CHIEFS for CHANGE

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*.

For questions about this resource or to inquire about support in implementation, please contact Chiefs for Change at cfcta@chiefsforchange.org.

NOLA Public School

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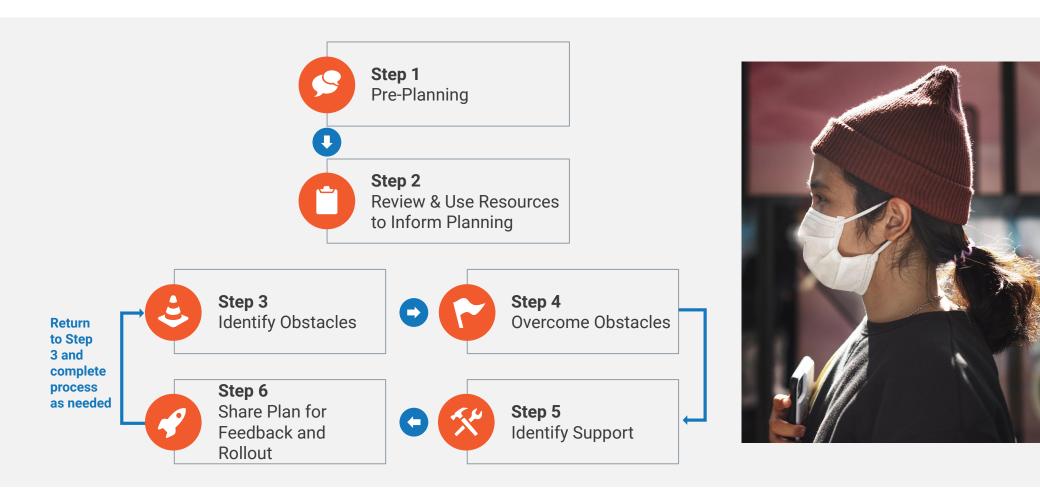
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Return to Step 3 and complete process as needed

Tabletop Exercise Step #1: Pre-Planning
Subgroup: Setting up testing facilities

Pre-Planning Questions	Pre-Planning Task
Which member(s) of the task force will take the lead on this subgroup?	**Assign the following roles to members of the task force:**
Who are other district or school staff that will be involved?	**Invite the following stakeholders to join the task force as necessary:**

Tabletop Exercise Step #1: Pre-Planning
Subgroup: Setting up testing facilities

Pre-Planning Questions	Pre-Planning Task
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.	**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)
What is the timeline for completion? When will the task force be updated?	**Which other stakeholders (inside and outside of the district) should join subgroup meetings, and when?**

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Tabletop Exercise Step #2: Resource Review
Subgroup: Setting up testing facilities

Resources to Inform Planning	Resources / Links
Outlining test frequency and schedule	• 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
▶ **Setting up testing facilities**	• **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**
Designing operation flow	• The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Section 3.5
Defining inventory tracking, disposal, and transport protocol and procedures	• 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
Standing up data management, registration, scheduling, reporting capabilities	• The Rockefeller Foundation's *Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders*, Sections 3.11 and 3.12

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Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Setting Up Testing Facilities

Action	Potential Obstacles
Ensure adequate physical space to administer tests	1. *Example: School XYZ is under construction and does not have adequate physical space* 2. 3. 4. 5.
Identify a single, controlled entry and single, controlled exit point to minimize exposure risk	1. *Example: Gymnasiums where testing is occuring have multiple entry & exit points* 2. 3. 4. 5.
Ensure adequate spacing for walk-up or drive-up traffic, with accommodations for participants with disabilities	1. *Example: Administering tests to students with severe/profound disabilities* 2. 3. 4. 5.

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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)	*1.* *Example: School XYZ does not have enough physical space to accommodate testing & waiting area* **2.** **3.** **4.** **5.**
Provide as much ventilation as possible	*1.* *Example: School XYZ does not have adequate ventilation for congregating large groups* **2.** **3.** **4.** **5.**
[Enter additional actions here]	1. 2. 3. 4. 5.

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. *Example: School XYZ is under construction and does not have adequate physical space*	1. *Partner with local health department to provide mobile testing one day per week at XYZ school*
	2.	2.
	3.	3.
	4.	4.
	5.	5.

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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. *Example: Gymnasiums where testing is occurring have multiple entry & exit points*	1. *Create signage on brightly-colored paper for each door and have custodians lock non-entry exit doors*
	2.	2.
	3.	3.
	4.	4.
	5.	5.

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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. *Example: Administering tests to students with severe/profound disabilities*	1. *Test students with severe disabilities will be tested by school nurse in classroom*
	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. Example: School XYZ does not have enough physical space to accommodate testing & waiting area*	*1. Limit # of participants testing or waiting at any time to 10 individuals at XYZ School*
	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.* *Example: School XYZ does not have adequate ventilation for congregating large groups*	*1.* *Test with doors open and procure sufficient fans for air circulation*
	2.	2.
	3.	3.
	4.	4.
	5.	5.

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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. *Example: School XYZ is under construction and does not have adequate physical space*	1. *Testing coordinator, local health department connect to organize mobile testing*
	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.* *Example: Gymnasiums where testing is occurring have multiple entry & exit points*	*1.* *School test coordinators, custodians, communications lead develop and distribute signage*
	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. Example: Administering tests to students with severe/profound disabilities*	*1. District SPED coordinator, test coordinator, school nurse*
	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.* *Example: School XYZ does not have enough physical space to accommodate testing & waiting area*	*1.* *School coordinator, test coordinator, school operations coordinator*
	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;

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.