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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.

NOLA Public School

Disclaimer

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Return to Step 3 and complete process as needed

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Tabletop Exercise Step #1: Pre-Planning
Subgroup: Design Operation Flow

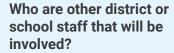| Pre-Planning Questions	Pre-Planning Task
Which member(s) of the task force will take the lead on this subgroup?	**Assign the following roles to members of the task force:**
Who are other district or school staff that will be involved?	**Invite the following stakeholders to join the task force as necessary:**

Tabletop Exercise Step #1: Pre-Planning
Subgroup: Design Operation Flow

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: Design Operation Flow

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: Design Operation Flow

Action	Potential Obstacles
Individual registers for test based on registration protocol established	1. *Example: individual does not know how to sign up to register* 2. 3. 4. 5.
Individual arrives at collection site at scheduled time slot and waits for turn	1. *Example: individual misunderstands their assigned time and shows up an hour too early* 2. 3. 4. 5.
Staff validates individual ID and assigns patient to collection booth	1. *Example: individual forgot their ID* 2. 3. 4. 5.

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Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles
Individual receives instruction and staff collects sample	1. *Example: individual begins to experience extreme anxiety or a panic attack* 2. 3. 4. 5.
Individual exits collection center	1. *Example: tester needs assistance getting back to classroom or to their vehicle* 2. 3. 4. 5.
Staff stores sample	1. *Example: gap in volunteer sign-ups means drop-off attendants are available to receive sample* 2. 3. 4. 5.

Tabletop Exercise Step #3: Identify Obstacles

Subgroup: Design Operation Flow

Action	Potential Obstacles
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 lab* **2.** **3.** **4.** **5.**
[Enter additional actions here]	*1.* **2.** **3.** **4.** **5.**
[Enter additional actions here]	*1.* **2.** **3.** **4.** **5.**

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.* *Example: large majority of contracted employees (bus drivers, food service, etc.) choose not to get tested*	*1.* *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*
	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. *Example: Teacher's expected wait time for test is 45 minutes, and s/he only has 20 minutes before class*	1. *Examples:* • *Create expedited line solely for teachers;* • *Identify 3-4 adults to provide class coverage on each testing day*
	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.* *Example: tester needs assistance getting back to classroom or to their vehicle*	*1.* *Example: Volunteer in the role of "runner" assists individuals to their intended destination*
	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. Example: gap in volunteer sign-ups means drop-off attendants are not available to receive sample*	*1. Example: establish back-up procedures so that test administrators have capability to store tests at their station in the short term*
	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.* *Example: courier does not arrive at the end of the day to take the tests to the lab*	*1.* *Example: Include language in contract requiring timely arrival of courier*
	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.* *Example: large majority of contracted employees (bus drivers, food service, etc) choose not to get tested*	*1.* *Leads for facilities, communications, and operations; point people for Sodexho, First Student, and Aramark*
	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.* *Example: Teacher's expected wait time for test is 45 minutes, and s/he only has 20 minutes before class*	*1.* • *Test administrators—set up expedited line for teachers* • *School coordinator—assigning and confirming class coverage the day of testing*
	2.	2.
	3.	3.
	4.	4.
	5.	5.

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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. • *Test Coordinator: Establish system to make note of all testers who fail to bring ID* • *District legal counsel: to confirm that tests can be administered to someone without proof of district employment*
	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. Example: individual begins to experience extreme anxiety or a panic attack*	*1. Test coordinator—set up secluded area for recovery Local public health professionals—provide onsite support*
	2.	2.
	3.	3.
	4.	4.
	5.	5.

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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. Example: tester needs assistance getting back to classroom or to their vehicle*	*1. Runners—assist tester back to class or vehicle while wearing appropriate PPE*
	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.** *Example: gap in volunteer sign-ups means drop-off attendants are not available to receive sample*	**1.** *• Vendor Management Lead—work with vendor to establish back-up procedures for storage* *• Test Coordinator—communicate back-up procedures to testing staff*
	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.* • Vendor Management Lead—Connect with vendor prior to test administration to determine back-up procedures • Legal counsel—negotiates schedule for pick-up and associated consequences in contract with vendor
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Tabletop Exercise Step #6: Prepare for Rollout
Subgroup: Design Operation Flow

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.

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