



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.

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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">• The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 2.7• The Rockefeller Foundation's Taking Back Control: A Resetting of America's Response to Covid-19
Setting up testing facilities	<ul style="list-style-type: none">• The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 3.4• Design Considerations for Off-Site Testing Facilities
Designing operation flow	<ul style="list-style-type: none">• The Rockefeller Foundation's <i>Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders</i>, Section 3.5
Defining inventory tracking, disposal, and transport protocol and procedures	<ul style="list-style-type: none">• 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• 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
 Standing up data management, registration, scheduling, reporting capabilities	<ul style="list-style-type: none">• 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

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">1. <i>Example: historically, consent form return rate is significantly lower at XYZ School</i>2.3.4.5.
Work with vendor to establish procedures for registration and scheduling (or establish them internally)	<ol style="list-style-type: none">1. <i>Example: Staff and families are unfamiliar with selected registration & scheduling system</i>2.3.4.5.
Consider the particular circumstances of your audience	<ol style="list-style-type: none">1. <i>Example: Vendor software for registration does not translate into XYZ language</i>2.3.4.5.

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">1. <i>Example: Capacity--health department requires duplicative paper forms in addition to electronic data</i>2.3.4.5.
Develop processes for reporting results to individuals	<ol style="list-style-type: none">1. <i>Example: Parent contact information is not updated regularly and frequently is not reliable</i>2.3.4.5.
[Enter additional action here]	<ol style="list-style-type: none">1. <i>Example:</i>2.3.4.5.

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. Example: Vendor software for registration does not translate into XYZ language	1. Communications lead, translation service providers
	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;
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.