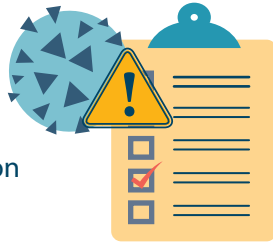


Seven Key Findings

COVID-19 Prevention, Infection and Control in K–12 Schools Reporting from 1,600+ Alberta Teachers and School Leaders

1

84% of respondents do not receive daily confirmation of **COVID-19 screening checklists** completion before a student(s) enters the classroom.



“I am spending most of my day isolating sick students, and following the sick student protocol. Contacting parents, re-explaining the COVID screening checklist and reassuring teachers.” – Alberta school principal

2

Only 18%

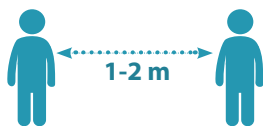


of respondents believe that the **cohorting of students** in place at their school will prevent or contain COVID-19 infection(s). Teachers and school leaders are observing students intermixing at lunchtime, during breaks, on buses, and before and after school.

“The kids all have active lives outside of the building. They do not adhere to cohorting when off campus. As hard as we try we cannot keep them 2 m apart.” – Alberta classroom teacher

3

50%



of the respondents “never, rarely and occasionally” observe **physical distancing** occurring in their classrooms, hallways and on school grounds.



Large and growing class sizes are deemed a significant factor in limiting physical distancing as a preventative health measure.

1 in 4 teachers have over **30 students** in their **largest classes**. Over 9% have more than 35 students in their classroom.

4

86%+ of respondents report compliance of **mask wearing** when students are interacting with others in classrooms and hallways, but with some challenges at different grade levels.



5

Student **hand washing** is rare, while disinfectant use is more common.

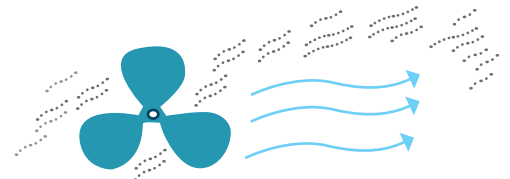


Concerns about adequate staffing for **sanitization** and teachers’ role and responsibility to disinfect surfaces in their classroom.



6

45%



of the respondents are attempting to create better **ventilation in the school** “frequently, usually, every time,” but they are limited by the nature of the physical school building.

7

Teacher and school leader well-being is of critical concern given the reporting of extreme and unsustainable levels of **fatigue, stress and anxiety** within the profession.



94%

of respondents reporting fatigue



95%

of respondents reporting stress



81%

of respondents reporting anxiety

“As a school leader I am beyond exhausted. I see my [teacher] colleagues are stressed, anxious and already close to burning out.” – Alberta school leader

1,600+ Alberta teachers and school leaders. Alberta Pandemic Pulse Survey (September 10 to 14, 2020)
Random stratified sample and longitudinal chain-referral sample.

Margin of Error +/- 2.5% on all questions (19 times out of 20).

Further information about the Association’s research is available from
Dr Philip McRae at the Alberta Teachers’ Association; e-mail: research@ata.ab.ca.



The Alberta
Teachers’ Association