



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.

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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">1. <i>Example:</i>2.3.4.5.
Determine the frequency of testing	<ol style="list-style-type: none">1. <i>Example:</i>2.3.4.5.
Make a testing schedule	<ol style="list-style-type: none">1. <i>Example:</i>2.3.4.5.

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">1. <i>Example: In-person learning days vary by school depending on the grade levels served</i>2.3.4.5.
Communicating test frequency to families	<ol style="list-style-type: none">1. <i>Example: Parents have expressed resistance to students being tested too frequently</i>2.3.4.5.
Determine ideal time of day to administer testing	<ol style="list-style-type: none">1. <i>Example: Staggered arrival times at schools complicate logistics</i>2.3.4.5.

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. <i>Example: In-person learning days vary by school depending on the grade levels served</i>	1. <i>School coordinators, testing coordinator develop schedule for testing 1-2 times per week at each school</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?
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.