

POLICY BRIEF: A Look at Canadians' Concerns with K-12 School System

Colin Craig | May 2024



Executive Summary

In 2023, SecondStreet.org discovered a significant increase in the number of Canadians who believed the public education system had gone in the “wrong direction” over the past 20 years – 51% of Canadians believed that to be the case, up from 32% in 2020.¹

Some possible reasons for the increase seemed obvious, but we couldn't say for certain what was driving the growing dissatisfaction. This policy brief examines what Canadians are concerned about when it comes to the K-12 public education system.

In April 2024, SecondStreet.org hired polling firm Leger to probe Canadians' views on the K-12 system and a variety of related issues.

Highlights from the research include:

- 55% of Canadians now believe the public school system has gone in the “wrong direction” over the past 20 years. Only 25% indicated “right direction” while the rest didn't have an opinion.

- Canadians who believe the system has gone in the “wrong direction” are most concerned about discipline and accountability (82% say “wrong direction”), schools' priorities in terms of lessons (74%) and how subjects are taught – new ways of teaching math, reading, etc. (60%).
- Canadians as a whole were more likely to believe the system has gone in the “wrong direction” than “right direction” when it came to six of seven aspects.
- Canadians were more likely to say that students were off school too much for teachers' professional development time (43%) than they were to say “just the right amount” (36%).

Overall, the results of this research should cause ministers of education, school boards and others involved in setting education policy in Canada to pause and rethink reforms and changes to curriculum that have occurred over the past 20 years.

In some cases, changes can be made to the system to address Canadians' concerns while in other cases increasing the education choices available for parents might be the best answer.

Background

In October 2020, SecondStreet.org hired public opinion research firm Leger to ask Canadians several questions about the public education system. One of the questions queried whether or not people felt the system “*is moving in the right direction to equip students with the skills they need to succeed and compete in life, work and post-secondary education?*”

At the time, 32% of Canadians indicated “wrong direction.” While it was concerning that so many felt the system had gone in the wrong direction, this segment of society grew to a majority when SecondStreet.org asked the question again in May 2023 (51%).

These results led SecondStreet.org to hire Leger in 2024 to probe what was behind this growing level of concern that Canadians have with changes to the government’s K-12 education system.

Methodology

The data represented in this report is from a national online survey conducted by Leger of 1,519 Canadian adults between May 3 and May 5, 2024. The respondents to this survey were drawn from Leger’s research panel, a representative sample of the broader Canadian population. Were this a probability sample, the margin of error of a survey of this size would be +/- 2.5 %, 19 times out of 20. The numbers have been rounded to the nearest whole number and as a result, may not add up to 100. Please see appendix for polling data.

Findings

For this research undertaking, SecondStreet.org hired Leger to probe a number of aspects about the K-12 school system – ranging from Canadians’ thoughts on the direction of the system over the past 20 years to the usage of cell phones in classrooms.

This section summarizes the results of each question and context where appropriate. (To view actual response data, please see appendix.)

The first question probes what Canadians think about the direction the government’s K-12 school system has gone in over the last 20 years. This question not only helps measure

any changes since 2023, the results of this question help to identify those who are concerned and what they are concerned about.

Q1A

“Thinking about the public school system over the last 20 years, curricula and teaching methods have changed, as have some of the content in the lessons. In your opinion, is the public school system moving in the right direction or wrong direction to equip students with the skills they need to succeed and compete in life, work and post-secondary education?”

25%	Right direction
55%	Wrong direction
20%	I don’t know

As noted, Canadians’ concerns continue to grow, albeit slightly, when it comes to the direction of the public school system over the past 20 years.

British Columbians were least likely to respond “wrong direction” (47%) while Albertans and Atlantic Canadians were most likely to say “wrong direction” (62%). Men and women were nearly identical when it came to believing the system had gone in the wrong direction (54% and 56% respectively), but men were more likely to say “right direction” (28%) than women (22%).

SecondStreet.org then asked an open-ended question to respondents who indicated “wrong direction” to learn more about their concerns. Leger then coded the responses by category, identifying 11 broad themes. (Total exceeds 100% as some respondents provided multiple responses.)

Q1B

“What is it that makes you feel like the public K–12 system has gone in the wrong direction?”

21%	Lack of focus on life/practical skills
18%	Lack of student accountability (e.g. for grades, no failure, poor behaviors)
16%	Lack of focus on basic skills/disciplines
10%	Too much focus on politics (e.g. left wing thinking, liberal approach)
9%	Insufficient funding of education (e.g. not enough teachers, not paying)
8%	Bad learning approach / poor quality of teaching
8%	Decline in some disciplines (e.g. mathematics, cursive writing)
7%	Outdated/inadequate curriculum / updates to the program is needed
7%	Too much focus on gender identity/equality
6%	Students are not well educated/ knowledgeable / too much dropout
5%	Bad management of the government/Ministry of Education/school boards
7%	Other
14%	Don't know

A sample of responses include:

“My kids are incapable of doing basic math without a calculator.”

“Children are not learning the basics of reading and writing. They [are] not prepared for higher education or the job market. There are virtually no consequences for bad behaviour and failure to learn.”

“No one fails, everyone pushes ahead even if they can't do the work, again impacting the other students and no reward for accomplishing something, or penalty for not.”

“I think there needs to be a refocus on essential skills such as financial literacy, understanding the importance of being a contributing member of society, and the like. There also needs to be [a] form of accountability or consequences; poor attendance or performance should result in failing a grade.”

“I have been a school teacher for over 30 years and I can state unequivocally that the system has lost sight of what matters.”

In addition to the open-ended question, SecondStreet.org asked survey respondents about seven different aspects of the K-12 education system to assess which changes they believe had gone in the right direction or wrong direction.

Q2

Over the last 20 years, would you say the elements of the public school system listed in the table below have generally gone in the right direction or wrong direction?

	Right direction	Wrong direction	I don't know
Discipline/Accountability as it relates to students	17%	63%	19%
Schools' priorities in terms of lessons & skills that are taught	26%	50%	25%
Content related to sexual education and gender	31%	43%	26%
Report cards (how students' progress is assessed / reported)	26%	42%	32%
How subjects are now taught (new ways of teaching math, reading, etc.)	29%	41%	30%
The quality of teachers	34%	38%	28%
Content related to racial matters	40%	29%	31%

As the responses in Q2 illustrate, respondents were more likely to respond with “wrong direction” than “right direction” in six of the seven categories.

Discipline/accountability was the most concerning topic – respondents were nearly four times as likely to respond “wrong direction” (63%) than they were “right direction” (17%). This was consistent right across the country and was especially true for those 55 and older (70%) and Canadians living in rural parts of the country (71%).

Responses from the open-ended question provide some insight into the concerns Canadians have about discipline and accountability in schools. Many respondents noted that students are being pushed along through the school system without learning the skills they're expected to – as one respondent noted, the system has *“moved too much towards children not learning responsibilities for failure or not completing work. No consequences for laziness. Students can't do wrong and face no punishment when they do (and I don't mean physical).”*

At the same time, multiple respondents noted that they believe teachers don't have enough tools at their disposal to hold students accountable:

“Teachers have very little control in the classrooms, where poor behaviour is tolerated. Children are promoted to a higher grade level without passing grades; failure is not admitted.”

“Teachers no longer have the authority to discipline students properly, and there are way too many parents, organizations and governments interfering in the curriculum. Half the young people coming out of the system are totally ill-equipped to deal with adult life, or feel that they should instantly be in charge even though they have no idea what the job even is. The schools need to go back to basics and actually fail kids who don't get it, rather than being forced to push them through.”

Other respondents raised concerns about students being allowed to hand in assignments late without penalty. Violence in schools was even a concern.

The second-most common area of concern involved what is being taught – in particular, what's being prioritized. The poll found that by nearly a two-to-one margin, (50% to 26%), Canadians believe schools have gone in the wrong direction when it comes to prioritizing lessons and skills for students to learn.

While it's important to understand Canadians' views on these topics, we were able to focus just on what the dissatisfied thought – the 55% of Canadians who indicated the school system had gone in the wrong direction.

Q2*

Over the last 20 years, would you say the elements of the public school system listed in the table below have generally gone in the right direction or wrong direction?

	Right direction	Wrong direction	I don't know
Discipline/Accountability as it relates to students	8%	82%	11%
Schools' priorities in terms of lessons & skills that are taught	11%	74%	15%
How subjects are now taught (new ways of teaching math, reading, etc.)	19%	60%	21%
Report cards (how students' progress is assessed / reported)	17%	58%	25%
Content related to sexual education and gender	22%	58%	20%
The quality of teachers	25%	52%	23%
Content related to racial matters	34%	40%	26%

** Responses from those who indicated they system had gone in the wrong direction in Q1*

Not surprisingly, the intensity was stronger across the board in terms of the belief that the K-12 school system had gone in the wrong direction.

Again, we find that the highest level of concern involved discipline and accountability matters involving students – 82% believe “wrong direction” while only 8% said “right direction”. Thus, if the government wants to win back the “wrong direction” crowd, this will be a crucial area to address.

Also of note, those who believe the school system has gone in the wrong direction, are more likely to say each of the seven categories has trended in that direction than right direction. (Again, for the broader Canadian audience, it is only six of seven.)

The next question that SecondStreet.org asked Canadians about the amount of homework that students receive.

Q3

“Thinking about the amount of homework that students receive now in school, do you think they receive:”

16%	Too much
28%	Just the right amount
25%	Too little
31%	I don't know

This question is obviously quite variable and can depend a lot on a child's teacher and even how much work the student is able to complete in school. Overall, responses to this question varied across the country and by demographics.

For instance, Quebecers were 19% more likely to say students received “just the right amount” of homework than Atlantic Canadians. Those aged 18-34 were nearly twice as likely to say “too much” compared with those over 35 years old. Canadians who believe the school system has gone in the

right direction were twice as likely to say students receive “just the right amount” of homework as those who believe the system has gone in the wrong direction.

A relatively high percentage of Canadians simply weren't sure (31%). Many of these were likely cases where respondents did not have children or did not currently have children in the public system.

Related to students' free time is the matter of time off school for teachers to attend professional development (PD) days – sometimes called “inservice days” or “professional activities” (PA).

Canadians 55 and over were more than twice as likely to say students received too many days off than respondents aged 18-34 (55% vs 25%). Atlantic Canadians (50%) and British Columbians (49%) were also most likely to agree with this sentiment while Ontarians were least likely (39%).

SecondStreet.org also decided to ask Canadians about an emerging technological issue in terms of education policy – cell phone usage in classrooms.

The Ontario government recently announced new rules restricting cell phone usage in K-12 schools and many other provinces are currently reviewing their policies – Alberta, Saskatchewan and Manitoba to name a few.^{2,3,4}

Q4

“Students will sometimes have days off school or they will be let off early while teachers attend meetings or training sessions. Depending on the province, these are referred to as professional development (PD) days, professional activities (PA), inservice days or other terms. When thinking about how often students are off school for these reasons, which best represents your view?”

43%	Students are given too many days off school for this reason
36%	Students are off school for just the right amount of time
5%	Students aren't off school enough for this reason
16%	I don't know

Overall, Canadians were more inclined to say students receive too many days off (43%) for teachers to attend professional development sessions than they were to say “just the right amount of time (36%). Very few Canadians (5%) felt students needed more time off for this reason.

Q5

When it comes to students and cell phones in schools, which position best represents your view?

55%	Students should not be allowed to use cell phones in classrooms
36%	Students should not be allowed to use cell phones in classrooms unless directed by their teacher
5%	Students should be allowed to use cell phones in classrooms

Overall, 91% of the public supports at least some form of restrictions on cell phones in classrooms. While a majority (55%) support banning the use of cell phones in classrooms, a further 36% support banning cell phone usage unless teachers approve. Quebecers were most likely to support an outright ban on using the technology in classrooms (68%) while British Columbians were the least likely to support such a ban (48%). British Columbians were, however, still 88% in support of restricting cell phones once the second option was included (giving discretion to teachers).

Finally, SecondStreet.org asked Canadians about the notion of governments supporting parents, who do not want to send their children to public schools, with a tax credit to help offset the cost of tuition at non-government schools, costs related to homeschooling, etc.

Q6

Some parents have decided to not put their children in public schools for a variety of reasons – controversial content being taught in schools and the quality of education to name a couple. These parents will incur expenses as a result, including: tuition costs for non-government schools, costs related to homeschooling, lost income, etc. With this in mind, do you think that governments should provide these parents with a tax credit as they are paying for a system they are not using?

37%	Yes
48%	No
15%	I don't know

While this policy could help provide parents with more choice, Canadians were more likely to oppose it than support it. Considering support was highest among younger Canadians (43% vs 35% for those over 35 years of age), this dynamic could shift over time.

Policy Options

There are two broad policy options to address growing dissatisfaction with the direction of the K-12 public education system:

1) Change K-12 policies and practices in the public system

Respondents' concerns spanned many different areas of the K-12 system. With that in mind, addressing Canadians' concerns will not be a simple change or two. School boards and provincial health departments would be wise to examine the issues identified in this policy brief at a deeper level.

For instance, what are the most common "discipline" and "accountability" factors that Canadians are concerned about? Similarly, when Canadians indicate they believe schools have trended in the wrong direction in terms prioritizing important topics, are there specific classes that the public expects children to spend more time on? More mathematics classes? Science?

Once governments learn more about the concerns Canadians have with the public system, it will be easier for them to identify possible solutions.

2) Increase the options available to parents

Increasing the choices parents have when it comes to educating their children could help improve parental satisfaction.

In some cases, this can be achieved by allowing parents to send their children to a wider variety of public schools. For example, instead of having to send a child to the nearest public school, allowing parents to send their child to any public school could help parents find a solution that they believe is suitable. While a local school may have a strong ideological bent, perhaps a school a bit further away may provide more balance in its lessons or focus more on teaching skills the parent believes are important.

In other cases, satisfaction could be achieved by helping parents who prefer to send their children to non-government schools. For instance, in Alberta, charter schools are non-government schools that are funded by the government and

teach the provincial curriculum. These schools can differ in terms of how they teach lessons or they may focus on a particular area such as the trades, math and science and so forth. Vouchers are another option to consider. This approach allows parents to send their child to a non-government school and a set allotment of funds will then flow from the government to that school. Similar support policies could be developed to support those who prefer learning pods or homeschooling for their children.

Conclusion

It should be concerning to those in the public education system that a majority of Canadians believe the education system has gone in the wrong direction over the past 20 years. No government service should consider such a finding acceptable.

Officials in the public education system – provincial governments and school boards especially – would be wise to delve deeper into the issues raised in this brief and examine how to improve satisfaction with the public system. Greater choice outside of the government-run system is another option to consider.

About the Author

Colin Craig is President of SecondStreet.org. He earned an MBA and a BA (Economics) from the University of Manitoba and is the author of *The Government Wears Prada*, a book that examines how governments could be more cost-effective and prepare for our nation's aging population. Most recently, Colin authored several chapters for the eBook, *Life After COVID: What's next for Canada?* Over the past two decades, he has contributed to public policy changes at the federal, provincial and municipal levels in Canada.

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Report

SecondStreet.org

Impressions of Canada's Public Education System - Report

DATE 2024-05-10

PROJECT NUMBER 83192_006



Methodology



An online survey.



1519 18+ Canadians.



Completed between May 3rd and May 5th, 2024, using Leger's online panel.



Typically, a margin of error is not associated with a non-probability sample (i.e. a web panel in this case).

For comparative purposes, though, a probability sample of 1519 respondents would have a margin of error of $\pm 2.5\%$, 19 times out of 20.

Leger's online panel

Leger's online panel has more than 400,000 members nationally and has a retention rate of 90%.

Quality control

Stringent quality assurance measures allow Leger to achieve the high-quality standards set by the company. As a result, its methods of data collection and storage outperform the norms set by WAPOR (The World Association for Public Opinion Research). These measures are applied at every stage of the project: from data collection to processing, through to analysis. We aim to answer our clients' needs with honesty, total confidentiality, and integrity.

Also, poll aggregator *338Canada.com* gave Leger the highest rating among all polling firms in Canada for the accuracy of its studies. (See <https://338canada.com/pollster-ratings.htm>.)

Over half (55%) feel the public school system is moving in the wrong direction, significantly higher than last year.

A quarter feel it is moving in the right direction (25%). Those 18-34, men and those with children in their household, as well as BIPOC Canadians (32% vs. 23% Caucasian Canadians) are more likely to feel it is moving in the right direction. Conversely, those 35+ (57% vs. 49% of those 18-34) and those living in Alberta and Atlantic Provinces (62% each compared to 47% of BC residents) are more likely to feel the public school system is moving in the wrong direction.



IS THE PUBLIC SCHOOL SYSTEM MOVING IN THE **RIGHT** DIRECTION OR **WRONG** DIRECTION?

	Total	Region								Age			Gender		Kids in Household	
		2023 n=	2020	BC	AB	MB/SK	ON	QC	ATL	18-34	35-54	55+	Male	Female	Yes	No
Right direction	25%	1523	40%	151	125	125	603	415	100	392	501	626	734	785	414	1095
Wrong direction	55%	1523	32%	151	125	125	603	415	100	392	501	626	734	785	414	1095
I don't know	20%	1523	28%	151	125	125	603	415	100	392	501	626	734	785	414	1095

Q1 Thinking about the public school system over the last 20 years, curricula and teaching methods have changed, as have some of the content in the lessons. In your opinion, is the public school system moving in the right direction or wrong direction to equip students with the skills they need to succeed and compete in life, work and post-secondary education?

Base: All (n=1519).

Significantly higher/lower than last wave
 Significantly higher

The lack of focus on life/practical skills, lack of student accountability, and lack of focus on basic skills/disciplines are the top reasons why those who feel the public school system is moving in the wrong direction.

Those 55+ are more likely to feel there is a lack of focus on basic skills/disciplines as well as too much focus on politics. Those in Alberta are especially more likely to feel there is too much focus on politics, whereas Quebecers are more likely to speak to the insufficient funding of education.



Q1b What is it that makes you feel like the public K to 12 system has gone in the wrong direction?

Base: Those who feel the public school system is moving in the wrong direction (n=841).

Opinions skew toward “wrong direction” on nearly all statements regarding the public school system.

The proportion of those who feel the public school system is moving in the wrong direction is higher than those who feel it is moving in the right direction for nearly all statements below, with discipline and student accountability being the top concern. Those who feel the public school system is moving in the wrong direction in regards to many of these aspects are more likely to be 35+ and those living in rural areas. Regionally, residents of Quebec are more likely to say the quality of teachers is moving in the wrong direction than Canadians in other provinces (45% vs. 36%).



IS THE PUBLIC SCHOOL SYSTEM MOVING IN THE **RIGHT** DIRECTION OR **WRONG** DIRECTION IN REGARD TO:

	Region						Age			Area					
	BC	AB	MB/SK	ON	QC	ATL	18-34	35-54	55+	Urban	Sub-urban	Rural			
	n= 151	125	125	603	415	100	392	501	626	642	581	282			
Discipline / accountability as it relates to students	19%	17%	63%	60%	61%	65%	64%	64%	72%	52%	65%	70%	59%	64%	71%
Schools' priorities in terms of lessons and skills that are taught	25%	26%	50%	46%	55%	50%	50%	47%	54%	42%	53%	52%	48%	47%	58%
Content related to sexual education and gender	26%	31%	43%	40%	51%	39%	43%	41%	42%	42%	46%	40%	41%	44%	44%
Report cards (how students' progress is assessed / reported)	32%	26%	42%	47%	40%	38%	39%	46%	49%	37%	45%	44%	40%	41%	51%
How subjects are now taught (new ways of teaching math, reading, etc.)	30%	29%	41%	36%	40%	42%	43%	40%	50%	28%	43%	49%	39%	41%	48%
The quality of teachers	28%	34%	38%	33%	40%	33%	37%	45%	34%	37%	40%	37%	35%	36%	48%
Content related to racial matters	31%	40%	29%	26%	31%	28%	29%	30%	30%	27%	30%	29%	29%	27%	33%

■ I don't know ■ Right Direction ■ Wrong Direction

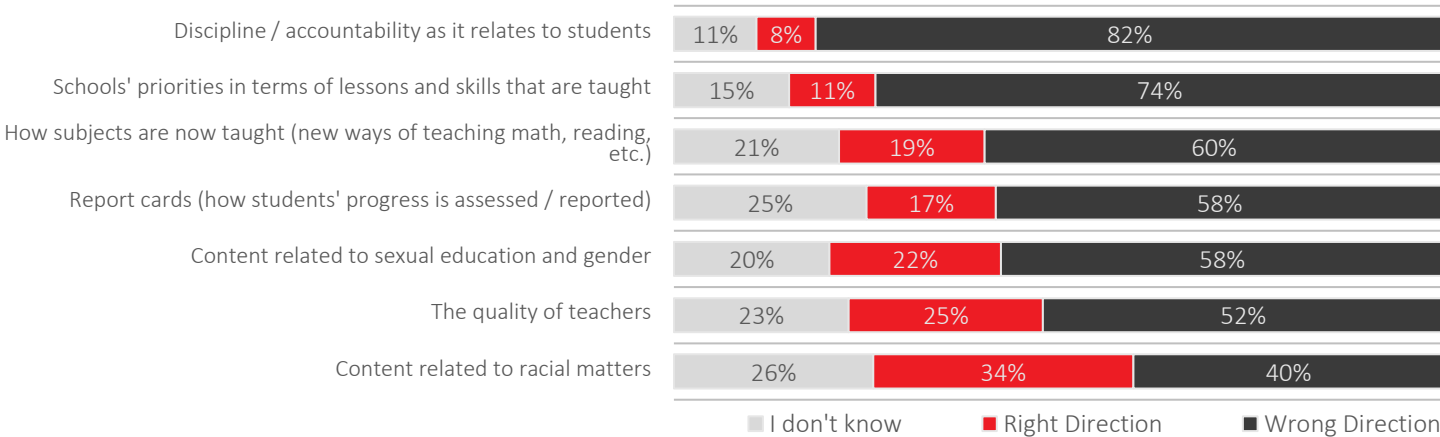
Q2 Over the last 20 years, would you say the elements of the public school system listed in the table below have generally gone in the right direction or wrong direction?
 Base: All (n=1519).

Significantly higher

Those who believe the that public school system is moving in the wrong direction are more likely to believe that the school system is moving in the wrong direction for most mentioned areas.



IS THE PUBLIC SCHOOL SYSTEM MOVING IN THE **RIGHT** DIRECTION OR **WRONG** DIRECTION IN REGARD TO:
(among those who say 'wrong direction' from Q1)



Q2 Over the last 20 years, would you say the elements of the public school system listed in the table below have generally gone in the right direction or wrong direction?

Base: Those who believe the public school system is moving in the wrong direction Q1 (n=841).

Opinions are mixed on the level of homework for k-12 students. A quarter say students are receiving just the right amount (28%) or too little (25%) homework.

Less than one-in-five say students are receiving too much homework (16%), with those 18-34 more likely to say so. Those with kids in their household, those who feel the system is moving in the right direction as well as Quebecers (35% vs. 25% of other provinces) and those 18-34 are more likely to say children are receiving just the right amount of homework. Those who feel the system is moving in the wrong direction, those with kids in their household and those 35+ are more likely to say children are receiving too little homework.



ARE STUDENTS RECEIVING TOO MUCH, TOO LITTLE OR JUST THE RIGHT AMOUNT OF HOMEWORK?

	n=	REGION						Age		Direction		Kids in Household	
		BC	AB	MB/SK	ON	QC	ATL	18-34	35+	Right	Wrong	Yes	No
Too much	16%	16%	18%	13%	14%	20%	11%	25%	13%	20%	16%	17%	16%
Just the right amount	28%	26%	23%	24%	27%	35%	22%	36%	25%	44%	22%	38%	24%
Too little	25%	22%	25%	25%	27%	20%	37%	16%	28%	18%	33%	30%	23%
I don't know	31%	36%	34%	38%	32%	25%	29%	24%	34%	18%	29%	14%	38%

Q3 Thinking about the amount of homework that students receive now in school, do you think they receive:

Base: All (n=1519).

Significantly higher

Over 4 in 10 respondents (43%) feel students are given too much time off due to teachers' meetings or training sessions.

Over a third (36%) feel students are off school for just the right amount of time for this reason, while just 5% say students are not off for enough time. Those 55+ and those who feel the system is moving in the wrong direction are more likely to say children are given too much time off, whereas those 18-34, those who feel the system is moving in the right direction and those with kids in their household are more likely to say children receive just the right amount of time off. Regionally, BC residents are more likely than Ontario residents to feel that students get too much time off school for this reason.



ARE STUDENTS RECEIVING **TOO MUCH, TOO LITTLE** OR **JUST THE RIGHT AMOUNT** OF TIME OFF FOR TEACHER MEETINGS OR TRAINING SEASSIONS?

	n=	REGION						Age			Direction		Kids in Household	
		BC	AB	MB/SK	ON	QC	ATL	18-34	35-54	55+	Right	Wrong	Yes	No
Students are given too many days off school for this reason	43%	49%	46%	44%	39%	43%	50%	25%	43%	55%	34%	51%	40%	44%
Students are off school for just the right amount of time	36%	27%	36%	36%	39%	35%	36%	52%	32%	27%	51%	31%	43%	33%
Students aren't off school enough for this reason	5%	4%	2%	3%	7%	5%	6%	9%	8%	1%	7%	6%	8%	4%
I don't know	16%	20%	16%	17%	15%	16%	8%	13%	17%	17%	8%	12%	9%	18%

Q4 Students will sometimes have days off school or they will be let off early while teachers attend meetings or training sessions. Depending on the province, these are referred to as professional development (PD) days, professional activities (PA), inservice days or other terms. When thinking about how often students are off school for these reasons, which best represents your view?

Base: All (n=1519).

Significantly higher

Over half (55%) say students should not be allowed to use cellphones in classrooms. Only a fraction of respondents (5%) feel students should have free access to cellphones in class.

More than a third (36%) say students should not be allowed to use their cellphones unless directed by their teacher, while just 5% say students should be allowed to use cellphones in classrooms. Canadians aged 35 are more likely to say students should be allowed to use cellphones in the classroom while those 18-34 are more likely to say students should only be allowed to use them when directed by a teacher.



SHOULD STUDENTS BE ALLOWED TO USE CELLPHONES IN THE CLASSROOM?

	n=	REGION						Age		
		BC	AB	MB/SK	ON	QC	ATL	18-34	35-54	55+
Students should not be allowed to use cell phones in classrooms	55%	48%	51%	51%	50%	68%	58%	37%	59%	63%
Students should not be allowed to use cell phones in classrooms unless directed by their teacher	36%	40%	40%	34%	39%	27%	35%	47%	32%	32%
Students should be allowed to use cell phones in classrooms	5%	5%	4%	10%	6%	3%	7%	10%	6%	2%
I don't know	4%	6%	4%	4%	5%	2%	0%	6%	3%	3%

Q5 When it comes to students and cell phones in schools, which position best represents your view?

Base: All (n=1519).

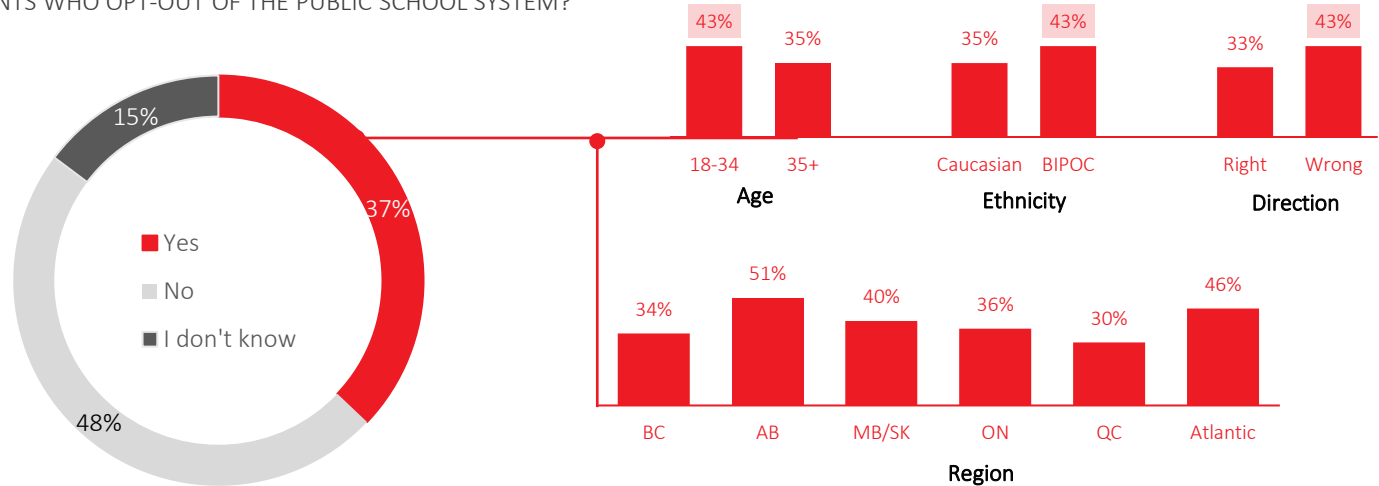
Significantly higher

Over a third (37%) say parents who opt-out of the public school for private or home school should be provided with a tax credit. Nearly half disagree however.

Nearly half (48%) say they should not receive a tax credit while over one-in-ten (15%) say they do not know. Those who agree that these parents should be given a tax credit are more likely to be 18-34, BIPOC Canadians, those who feel the school system is moving in the wrong direction as well as Canadians living outside Quebec, especially residents of Alberta.



SHOULD THE GOVERNMENT PROVIDE A TAX CREDIT TO PARENTS WHO OPT-OUT OF THE PUBLIC SCHOOL SYSTEM?



Q8 Some parents have decided to not put their children in public schools for a variety of reasons – controversial content being taught in schools and the quality of education to name a couple. These parents will incur expenses as a result, including: tuition costs for non-government schools, costs related to homeschooling, lost income, etc. With this in mind, do you think that governments should provide these parents with a tax credit as they are paying for a system they are not using?

Base: All (n=1519).

Significantly higher

Less than one-in-five (16%) currently have children in the K to 12 public school system.

Less than one-in-ten (8%) say they have had children in the public school system in the past or that they have both had kids in the public school system in the past and currently (8%). The majority (70%), however, say neither. Those 35-54 and those who feel the public school system is moving in the right direction are more likely to have children in the school system currently.



DO YOU OR HAVE YOU HAD CHILDREN IN THE PUBLIC K-12 SCHOOL SYSTEM ?

	n=	REGION						Age			Direction	
		BC	AB	MB/SK	ON	QC	ATL	18-34	35-54	55+	Right	Wrong
I currently have children in the public K to 12 school system	16%	17%	17%	18%	17%	14%	14%	14%	33%	4%	24%	15%
I had children in the public K to 12 school system in the past 5 years	8%	11%	13%	5%	6%	8%	7%	9%	10%	6%	9%	9%
Both	3%	4%	3%	2%	4%	3%	2%	2%	6%	2%	5%	3%
Neither	70%	65%	63%	73%	71%	73%	74%	70%	49%	86%	61%	70%
I prefer not to answer	2%	4%	4%	2%	2%	2%	2%	4%	2%	2%	1%	2%

Q7 Which of the following best represents the situation with your household?

Base: All (n=1519).

Significantly higher



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Leger

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