <i>Create signage on brightly-colored paper for each door and have custodians lock non-entry exit doors</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Ensure adequate spacing for walk-up or drive-up traffic, with appropriate accommodations for participants with disabilities	1. <i>Example: Administering tests to students with severe/profound disabilities</i>	1. <i>Test students with severe disabilities will be tested by school nurse in classroom</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Identify where tests can be read and a separate area for those awaiting results (if using antigen tests)	1. <i>Example: School XYZ does not have enough physical space to accommodate testing &amp; waiting area</i>	1. <i>Limit # of participants testing or waiting at any time to 10 individuals at XYZ School</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Provide as much ventilation as possible	1. <i>Example: School XYZ does not have adequate ventilation for congregating large groups</i>	1. <i>Test with doors open and procure sufficient fans for air circulation</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #5: Identify Support

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Ensure adequate physical space to administer tests	1. <i>Example: School XYZ is under construction and does not have adequate physical space</i>	1. <i>Testing coordinator, local health department connect to organize mobile testing</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #5: Identify Support

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Identify a single, controlled entry and single, controlled exit point to minimize exposure risk	1. <i>Example: Gymnasiums where testing is occurring have multiple entry &amp; exit points</i>	1. <i>School test coordinators, custodians, communications lead develop and distribute signage</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Ensure adequate spacing for walk-up or drive-up traffic, with appropriate accommodations for participants with disabilities	1. <i>Example: Administering tests to students with severe/profound disabilities</i>	1. <i>District SPED coordinator, test coordinator, school nurse</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #5: Identify Support

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Identify where tests can be read and a separate area for those awaiting results (if using antigen tests)	1. <i>Example: School XYZ does not have enough physical space to accommodate testing &amp; waiting area</i>	1. <i>School coordinator, test coordinator, school operations coordinator</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Provide as much ventilation as possible	1. Example: School XYZ does not have adequate ventilation for congregating large groups	1. Facilities Lead, school custodial staff
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #6: Prepare for Rollout

### Subgroup: Setting Up Testing Facilities



#### Directions:

Your team has now finished the first five steps of this tabletop exercise. Now is the time to **move from planning to action**.

To complete the exercise, your team may use [this resource](#) to take the following steps:

1. Fill in the action items template to identify which actions each member of the subgroup will complete;
2. Schedule a follow-up meeting with this subgroup prior to updating the entire task force to check progress and brainstorm solutions for any challenges. Your follow-up meeting should focus exclusively on this subject;
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  - a. Summary of task and timeline for completion;
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  - c. Key decision points and/or questions that require input from members of the task force;
  - d. Key stakeholders and roles they will play.



## Tabletop Exercise #4: Resource Guidebook for Implementation of COVID-19 Testing in K-12 Settings

As of February 15, 2021

This guidebook provides leaders with the step-by-step processes needed to design and implement district-wide testing. The information in this workbook closely aligns with the best practices outlined in The Rockefeller Foundation's comprehensive document titled *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*.

For questions about this resource or to inquire about support in implementation, please contact Chiefs for Change at [cfcta@chiefsforchange.org](mailto:cfcta@chiefsforchange.org).



## Disclaimer

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# Review of Task Force Tabletop Exercise Protocol



# Tabletop Exercise Step #1: Pre-Planning

Subgroup: Design Operation Flow

District Coordinators should complete this step prior to the initial meeting.

## Pre-Planning Questions

Which member(s) of the task force will take the lead on this subgroup?



Who are other district or school staff that will be involved?



## Pre-Planning Task

Assign the following roles to members of the task force:

Invite the following stakeholders to join the task force as necessary:

# Tabletop Exercise Step #1: Pre-Planning

Subgroup: Design Operation Flow

District Coordinators should complete this step prior to the initial meeting.

## Pre-Planning Questions

**What non-district stakeholders will be involved and how?**

External stakeholders may be able to provide insight into some of the unique challenges that a school may face, and help tailor their solutions to the school's unique needs.

**What is the timeline for completion? When will the task force be updated?**

## Pre-Planning Task

**Invite the following stakeholders to join the task force as necessary:**

Possible participants: public health officials, testing vendor, family volunteers, volunteers (AmeriCorps, Medical Service Corps, etc)

**Which other stakeholders (inside and outside of the district) should join subgroup meetings, and when?**

## Tabletop Exercise Step #2: Resource Review

Subgroup: Design Operation Flow

All task force members should review these resources prior to the initial meeting.

Resources to Inform Planning	Resources / Links
Outlining test frequency and schedule	<ul style="list-style-type: none"><li>• The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 2.7</li><li>• <a href="#">The Rockefeller Foundation's Taking Back Control: A Resetting of America's Response to Covid-19</a></li></ul>
Setting up testing facilities	<ul style="list-style-type: none"><li>• The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 3.4</li><li>• <a href="#">Design Considerations for Off-Site Testing Facilities</a></li></ul>
▶ Designing operation flow	<ul style="list-style-type: none"><li>• <b>The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 3.5</b></li></ul>
Defining inventory tracking, disposal, and transport protocol and procedures	<ul style="list-style-type: none"><li>• The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Sections 3.8 and 3.9</li><li>• <a href="#">Texas Education Agency: Covid-19 Testing Playbook</a></li><li>• <a href="#">Texas Commission on Environmental Quality: Disposal Guidance for Covid-19 Rapid Testing Kits from Schools</a></li><li>• <a href="#">CDC: Guidance on Covid-19 Waste Management</a></li></ul>
Standing up data management, registration, scheduling, reporting capabilities	<ul style="list-style-type: none"><li>• The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Sections 3.11 and 3.12</li></ul>

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles
Individual registers for test based on registration protocol established	<ol style="list-style-type: none"><li>1. <i>Example: individual does not know how to sign up to register</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Individual arrives at collection site at scheduled time slot and waits for turn	<ol style="list-style-type: none"><li>1. <i>Example: individual misunderstands their assigned time and shows up an hour too early</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Staff validates individual ID and assigns patient to collection booth	<ol style="list-style-type: none"><li>1. <i>Example: individual forgot their ID</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles
Individual receives instruction and staff collects sample	<ol style="list-style-type: none"><li>1. <i>Example: individual begins to experience extreme anxiety or a panic attack</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Individual exits collection center	<ol style="list-style-type: none"><li>1. <i>Example: tester needs assistance getting back to classroom or to their vehicle</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Staff stores sample	<ol style="list-style-type: none"><li>1. <i>Example: gap in volunteer sign-ups means drop-off attendants are available to receive sample</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

# Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles
Samples are batched and sent via courier to lab	<div>1. <i>Example: courier does not arrive at the end of the day to take the tests to the lab</i></div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div>
[Enter additional actions here]	<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div>
[Enter additional actions here]	<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div>

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Individual registers for test based on registration protocol established	1. <i>Example: large majority of contracted employees (bus drivers, food service, etc.) choose not to get tested</i>	1. <i>Facilities Lead connects with primary contact at food service provider, bus company, and custodial company to share registration information and build investment via existing company channels</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Individual arrives at collection site at scheduled time slot and waits for turn	1. <i>Example: Teacher's expected wait time for test is 45 minutes, and s/he only has 20 minutes before class</i>	1. <i>Examples:</i> <ul style="list-style-type: none"><li>• Create expedited line solely for teachers;</li><li>• Identify 3-4 adults to provide class coverage on each testing day</li></ul>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Staff validates individual ID and assigns patient to collection booth	1. Example: Participant fails to bring ID to test site	1. Example: set policy so that individuals can still test without showing proof of employment w/ district or district partners
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Individual receives instruction and staff collects sample	1. Example: individual begins to experience extreme anxiety or a panic attack	1. Examples: Have at least one medical professional on site who is not actively engaged in testing who can provide assistance
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Individual exits collection center	1. <i>Example: tester needs assistance getting back to classroom or to their vehicle</i>	1. <i>Example: Volunteer in the role of “runner” assists individuals to their intended destination</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Staff stores sample	1. <i>Example: gap in volunteer sign-ups means drop-off attendants are not available to receive sample</i>	1. <i>Example: establish back-up procedures so that test administrators have capability to store tests at their station in the short term</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Samples are batched and sent via courier to lab	1. <i>Example: courier does not arrive at the end of the day to take the tests to the lab</i>	1. <i>Example: Include language in contract requiring timely arrival of courier</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Design Operation Flow

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Individual registers for test based on registration protocol established	1. <i>Example: large majority of contracted employees (bus drivers, food service, etc) choose not to get tested</i>	1. <i>Leads for facilities, communications, and operations; point people for Sodexho, First Student, and Aramark</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Design Operation Flow

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Individual arrives at collection site at scheduled time slot and waits for turn	1. <i>Example: Teacher's expected wait time for test is 45 minutes, and s/he only has 20 minutes before class</i>	1. <ul style="list-style-type: none"><li>• Test administrators—set up expedited line for teachers</li><li>• School coordinator—assigning and confirming class coverage the day of testing</li></ul>
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #5: Identify Support

Subgroup: Design Operation Flow

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Staff validates individual ID and assigns patient to collection booth	1. Example: Participant fails to bring ID to test site	1. <ul style="list-style-type: none"><li>• Test Coordinator: Establish system to make note of all testers who fail to bring ID</li><li>• District legal counsel: to confirm that tests can be administered to someone without proof of district employment</li></ul>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Design Operation Flow

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Individual receives instruction and staff collects sample	1. <i>Example: individual begins to experience extreme anxiety or a panic attack</i>	1. <i>Test coordinator—set up secluded area for recovery Local public health professionals—provide onsite support</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Design Operation Flow

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Individual exits collection center	1. <i>Example: tester needs assistance getting back to classroom or to their vehicle</i>	1. <i>Runners—assist tester back to class or vehicle while wearing appropriate PPE</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Design Operation Flow

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Staff stores sample	1. <i>Example: gap in volunteer sign-ups means drop-off attendants are not available to receive sample</i>	1. <ul style="list-style-type: none"><li>• Vendor Management Lead—work with vendor to establish back-up procedures for storage</li><li>• Test Coordinator—communicate back-up procedures to testing staff</li></ul>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Design Operation Flow

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Samples are batched and sent via courier to lab	1. Example: courier does not arrive at the end of the day to take the tests to the la	1. <ul style="list-style-type: none"><li>• Vendor Management Lead—Connect with vendor prior to test administration to determine back-up procedures</li><li>• Legal counsel—negotiates schedule for pick-up and associated consequences in contract with vendor</li></ul>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #6: Prepare for Rollout

Subgroup: Design Operation Flow

The action items outlined in this slide should be completed together by the whole group as part of the Tabletop Exercise.



### Directions:

Your team has now finished the first five steps of this tabletop exercise. Now is the time to **move from planning to action**.

To complete the exercise, your team may use [this resource](#) to take the following steps:

1. Fill in the action items template to identify which actions each member of the subgroup will complete;
2. Schedule a follow-up meeting with this subgroup prior to updating the entire task force to check progress and brainstorm solutions for any challenges. Your follow-up meeting should focus exclusively on this subject;
3. Complete the summary presentation template for the task, including the following:
  - a. Summary of task and timeline for completion;
  - b. The primary 3-5 obstacles and proposed solutions to share with the broader task force;
  - c. Key decision points and/or questions that require input from members of the task force;
  - d. Key stakeholders and roles they will play.



## Tabletop Exercise #5: Resource Guidebook for Implementation of COVID-19 Testing in K-12 Settings

As of February 15, 2021

This guidebook provides leaders with the step-by-step processes needed to design and implement district-wide testing. The information in this workbook closely aligns with the best practices outlined in The Rockefeller Foundation's comprehensive document titled *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*.

For questions about this resource or to inquire about support in implementation, please contact Chiefs for Change at [cfcta@chiefsforchange.org](mailto:cfcta@chiefsforchange.org).



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# Review of Task Force Tabletop Exercise Protocol



## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

Which member(s) of the task force will take the lead on this subgroup?



Who are other district or school staff that will be involved?



### Pre-Planning Task

Assign the following roles to members of the task force:

Invite the following stakeholders to join the task force as necessary:

## Tabletop Exercise Step #1: Pre-Planning

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

District Coordinators should complete this step prior to the initial meeting.

### Pre-Planning Questions

**What non-district stakeholders will be involved and how?**

External stakeholders may be able to provide insight into some of the unique challenges that a school may face, and help tailor their solutions to the school's unique needs.

**What is the timeline for completion? When will the task force be updated?**

### Pre-Planning Task

**Invite the following stakeholders to join the task force as necessary:**

Possible participants: public health officials, testing vendor, family volunteers, volunteers (AmeriCorps, Medical Service Corps, etc)

**Which other stakeholders (inside and outside of the district) should join subgroup meetings, and when?**

## Tabletop Exercise Step #2: Resource Review

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

All task force members should review these resources prior to the initial meeting.

### Resources to Inform Planning

#### Outlining test frequency and schedule

#### Setting up testing facilities

#### Designing operation flow

#### ▶ Defining inventory tracking, disposal, and transport protocol and procedures

#### Standing up data management, registration, scheduling, reporting capabilities

### Resources / Links

- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 2.7
- [The Rockefeller Foundation's Taking Back Control: A Resetting of America's Response to Covid-19](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 3.4
- [Design Considerations for Off-Site Testing Facilities](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 3.5
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Sections 3.8 and 3.9
- [Texas Education Agency: Covid-19 Testing Playbook](#)
- [Texas Commission on Environmental Quality: Disposal Guidance for Covid-19 Rapid Testing Kits from Schools](#)
- [CDC: Guidance on Covid-19 Waste Management](#)
- The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Sections 3.11 and 3.12

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles
Determine inventory levels and minimum thresholds for all types of supplies and equipment necessary for testing	<ol style="list-style-type: none"><li>1. <i>Example: KN95 masks are on backorder for next six weeks</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Understand any storage requirements for supplies and ensure sites have appropriate storage capacity	<ol style="list-style-type: none"><li>1. <i>Example: School XYZ lack ability to keep storage area climate controlled</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Establish a standard method for schools to communicate their inventory needs	<ol style="list-style-type: none"><li>1. <i>Example: School runs out of KN95 masks</i></li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

## Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles
Determine the appropriate procedures for disposal of PPE and other testing supplies according to local public health guidelines	<ol style="list-style-type: none"> <li>1. <i>Example: Waste management firm requires excessive cost for disposing hazardous waste from tests</i></li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
Determine the proper packing and shipping procedures required for safe specimen transport (if working with a lab)	<ol style="list-style-type: none"> <li>1. <i>Example: Test kits must be mailed by noon in order to obtain results within 24 hours</i></li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
[Enter additional actions here]	<ol style="list-style-type: none"> <li>1. <i>Example:</i></li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
<b>Determine inventory levels and minimum thresholds for all types of supplies and equipment necessary for testing</b>	1. <i>Example: KN95 masks are on backorder for next six weeks</i>	1. <i>Connect with health department for alternative masking guidelines while awaiting KN95 shipment</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Understand any storage requirements for supplies and ensure sites have appropriate storage capacity	1. <i>Example: School XYZ lack ability to keep storage area climate controlled</i>	1. <i>Store School XYZ materials at nearby School ABC</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.



# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Establish a standard method for schools to communicate their inventory needs	1. Example: School runs out of KN95 masks mid-week	1. District holds back 100 KN95 masks for emergency distribution to schools
	2.	2.
	3.	3.
	4.	4.
	5.	5.

## Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
Determine the appropriate procedures for disposal of PPE and other testing supplies according to local public health guidelines	1. <i>Example: Waste management firm requires excessive cost for disposing hazardous waste from tests</i>	1. <i>Seek in-kind donation from waste management company</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #4: Overcoming Obstacles

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Brainstorm: How to Overcome Obstacles
<b>Determine the proper packing and shipping procedures required for safe specimen transport (if working with a lab)</b>	<b>1.</b> <i>Example: Test must be mailed by noon in order to obtain results within 24 hours</i>	<b>1.</b> <i>Take tests to shipping location at both noon and close of business to minimize turnaround time of results</i>
	<b>2.</b>	<b>2.</b>
	<b>3.</b>	<b>3.</b>
	<b>4.</b>	<b>4.</b>
	<b>5.</b>	<b>5.</b>

# Tabletop Exercise Step #5: Identify Support

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Determine inventory levels and minimum thresholds for all types of supplies and equipment necessary for testing	1. <i>Example: KN95 masks are on backorder for next six weeks</i>	1. <i>Vendor Management Lead, District Coordinator, Director of Operations</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Understand any storage requirements for supplies and ensure sites have appropriate storage capacity	1. Example: School XYZ lack ability to keep storage area climate controlled	1. Facilities lead, school custodial staff, school director of operations
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Establish a standard method for schools to communicate their inventory needs	1. Example: School runs out of KN95 masks mid-week	1. Vendor Management Lead, District Coordinator, Director of Operations
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Determine the appropriate procedures for disposal of PPE and other testing supplies according to local public health guidelines	1. Example: Waste management firm requires excessive cost for disposing hazardous waste from tests	1. District Coordinator, Vendor Management Lead, local health department contact, waste management firm executive
	2.	2.
	3.	3.
	4.	4.
	5.	5.

# Tabletop Exercise Step #5: Identify Support

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

Action	Potential Obstacles	Who plays a role in overcoming the obstacle?
Determine the proper packing and shipping procedures required for safe specimen transport (if working with a lab)	1. <i>Example: Test kits must be mailed by noon in order to obtain results within 24 hours</i>	1. <i>School coordinators, runners, volunteers</i>
	2.	2.
	3.	3.
	4.	4.
	5.	5.



## Tabletop Exercise Step #6: Prepare for Rollout

Subgroup: Defining inventory tracking, disposal, and transport protocol and procedures

The action items outlined in this slide should be completed together by the whole group as part of the Tabletop Exercise.



### Directions:

Your team has now finished the first five steps of this tabletop exercise. Now is the time to **move from planning to action**.

To complete the exercise, your team may use [this resource](#) to take the following steps:

1. Fill in the action items template to identify which actions each member of the subgroup will complete;
2. Schedule a follow-up meeting with this subgroup prior to updating the entire task force to check progress and brainstorm solutions for any challenges. Your follow-up meeting should focus exclusively on this subject;
3. Complete the summary presentation template for the task, including the following:
  - a. Summary of task and timeline for completion;
  - b. The primary 3-5 obstacles and proposed solutions to share with the broader task force;
  - c. Key decision points and/or questions that require input from members of the task force;
  - d. Key stakeholders and roles they will play.



## Action Items Template and Summary Document to Present to Task Force

*As of February 15, 2021*

The Tabletop Exercise that your group completed today provides a detailed plan for executing this aspect of a comprehensive testing program.

You can use the following slides to **clarify your action items** and to **summarize** the obstacles and solutions you uncovered. These slides can be easily adapted for a presentation to the Testing Task Force.

# Disclaimer

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These materials are preliminary and non-exhaustive and are being made available on a nonexclusive basis solely for information purposes in response to the urgent need for measures to address the COVID 19 crisis. They reflect the general insight and may present potential options for consideration based on currently available information, which is inherently uncertain and subject to change but do not contain all of the information needed to determine a future course of action. The insights and concepts included in these materials have not been validated or independently verified. References to specific products or organizations are solely for illustration and do not constitute any endorsement or recommendation.

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## Action Items Template

Subgroup: \_\_\_\_\_

Staff Member / Role	Action Item	Completed By	Complete?
<i>Example: Jessica, Facilities Lead</i>	<i>Example: "Contact partners at Sodexo &amp; Aramark to distribute testing registration information"</i>	<i>February 28</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress

The follow-up meeting for this subgroup to check progress on action items will take place: \_\_\_\_\_

# Action Items Template

Subgroup: \_\_\_\_\_

Staff Member / Role	Action Item	Completed By	Complete?
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress

The follow-up meeting for this subgroup to check progress on action items will take place: \_\_\_\_\_

# Action Items Template

Subgroup: \_\_\_\_\_

Staff Member / Role	Action Item	Completed By	Complete?
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress
Task Force role:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In progress

The follow-up meeting for this subgroup to check progress on action items will take place: \_\_\_\_\_

# Summary Document to Present to Task Force (Page 1 of 3)

Subgroup: \_\_\_\_\_

Key Stakeholders & Their Roles	Stakeholder Name	Role



# Summary Document to Present to Task Force (Page 2 of 3)

Subgroup: \_\_\_\_\_

Use this slide to identify the top 3-5 obstacles to executing this project and get feedback from the task force on your strategies to overcome those obstacles.

Summary of primary obstacles		Summary of strategies to overcome obstacles	
	1.		1.
	2.		2.
	3.		3.
	4.		4.
	5.		5.



# Summary Document to Present to Task Force (Page 3 of 3)

Subgroup: \_\_\_\_\_

Use this slide to identify the questions or decision points that need discussion or approval from the broader task force.

Description	Summary of Task:
	Timeline for Completion:
Key Decision Points and/or Questions Requiring Task Force Input	1.
	2.
	3.
	4.
	5.

## Prompting Questions for Task Discussion

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After reviewing the prior three pages, the Testing Task Force should discuss it using the following questions as a starting place:

- What items are missing?
- Are there other individuals - either within or outside of the district - who can help?
- How should this information be communicated to schools (if necessary)?
- How should this information be communicated to external stakeholders (if necessary)?
- When will the sub-group offer an update to the task force on completion of these items?