

State of the Nation: K-12 e-Learning in Canada

2023 Edition

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Executive Summary

The 16th issue of the annual *State of the Nation: K–12 e-Learning in Canada* study describes the changes that have occurred in relation to e-learning governance and activity over the past year. Jurisdictional profiles describe activity and nature of governance for each province and territory, as well as for Indigenous programs under federal jurisdiction. Like previous publications, this issue describes only changes that have occurred in relation to the governance and e-learning activity while full profiles remain on the project research website located at <https://k12sotn.ca/>.

The 2022–23 school year saw a post-pandemic return to regular classroom-based instruction, reducing the online and distance education options across the country. Some jurisdictions continued with remote learning, others merged remote learning programs with more robust e-learning programs, while many simply redirected parents and students to their existing online learning programs. In addition, many jurisdictions restarted implementation of regulatory changes that were delayed during the pandemic.

Prior to the pandemic, e-learning data from the Ministries of Education were more easily sourced and also more precise. However, the 2022–23 school year saw the lowest response rate since the very early years of this project. While this lack of response does not impact the ability to report on the nature of regulation in each jurisdiction, it has impacted ability to accurately reflect the level of activity in some jurisdictions, with eight of the 14 jurisdictions showing a decrease in the number of students engaged in K–12 e-learning. The decline is likely also due to the artificial inflation of participation during the pandemic. Otherwise, distance or online learning enrollment remained stable across the country with Western Canada still reporting the largest level of student participation in online programs, while Atlantic Canada the lowest level.

Regulatory changes initiated in the 2021–22 school year were implemented in the 2022–23 school year. British Columbia finalized policy changes to create designated provincial school providers and a quality assurance framework. Manitoba began the process of developing a provincial remote learning strategy, including an online high school, however to date this process has not changed the actual provision of K–12 e-learning. In Québec the distance learning pilot projects continued, but no data was provided, likely contributing to the reported decline in e-learning in the province. Ontario saw the implementation of changes requiring two mandatory online courses that spurred an increase in the number of private schools offering e-learning. This should bring an increase in enrollment that matches or surpasses the Western provinces in future years, should that data be made available.

The State of the Nation: K–12 e-Learning in Canada report, and its accompanying publications on its project website, provides critical information and insight into how Canadian educational authorities and governments are integrating technology-supported approaches to prepare students for today's economy and a future society in which the use of technology will be ubiquitous. The report and website provide a benchmark for educators and offers background, guidance, and ideas for the improvement of policy and practice in online and blended learning.

1. Introduction

This report details the results of the sixteenth annual *State of the Nation: K–12 e-Learning in Canada* study. Since 2018 the printed report has simply described the changes that have occurred in relation to e-learning governance and activity over the past year, while a more detailed profile for each jurisdiction has been posted on the *State of the Nation: K–12 e-Learning in Canada* website located at <https://k12sotn.ca/>

This report also represents the first post-pandemic examination of the state of K–12 e-learning in Canada after the initial emergency remote learning, followed by two years of some level of remote learning. The data for the 2022–23 school year suggests a return to the ‘new normal,’ with several jurisdictions finally implementing regulatory plans that had been delayed because of the pandemic and others seeing a return to the normal growth trajectory in K–12 distance and online learning that would be expected based on 16 year’s worth of data. While there is still some reference to remote learning plans and activity in a few jurisdictions, for the most part the 2022–23 school year proceeded as normal as possible with respect to K–12 distance, online, and blended learning across Canada.

1.1 Methodology

The methods of data collection utilized for the annual study included:

- a survey sent to each of the Ministries of Education,
- follow-up interviews to clarify or expand on any of the responses contained in the survey,
- an analysis of documents from the Ministry of Education, often available in online format, and
- follow-up interviews with key stakeholders in many of the jurisdictions.

The initial survey was sent to the Ministries of Education in June 2023. Officials at the Ministry responsible for e-learning programs prepare their response to the survey and suggest updates from their previous year’s profile. In most cases, these documents must receive approval from Directors and/or Assistant Deputy Ministers, and in some cases even approval from the Deputy Minister and/or the Minister or their political staff. Once all of the appropriate approvals have been received, the Ministries generally respond during the Fall. While the necessity of pandemic-induced remote learning has passed, unfortunately the delays and extended time frames for data collection continued. From increased workload placed on Ministry officials, working remotely, decreased staffing, additional turnover in personnel responsible for e-learning within the Ministry, and/or increased levels of approval from senior government officials – all of these factors have impacted the timeline required to obtain data, whether there is a response at all, and the reliability of the information provided. It has even impacted the timing of the release of this annual report.

As the annual *State of the Nation: K–12 e-Learning in Canada* report is not designed to be simply a reporting of Ministry responses, each year the researchers also analyze both government documents and items published from external organizations, including the news media. Additionally, the researchers also rely on their extensive network of practitioner contacts across the country to verify information and obtain local perspectives on how stated policies actually operate on the ground. In instances where the Ministry of Education fails to respond, the document analysis and interviews with key stakeholders become the primary

source of data collection for the jurisdictional profiles. Table 1 provides a summary of the **main sources** of jurisdictional data collection over the past five years, which will give readers a sense of the impact that the pandemic has had.

Table 1. Data collection sources for the State of the Nation: K–12 E-Learning in Canada since 2019

	2019	2020	2021	2022	2023
NL	MoE/KS/DA	MoE/KS/DA	MoE/KS/DA	KS/DA	DA
NS	MoE	MoE/DA	MoE/DA	MoE	MoE
PE	MoE/KS	KS/DA	KS/DA	MoE	KS/DA
NB	MoE/DA	MoE/DA	MoE/DA	MoE	MoE
QC	MoE/KS/DA	MoE/KS/DA	MoE/KS/DA	KS	MoE/KS
ON	MoE/KS/DA	MoE/KS/DA	MoE/KS/DA	MoE/KS/DA	MoE/KS/DA
MB	MoE/DA	MoE/DA	MoE/DA	MoE	MoE
SK	MoE/KS	MoE/KS	MoE/KS	MoE/KS	MoE/KS
AB	MoE/KS/DA	MoE/KS/DA	MoE/KS/DA	KS/DA	KS/DA
BC	MoE/KS/DA	MoE/KS/DA	MoE/KS/DA	MoE	MoE
YT	KS	MoE/KS/DA	KS/DA	MoE/KS	MoE
NT	MoE/KS	MoE/KS/DA	MoE/KS/DA	MoE/DA	MoE
NV	KS/DA	MoE/KS/DA	MoE/KS/DA	DA	DA
Federal	KS/DA	ISC/KS/DA	ISC/KS	ISC/KS	ISC/KS

MoE – Ministry of Education; KS – Key stakeholders; DA – Document analysis;
 INAC – Indigenous and Northern Affairs Canada/ISC – Indigenous Services Canada
Shaded block indicates incomplete data or data from an earlier school year provided

Keeping in mind that the annual report is written in the Fall of the year (e.g., the 2022 report would have normally been written between October and December 2022), beginning with the 2020 annual report the data we were able to obtain from various jurisdictions through the Ministry of Education surveys, interactions with key stakeholders, and our own document analysis began to produce less reliable data. Prior to the pandemic the data was not only more forthcoming, but also more precise with improvements in the level of detail often seen annually.

Finally, in addition to the data collection for the provincial, territorial, and federal profiles, the researchers also undertake an individual program survey that is sent to contacts from all of the K–12 distance, online, and blended programs across Canada identified by the researchers. While individual programs can complete the survey at any time, during the specific 2022–23 data collection cycle the survey was sent to all known contacts on three occasions from October through December 2023. The response rate by jurisdiction for 2022–23 is provided in Table 2.

Table 2. Individual program survey responses for 2022–2023

	Total Number of Programs	Number of Programs Responding	Response Rate
NL	2	0	0%
NS	2	0	0%
PE	1	0	0%
NB	2	0	0%
QC	6+	1	17%
ON	~527	8	2%
MB	~38	0	0%
SK	38	0	0%
AB	46	7	28%
BC	69	4	6%
YT	2	0	0%
NT	2	0	0%
NV	0	–	–
Federal	4	1	25%
Total	739	21	3%

Data as of the time the printed report was submitted for publication (K–12 e-learning programs can update their information at any time).

The most recent responses that the *State of the Nation: K–12 e-Learning in Canada* researchers have received are included in the provincial, territorial and federal profiles located at <https://k12sotn.ca/data/>

The response rate for the 2022–23 school year was only 3%, which was by far the lowest response rates since the individual survey was introduced. It is worth noting that the significant drop in the response rate is largely due to the significant increase in the number of private K–12 distance and online learning programs in Ontario over the past two years – none of whom responded to the individual program survey. However, over the past thirteen years (i.e., since the individual program survey was first introduced for the 2010–11 school year), the project has received at least one response from 22% of the programs in Canada (see Table 3). This figure has decreased this year due to the influx of new K–12 distance, online, and blended learning programs.

Table 3. Historic individual program survey responses

	Total Number of Programs	Number of Programs Responding	Response Rate
NL	2	2	100%
NS	3	2	67%
PE	2	0	0%
NB	2	2	100%
QC	6+	5	83%
ON	~527	42	8%
MB	~38	9	24%
SK	39	14	36%
AB	47	27	57%
BC	71	51	72%
YT	2	2	100%
NT	2	1	50%
NV	0	–	–
Federal	5	5	100%
Total	746	162	22%

A complete description of the methodology, including all of the instruments, is provided at <https://k12sotn.ca/about/>

1.2 How to Read This Document

The goal of the 2023 annual *State of the Nation: K–12 e-Learning in Canada* report is to provide an overview of the state of K–12 e-learning in Canada. K–12 e-learning is broadly defined to include all forms of K–12 distance and online learning, as well as blended learning that may occur within the context of a face-to-face setting.

The report begins with a national overview of K–12 distance, online, and blended learning in Canada. It continues with a brief update of any changes or new developments in each provincial, territorial, and federal jurisdiction. The full jurisdictional profiles continue to be available at <https://k12sotn.ca/data/>

Additionally, the project website includes vignettes and brief issue papers. Vignettes have typically taken the form of one to two page narratives or stories designed to provide a more personalized perspective of how some of the K–12 e-learning programs were designed, delivered, and supported – as well as the impact that had – from the viewpoint of various administrators, teachers, students, and parents. Brief issue papers, which tend to be three to five pages in length, provide a more detailed discussion of a range of issues that are current and relevant to the design, delivery, support and regulation of all forms K–12 e-learning in Canada. Historically, the research team would recruit authors for these two features in conjunction with the annual report, and each contribution would be highlighted in this publication. However, after 15 years the research team has decided to shift the focus of these features to an on-going effort that will be posted solely on the project website.

2. National Overview

As noted above, the response rate to the survey sent to various Ministries of Education had the lowest response rate since the very early years of this project. Over the past two years there have been four different Ministries that have not responded (three of whom were the same for both years). While this lack of response does not impact our ability to report on the nature of regulation that is occurring in each jurisdiction, it has impacted our ability to accurately state the level of activity in those jurisdictions. Additionally, some jurisdictions are still unable to provide up to date data – even though we are requesting data from a school year that has ended approximately five–six months ago, some jurisdictions are only able to provide data from the school year before that or even the school year before that one. Finally, the unreliability of this national data collection (which until recent years had been a hallmark of the project), gives us pause as to the value of continuing this annual publication.

2.1 Nature of K–12 E-Learning Regulation

The specific nature of regulation of K–12 distance, online, and blended learning has remained quite stable over the sixteen year period that the State of the Nation: K–12 e-Learning in Canada report has been active. While many provinces and territories continue to have some reference to distance education in the *Education Act* or *Schools Act*, in most instances these references simply define distance education or give the Minister of Education in that province or territory the ability to create, approve or regulate K–12 distance education. Many of these references have also become antiquated given the present realities of K–12 distance and online learning. Table 4 provides a summary of regulations showing that the most dominant trend affecting the regulation of K–12 distance and online learning is that approximately a third of all jurisdictions use policy handbooks to regulate K–12 distance and online learning, sometimes in combination with a formal agreement or contract.

Table 4. Summary of the K–12 distance and online learning regulation by jurisdiction

	Legislation	Policy Handbook	Agreements	Memorandum of Understanding
NL				
NS	✓			
PE	✓			
NB		✓		
QC	✓		✓	
ON		✓	✓	
MB	✓	✓		✓
SK	✓			
AB	✓	✓		
BC	✓		✓	
YT	✓			✓
NT	✓	✓		✓
NV	✓			✓
Federal	✓			

This is not to suggest that the actual regulations have remained stable. Over the course of the 2022–23 school year there was continued implementation of changes that had begun during previous school years in jurisdictions like Ontario, Alberta, and British Columbia. However, there were also some major changes that were both proposed and implemented in Manitoba and Saskatchewan.

While there had been a review of the K–12 education system as a whole, as well as a review of the distance and online learning options that were provided throughout the pandemic, in April 2022 the Government of Manitoba embarked on a process to “create a system where all Manitoba students succeed, no matter their circumstances, their background, or where they live” (Manitoba Education and Early Childhood Learning, 2022, para. 2). This system was to include “a provincial remote learning strategy, including an online high school, to enhance access to programming and learning across the province” (pp. 15 & 23). Following consultations by the IBM Canada K–12 Educational Consulting Team in September 2022 (Saftich et al., 2022), and then a process established by the Ministry of Education and Early Childhood Learning that concluded in April 2023 with the release of the *Provincial Online High School – What We Heard Report and Next Steps* report. To date this process has not changed the actual provision of K–12 e-learning in the province (which still relies upon programming provided by InformNet, the Teacher Mediated Option, and the *Division scolaire franco-manitobaine* – and will continue to do so throughout the 2023–24 school year). However, there have been a number of regulatory changes that have been made that are described in the Manitoba profile found later in this report (e.g., the most notable of which is the continued use of the term “remote learning” to describe all forms of K–12 distance learning in the province).

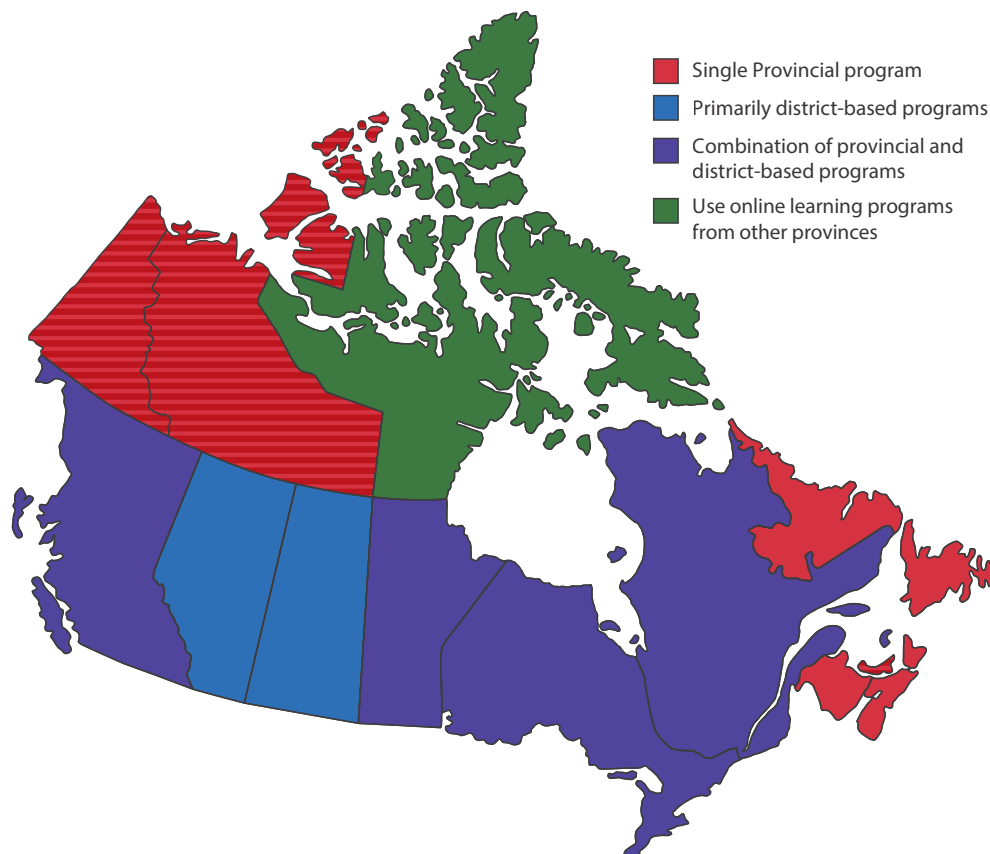
In terms of Saskatchewan, the change within the e-learning landscape occurred rather quickly. In June 2022 the Provincial Auditor of Saskatchewan (2022) released its *2022 Report – Volume 1: Report of the Provincial Auditor to the Legislative Assembly of Saskatchewan*, which included a performance “audit of Sun West School Division No. 207’s processes for supporting students to complete Grades 10 to 12 distance education courses for the period ending November 30, 2021” (p. 126). Only four months later, the Saskatchewan Ministry of Education (2022) announced that it was “centralizing online learning for Saskatchewan students starting in the 2023–24 school year. Under the management of a new Treasury Board Crown Corporation, this centralized approach will provide Kindergarten to Grade 12 classes to any Saskatchewan school student who chooses to study online” (para. 1). The amendments to the *Education Act* were passed in December 2022 to redefine “online learning” and establish this centralized online learning provider (Government of Saskatchewan, 2023a). Around the same time it was announced that the Sun West School Division’s Distance Learning Centre would become the new Treasury Board Crown Corporation (Warick, 2022). Along with this centralized provider, the Ministry of Education also created a process where education authorities could apply to become an approved online learning provider, ensuring that those authorities followed the *Provincial Quality Assurance Framework* that was released in March 2023 (Government of Saskatchewan, 2023c). While these changes do not take effect until the beginning of the 2023–24 school year, it took less than a year for the province to announce and then implement major changes to the delivery and regulation of K–12 e-learning.

The remaining jurisdictions saw little or no change in the nature of regulation.

2.2 Nature of K–12 Distance/Online Learning Activity

While there has tended to be consistency from year to year in types of K–12 distance and online learning programs that exist throughout the country, almost every year there has also been some change (see Figure 1).

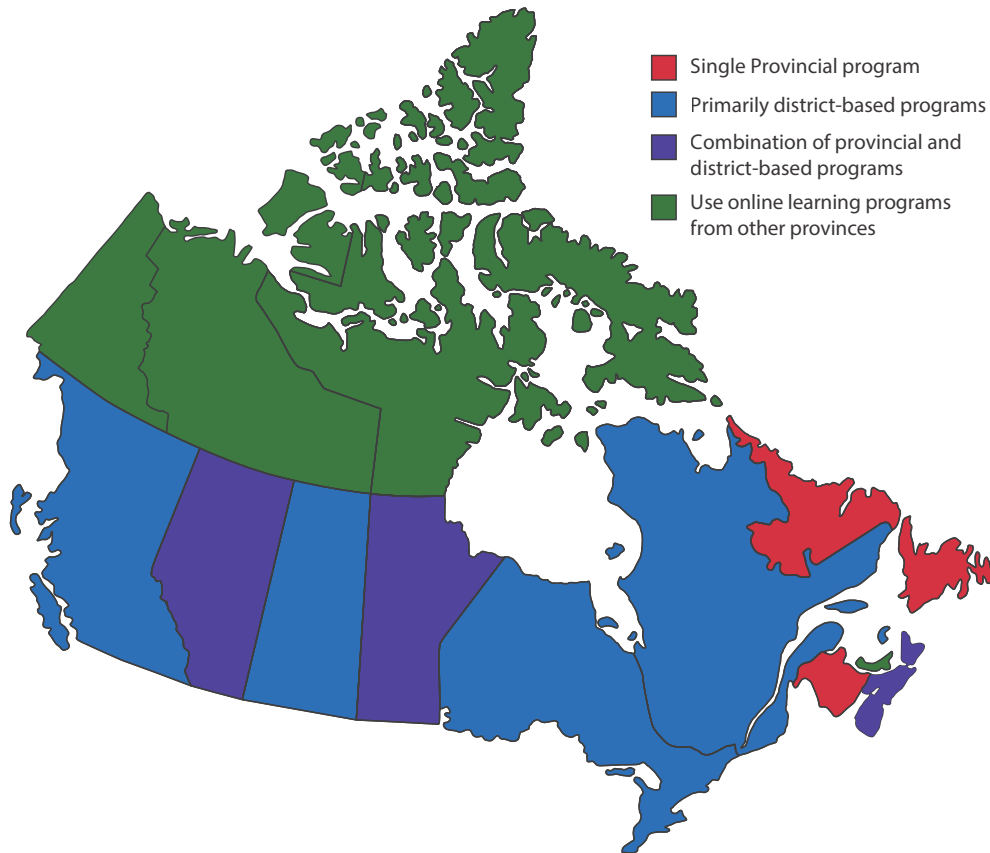
Figure 1. Types of K–12 distance and online learning programming across Canada



Students from all thirteen provinces and territories continue to participate in K–12 distance and online learning opportunities. Most jurisdictions continue to have either primarily district-based programs or district-based programs and provincial programs. The exception to this trend is in Atlantic Canada and Northern Canada, where there continues to be a dominance of single province-wide programs. The only changes from the previous school year have occurred in British Columbia and in Ontario – both of which have changed from “primarily district-based programs” to “combination of provincial and district-based programs.” In the case of British Columbia it was due to the implementation of the distinction between Provincial Online Learning Schools and District Online Learning Schools that occurred during the 2022–23 school year. As for Ontario, the change was debated last year with the increased role of the Independent Learning Centre as a provider of distance learning in the province. However, the main reason the decision was made to change its designation this year was due to the significant increase in private online schools in Ontario that operate as province-wide programs (i.e., from 5–8 fully online schools in 2020–21 to 34 in 2021–22 to 69 in 2022–23).

As noted above, there has been a great deal of consistency throughout the sixteen years that this project has existed. For example, Figure 2 represents the first map that was created for use in the 2009 annual report of the *State of the Nation: K–12 Online Learning in Canada*.

Figure 2. Types of K–12 distance and online learning programming across Canada during the 2008–09 school year



The differences that exist are minor in nature. In Atlantic Canada Nova Scotia shifted from a combination of provincial and district-based programs to just provincial programs; while Prince Edward Island shifted from a jurisdiction that primarily used programming from other provinces to a jurisdiction that was starting to develop its own capacity, but still used programming from other provinces. In Central Canada, both Ontario and Quebec shifted from being provinces that utilized primarily district-based programs to provinces that utilized a combination of provincial and district-based programs. However, for the most part the nature and type of programs haven't changed – only the scope of their activities has expanded (as well as our understanding of the true nature of those programs). In Western Canada Manitoba and Saskatchewan have remained unchanged (although next year Saskatchewan will change from a province that utilizes primarily district-based programs to a province that utilizes a combination of provincial and district-based programs). Alberta has shifted from being a province that utilizes a combination of provincial and district-based programs to a province that utilizes primarily district-based programs with the loss of the Alberta Distance Learning Centre, while British Columbia has changed from a province that utilized primarily district-based programs to a province that utilizes a combination of provincial and district-based programs with the implementation of their provincial online schools and district online schools. Finally, in Northern Canada two of the three territories have shifted from a jurisdiction that primarily used programming from other provinces to a jurisdiction that was starting to develop its own capacity, but still used programming from other provinces. One of the three territories remained unchanged. This should underscore the fact that while some of the regulatory changes described in the previous section in recent years has been quite substantial, the actual impact of the provision of K–12 e-learning has often times only been minor.

It is important to remote readers that the distinction between “primarily district-based programs” and “combination of provincial and district-based programs” is becoming quite blurred. For example, in Alberta while there isn't a single English-language provincial program whose mission is focused on serving students province-wide, the changes to the funding mechanism in Alberta encourage all district-based distance learning programs to enroll students from outside of their own geographic region. The same is true for online schools in Saskatchewan. Even the district-based programs that operate at the school board level in Ontario have the ability to enrol students from anywhere in the province.

2.3 Level of K–12 Distance/Online Learning Activity

In terms of the level of distance and online learning activity across Canada, the total K-12 population in Canada for 2022-23 was approximately 5.5 million students. Based on actual and estimated enrollment data, the number of students engaged in K-12 distance and online learning was 360,363 or 6.6% of the overall K-12 student population (see Table 5).

Table 5. Summary of K–12 distance and/or online learning activity by jurisdiction for 2022–23

	# of K–12 students	# enrolled in distance/ online learning	Percent involvement
NL	63,805	~950	1.5%
NS	131,343	2,219	1.7%
PE	20,131	~175	0.8%
NB	102,934	~5,451	5.3%
QC	1,137,766	~50,000	4.4%
ON	2,028,688	~130,000	6.4%
MB	207,814	~6,650	3.2%
SK	189,924	15,521	8.2%
AB	766,280	~77,000	10.0%
BC	680,013	68,402	10.1%
YT	5,960	318	5.3%
NT	8,700	177	2.0%
NV	10,902	–	–
Federal	114,158	~3,500	3.0%
Total	5,468,418	~360,363	6.6%

Note: ~ symbol means that approximations were provided by one or more sources

In examining the data, jurisdictions can be grouped into three categories. First, the majority of provinces in Western Canada have K–12 distance and online learning participation levels that are much higher than the national average (i.e., Saskatchewan, Alberta, and British Columbia). Second, while historically Central Canada has consistently had participation levels near the national average, this year only Ontario fell into this category (although it is possible that Quebec might also be included in this category, as there were no student enrollment data provided by the *Québec Ministère de l'éducation et de l'Enseignement* for the pilot projects that operated during the 2022–23 school year). Third, most jurisdictions in Atlantic Canada (i.e., Prince Edward Island, Nova Scotia, and Newfoundland and Labrador) and most jurisdictions in Northern Canada (i.e., Northwest Territories and Nunavut) have a relatively low proportion of K–12 students engaged in distance and online learning.

As it has been stated before, it is difficult to determine why particular jurisdictions end up in each of the categories. There are jurisdictions that have significant levels of legislative and/or regulatory requirements – like British Columbia and Nova Scotia – that are in categories that are at the opposite end of the spectrum (e.g., British Columbia in the high proportion of K–12 distance and/or online learning, while Nova Scotia is in the low proportion category). Similarly, there are jurisdictions that have no legislative and/or regulatory requirements – like Alberta and Newfoundland and Labrador – that are also in opposite categories. There continue to be no real trends for why one jurisdiction has a higher or lower level of engagement in K–12 distance and online learning, and any effort to apply a rationale would be political, ideological, or self-serving.

It should be noted that Quebec continues to remain a true outlier when it comes to its approach to K–12 e-learning. If the approximately 40,000 adult students engaged in distance learning from programs supported by the *Société de formation à distance des commissions scolaires du Québec* were not included, the number of known distance learning students in Quebec would decrease to approximately 10,000 or approximately 0.9% of all K–12 students in the province. Given there is no recent data available from programs such as *Centre de services scolaire de la Beauce-Etchemin* or *Écoles en réseau*, as well as the fact that the *Ministère de l'éducation* was unable to provide any student data from the pilot projects, Quebec represents a lack of reliable data collection. It is also worth reminding readers that the Government of Quebec argued in the 2021 *Karounis c. Procureur Général du Québec* case, there is a general belief that distance learning is inferior to in person or classroom-based learning. Essentially, while other provinces are increasing the opportunities for students to learn at a distance or through alternative format (and even creating regulatory regimes to encourage it), Quebec remains resistant to the use of K–12 e-learning.

The 2022–23 school year saw a return to a pre-pandemic trends with respect to the proportion of students engaged in K–12 distance and/or online learning (see Table 6 below).

Table 6. K–12 distance and/or online learning student enrolment in Canada

Year	# of distance education students	% of students engaged in distance education
1999–2000*	~25,000	0.5%
2008–09	~140,000	2.7%
2009–10	150,000–175,000	2.9%–3.4%
2010–11	207,096	4.2%
2011–12	245,252	4.9%
2012–13	284,963	5.2%
2013–14	290,185	5.4%
2014–15	311,648	6.0%
2015–16	293,401	5.7%
2016–17	277,603	5.4%
2017–18	263,686	5.1%
2018–19	299,320	5.9%
2019–20	310,582	6.0%
2020–21	387,385	7.3%
2021–22	399,847	7.6%
2022–23	~360,363	6.6%

*(Canadian Teachers Federation, 2000)

Historically, the proportion of students engaged in K–12 distance and online learning has remained stable year after year, with jumps from time to time. For example, after a period of stability from 2011–12 to 2013–14, there was a 0.6% jump in 2014–15. Similarly, there was a slight decrease from 2015–16 to 2017–18, followed by a 0.8% jump in 2018–19. If we exclude the 2020–21 and 2021–22 school years as artificially inflated due to the pandemic, there was stability from 2018–19 to 2019–20, then a 0.6% jump in 2022–23.

Each of these jumps have often been due to significant increases in the number of students engaged in K–12 distance and online learning in a very small number of provinces (often only two or three provinces). For example, the 0.6% jump that occurred in 2014–15 was due to significant increases in participation from Ontario and Saskatchewan. Similarly, the 0.8% jump in 2018–19 was due to dramatic increases in the activity in Quebec, Manitoba, and Alberta. As Table 7 below indicates, the 0.6% jump between 2019–20 and 2022–23 was largely due to significant increases in the proportion of students enrolled in K–12 distance and online learning in Quebec, Ontario, and British Columbia.

Table 7. Summary of K–12 distance and/or online learning activity over the past five years

# students engaged in distance and/or online learning					
	2018–19	2019–20	2020–21	2021–22	2022–23
NL	1,140	1,092	1,029	936	~950
NS	2,381	2,241	3,319	2,761	2,219
PE	~100	133	~175	~260	~175
NB	~3,270	~3,470	4,754	5,134	~5,451
QC	~40,000	~35,000	~39,400	~55,000	~50,000
ON	~89,000	~98,000	~122,000	~139,000	~130,000
MB	~11,875	~13,749	~8,173	~8,000	~6,650
SK	8,378	12,456	22,510	19,142	15,521
AB	75,806	82,857	97,527	~92,000	~77,000
BC	~65,000	~59,000	~85,000	73,744	68,402
YT	170	234	389	~250	318
NT	130	131	92	120	177
NV	~70	19	~15	–	–
Federal	~2,000	~2,200	~3,000	~3,500	~3,500
Total	299,320	310,582	387,385	399,847	~360,363

One of the interesting trends in Table 7 above (and in Table 8 below for that matter) is the number of jurisdictions where the level of K–12 distance and online learning activity have decreased. In total, eight of the 14 jurisdictions that we tracked had a decrease in the number of students who were engaged in K–12 distance and/or online learning. Additionally, for five of those eight jurisdictions it was the second straight year that they had experienced a decline in participation. This trend suggests that the artificial inflation of participation in K–12 distance and online learning due to the pandemic during the 2020–21 and 2021–22 school years is still in the process of being normalized – and it may be the 2023–24 school year before the data reflects the ‘new normal’ in K–12 e-learning across Canada.

Interestingly, most of the jurisdictions where there had only been a small number of students engaged in K–12 distance and online learning prior to the pandemic experienced very little pandemic effect. One of the reasons may be due to the fact that these provinces and territories had small enough school systems that they were able to manage K–12 remote learning options with a heavy reliance on their traditional K–12 distance and online learning programs. Another may be that due to their generally small numbers of students engaged in K–12 distance and online learning, the proportional impact on their level of participation is often hidden. A 1% change in Nova Scotia or New Brunswick would only require 1,000 students, whereas a 1% change in Alberta or British Columbia would require a change of 6,000–7,000 students. As with previous years, many of the trends in the participation by jurisdiction data are even more noticeable when the proportion of students engaged in K–12 distance and/or online learning is examined (see Table 8).

Table 8. Summary of K–12 distance and/or online learning activity over the past five years

% students engaged in distance and/or online learning					
	2018–19	2019–20	2020–21	2021–22	2022–23
NL	1.8%	1.7%	1.6%	1.5%	1.5%
NS	2.0%	1.8%	2.7%	2.1%	1.7%
PE	0.5%	0.7%	0.8%	1.3%	0.8%
NB	3.3%	3.5%	4.8%	5.2%	5.3%
QC	4.0%	3.5%	3.9%	5.5%	4.4%
ON	4.4%	4.8%	5.9%	6.8%	6.4%
MB	5.7%	6.6%	4.4%	3.9%	3.2%
SK	4.5%	6.7%	12.2%	10.3%	8.2%
AB	10.6%	11.2%	13.3%	12.5%	10.0%
BC	10.2%	10.8%	12.6%	11.1%	10.1%
YT	3.1%	4.2%	7.1%	4.6%	5.3%
NT	1.4%	1.5%	1.1%	1.4%	2.0%
NV	0.6%	0.2%	0.1%	–	–
Federal	1.9%	2.0%	2.8%	3.2%	3.0%
Total	5.9%	6.0%	7.3%	7.6%	6.6%

For example, Prince Edward Island, Quebec, and Ontario all experienced declines in the proportion of K–12 students enrolled in K–12 distance and/or online learning over the past year. Similarly, Nova Scotia, Manitoba, Saskatchewan, Alberta, and British Columbia all experienced a second straight year of decline in the proportion of K–12 students enrolled in K–12 distance and/or online learning. In the case of both Saskatchewan and Alberta, the decline was greater than 2%, whereas the decline in other jurisdictions tended to range between 0.5% and 1%.

In examining the data from a pre-pandemic (i.e., 2019–20) to post-pandemic (i.e., 2022–23) perspective, the proportion of students engaged in K–12 distance and/or online learning in Atlantic Canada was about the same – with the exception of New Brunswick, which experienced almost a 2% increase. Similarly, Ontario experienced an almost 2% increase, while Quebec increased by approximately 1%. Conversely, in Western Canada both Manitoba and Alberta experienced declines – over 3.5% and approximately 2% respectively. With a growth in the proportion of students engaged in K–12 distance and/or online learning of 1.5%, Saskatchewan was the only Western jurisdiction that experienced an increase. British Columbia reported approximately the same proportion

of students enrolled in K–12 distance and/or online learning. The jurisdictions in Northern Canada that did provide data both experienced increases too, with Yukon increasing more than 1% and the Northwest Territories increasing 0.5%.

In a trend that was first mentioned last year, what the above data does not reveal is the significant increase in some jurisdictions with respect to the amount of choice that students and their families have in terms of K–12 distance and/or online learning providers.

Table 9. Summary of K–12 distance and/or online learning activity over the past five years

	2018–19	2019–20	2020–21	2021–22	2022–23
NL	1	1	2	2	1
NS	2	2	2	2	2
PE	0	0	1	1	1
NB	2	2	2	2	3
QC	5+	6+	7+	44+	6+
ON	~81	~70	~70	248	527
MB	~38	~38	~38	~38	~38
SK	14	16	27	36	38
AB	33	34	36	46	46
BC	74	69	68	71	69
YT	2	2	2	2	2
NT	1	1	1	1	2
NV	0	0	0	0	0
Federal	5	5	4	4	4

While the number of K–12 distance and/or online learning providers has leveled off in Saskatchewan and Alberta, there continues to be significant increases in the number of K–12 distance and online learning programs in Ontario. The growth from ~70 programs in 2020–21 to 248 programs in 2021–22 represented an increase of more than 250%. The growth from 248 programs in 2021–22 to 527 programs in 2022–23 represents another increase of more than 110%. The growth from ~70 programs in 2020–21 to 527 programs in 2022–23 represents an overall increase of more than 650%. As was discussed last year, this growth of distance and/or online learning programs in Ontario may be explained by regulatory changes. The announcements that students would be required to take four courses in order to graduate from high school in March 2019 (i.e., during the 2018–19 school year), which was reduced to two courses in November 2019 (i.e., during the 2019–20 school year), came into effect for students who began grade 9 in September 2020 (i.e., during the 2020–21 school year). The actual implementation Policy/Program Memorandum 167 was eventually released in February 2022 (i.e., during the 2021–22 school year). These regulatory changes likely had as much of an impact on the increase in K–12 distance learning programs as the pandemic. It is also worth noting that there are 60 English-speaking and 12 French-speaking school boards in the province. Traditionally, programs offered by these school boards – as well as the Independent Learning Centre – represented the bulk of the approximately 70–80 distance learning programs in Ontario. The roughly 650% increase in the number of programs represents a significant increase in the number of privately operated K–12 distance learning programs.

Once again Quebec remains an outlier in this data. Following the passage of Bill 144 in 2017, Quebec went from one pilot approved project by one educational establishment or organization in 2019–20 to two pilot approved projects by one or two educational establishments and/or organizations in 2020–21 to 56 distance learning pilot projects by more than 39 educational establishments and organizations in 2021–22. As was referenced in last year's report, it is unknown how many of these are actual distance learning programs or the extent to which the pilot project is truly focused on the provision of distance learning. Based on responses from the *Ministère de l'éducation* many, if not all, of these pilot projects are not examples of distance learning (even though our analysis suggest that as many as 56 utilized the 'comodal' or 'comodal asynchronous alternation' delivery modalities).

2.4 Level of K–12 Blended Learning Activity

As we have discussed in previous reports, data on the level of blended learning has been collected in one form or another since the 2014–15 school year. However, the vast majority of jurisdictions do not formally track participation in blended learning programs and the data that is collected is quite unreliable. Previous editions of this report have indicated that jurisdictions such as Nova Scotia, New Brunswick and Ontario were able to provide data based on the number of student accounts in the provincially licensed learning management system, but that doesn't necessarily mean that those students are actually using those accounts or are using those accounts for the purposes of blended learning. That data also excludes those students and teachers that may be engaged in blended learning activities, courses, and programs that do not make use of the provincial learning management system. Additionally, blended learning activity has been estimated from data collected in the individual program surveys, but this instrument is only circulated directly to e-learning programs (i.e., mainly programs that were primarily engaged in distance and/or online learning). So if Villanova Junior High in Conception Bay South, Newfoundland and Labrador or Forest Glade Public School in Windsor, Ontario or Okanagan Mission Secondary in Kelowna, British Columbia was engaged in blended learning there is a strong possibility that they would not have been aware of this survey to even consider completing it. As such, previous estimations of blended learning activity only just began to scratch the surface of the true level of blended learning occurring in most jurisdictions.

While there is no presentation of the overall K–12 e-learning activity data for 2022–23 or comparison of that data to previous years, the data that has been collected is still presented in the full jurisdictional profiles (as the data can be situated appropriately in those profiles). It is also worth mentioning that the blended learning landscape in each individual jurisdiction has at times been useful in understanding that jurisdictions' response to the emergency remote teaching, and later remote learning, that occurred over the past four school years.

3. Jurisdictional Summaries

The following sub-sections contain a summary of the revisions to the profiles for each province, territory, and federal jurisdiction. These summaries focus specifically on highlighting any changes to the governance and regulation that exists in that jurisdiction, as well as providing updated levels of activity for distance, online, and blended learning (and, when appropriate, remote learning).

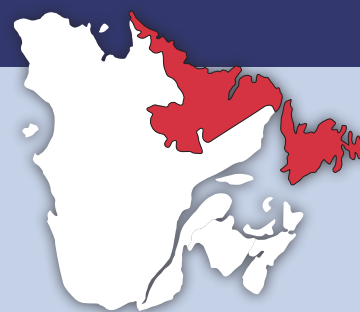
The project website contains a full jurisdictional profile that is organized in the following manner:

- a discussion of the various legislative and regulatory documents that govern how these distance, online and blended learning programs operate;
- a description of the distance, online and blended learning programs operating in that jurisdiction;
- if necessary, a summary of the jurisdiction's remote learning response during the 2022–23 school year;
- links to previous annual profiles;
- an exploration of the history of e-learning in that jurisdiction;
- links to vignettes (i.e., stories designed to provide a more personalized perspective of those involved in K–12 e-learning) for that jurisdiction;
- links to any brief issues papers (i.e., more detailed discussions of specific issues related to the design, delivery and support of K–12 e-learning) in that jurisdiction;
- the most recent responses to the individual program survey; and
- an overview of the jurisdiction's policies related to the provision of e-learning in and to other jurisdictions.

The full profiles for each of these jurisdictions can be found at <https://k12sotn.ca/data/>

3.1 Newfoundland and Labrador (NL)

525,972	Population
252	Number of K–12 Schools
63,805	Number of K–12 Students
1	Number of K–12 E-Learning Programs
~950	Number of K–12 E-Learning Students



e-Learning Updates

The research team did not receive a response from officials in the Government of Newfoundland and Labrador to our repeated requests for information.

At present, the government website indicates that:

Distance education is delivered by the Department of Education and Early Childhood Development's Centre for Distance Learning and Innovation (CDLI). Its mandate includes the development and delivery of senior high school distance education programming, development and delivery of online teacher professional development, and oversight of K–12 technology integration initiatives. CDLI currently offers 38 courses to students attending 103 schools, primarily located in rural, remote and isolated communities across the province of Newfoundland and Labrador. (Government of Newfoundland and Labrador, 2023a)

While the CDLI was a division of the Newfoundland and Labrador English School District (NLESD) since 2017, the Government has begun the process of integrating the NLESD into the Department of Education and Early Childhood Development (Government of Newfoundland and Labrador, 2023b). To date, one of the aspects of the NLESD that has been integrated into the Department is the oversight of the CDLI.

Until 2018–19, the Department would report distance education enrollment as a part of its annual Education Statistics: Elementary–Secondary publication. However, this has not been the practice for the four most recent school years. Historically, approximately 1.5% of students in the province have participated in distance education courses.

The full provincial profile can be found at <https://k12sotn.ca/nl/>

3.2 Nova Scotia (NS)

1,019,725	Population
370	Number of K–12 Schools
131,343	Number of K–12 Students
2	Number of K–12 E-Learning Programs
2,219	Number of K–12 E-Learning Students



e-Learning Updates

There have been no significant regulatory changes in the province of Nova Scotia.

In February 2023, the province launched the new Nova Scotia Independent Online Learning program (which replaced the old Correspondence Studies Program). This program is designed for students who need a flexible schedule where they can work toward high school credits independently. Courses are hosted in the Moodle LMS and designed for independent learning with virtual support from a course Mentor. Course Mentors are licensed and experienced NS teachers in the subject area who do not teach the course, but provide oral and written feedback on student formative and summative assessments and meet with students at designated points in each unit of study to offer course-specific, personalized advice on each student's progress and next steps. Registration is currently managed and submitted to the Department of Education and Early Childhood Development by the student's public school School Contact, generally a School Counsellor or Registrar. Three new Nova Scotia Independent Online Learning high school courses were available in fall 2023 and the course catalogue is expanding.

Based on figures provided by the Department of Education and Early Childhood Development, during the 2022–23 school year there were approximately 2,174 students enrolled in offerings from the Nova Scotia Virtual School and 45 students enrolled in the new Nova Scotia Independent Online Learning program.

The full provincial profile can be found at <https://k12sotn.ca/ns/>

3.3 Prince Edward Island (PE)

159,249	Population
63	Number of K–12 Schools
20,131	Number of K–12 Students
1	Number of K–12 E-Learning Programs
~175	Number of K–12 E-Learning Students



e-Learning Updates

The research team did not receive a response from officials in the Government of Prince Edward Island to our repeated requests for information.

While somewhat dated, the research team became aware of a previously unreported Ministerial Directive No. MD 2016-05, which indicated:

Distance Education Courses

12. An education authority may grant credit to a student for an educational activity provided through a distance education course or a correspondence course, during or outside of normal school hours, if

- a) the course is approved by the Department;
- b) the student's participation in the course is supervised by a teacher or a person who is registered as a teacher in another province or territory; and
- c) the course is approved by the principal of the student's school as being appropriate for the student's academic program prior to the commencement of the course.

13. The credit granted for the educational activity under section 12 shall not be for the equivalent course offered by an education authority unless it is approved as an equivalent credit by the Department. (Government of Prince Edward Island, 2022, p. 24)

Additionally, the 2022–2023 Senior High Program of Studies and List of Authorized Materials included a section on "Distance Education" under a variety of "Flexible Learning" options that read:

Distance Education

Courses Distance education is a mode of instruction in which the student and the teacher are separated in either time or space, or both, and where two-way communication takes place through non-traditional means for the most part. There is a broad range of both individualized and team instructional approaches and strategies used in distance education. Distance education communication may utilize various technologies and media, including but not limited to, print, computers and computer networks, telecommunications, and audio-visual equipment and resources.

Distance education is seen as a means to provide students with equitable access and/or a diversity of programs as approved by the PEI Department of Education and Lifelong Learning. Typically, this option is employed when a particular high school does not have the capacity to offer a particular course. All distance education requests must approved by the PEI Department of Education and Lifelong Learning. (p. 18)

This language mirrored description of distance education that was previously outlined in *Ministerial Directive No. MD 2008-05*.

As the research team did not receive a response from the Department of Education and Lifelong Learning, participation in the new virtual school pilot program for the 2022–23 school year is unknown. The *2022–2023 Senior High Program of Studies and List of Authorized Materials* did include in the “French Immersion” section of the document that:

The French immersion program at the senior high level has been planned to accommodate students coming from early, middle, and late French immersion programs. In addition to the French language courses offered at each level, six social studies courses, one career course, one science course, and one math course are available and offered at the discretion of individual schools **or through distance education**. (p. 73, emphasis added)

The most recent response received indicated that there were approximately 40 students enrolled during the 2021–22 school year.

Finally, students also continued to enroll in programs offered from New Brunswick. Based on figures provided by the New Brunswick Department of Education, Early Learning and Culture, during the 2022-23 school year there were approximately 125 students enrolled in either the English-language or French-language distance education programs.

Remote Learning

The Department of Education and Lifelong Learning: Annual Report 2021-2022 indicated that:

COVID-19 Response to Distance Education

In order to support immunocompromised students, Department staff, in conjunction with Student Services at the PSB, sought virtual programming through the New Brunswick Virtual Learning Centre, Blyth Academy, and Ontario Virtual School. Students were enrolled in several PEI equivalent courses offered by these providers during both semesters. (Government of Prince Edward Island, 2023, p. 35)

Note that as of 01 December 2023, the annual report for the 2022-23 school year was not available.

The full provincial profile can be found at <https://k12sotn.ca/pe/>

3.4 New Brunswick (NB)

781,024	Population
302	Number of K–12 Schools
102,934	Number of K–12 Students
3	Number of K–12 E-Learning Programs
~5,451	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the management of distance learning in province of New Brunswick.

Based on figures provided by the Department of Education and Early Childhood Development, during the 2022–23 school year there were approximately 3,541 regular students enrolled in the Anglophone program, while there 1,918 students enrolled in the Francophone program. Additionally, the Anglophone program offered a free online summer program that allowed 756 interested high school students and recent graduates the opportunity to take one of 16 courses, while the Francophone program offered three mathematics courses led by three teachers during the summer session to enable students to complete a course, repeat a failed course or change their change course or get ahead with their credit count. Finally, the pilot project that began during the 2021–22 school year that had a single school district deliver Advanced Placement (AP) courses across a small network of schools has continued.

In terms of blended learning, all students are enrolled in *Microsoft Teams* sites for each course that integrates with the student information system and individual teachers can request access to the distance learning content in the D2L's *Brightspace* environment to use in their classroom teaching. The Ministry tracks the number of courses requested by teachers, but it does not track the number of students enrolled in those courses.

The full provincial profile can be found at <https://k12sotn.ca/nb/>

3.5 Quebec (QC)

8,672,185	Population
3,146	Number of K–12 Schools
1,137,766	Number of K–12 Students
6+	Number of K–12 E-Learning Programs
~5,000+	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Quebec. Although on May 4, 2023, *Projet de loi n° 23, Loi modifiant principalement la Loi sur l'instruction publique et édictant la Loi sur l'Institut national d'excellence en éducation* was tabled (Government of Quebec, 2023). If passed, it would amend *Loi sur l'instruction publique* by making distance education services possible, by regulation, in two contexts: (1) exceptional or unforeseeable situations and (2) special home or hospital teaching services.

The *ministère de l'Éducation* indicated there was only a single pilot project approved under the innovation component that focused on distance education under section 459.3 of the *Loi sur l'instruction publique*. However, in response to questions specifically about blended learning, the *ministère de l'Éducation* indicated that during the 2022–23 school year there were 82 pilot projects authorized in 60 different school organizations. Unfortunately, the *ministère de l'Éducation* was unable to provide the number of students participating in these pilot projects.

Additionally, during the 2020–21 school year (which is the most recent data available) there were approximately 46,141 adult students enrolled in programming supported by SOFAD. During the 2022–23 school year there were 250 students in courses offered by the Quebec Online School. Further, there were 495 students enrolled in online learning offered by LEARN and an estimated 50,000 or more students accessed LEARN's tutorial content for the purposes of blended learning during the 2022–23 school year.

The full provincial profile can be found at <https://k12sotn.ca/qc>

3.6 Ontario (ON)

15,109,416	Population
4,832	Number of K–12 Schools
2,028,688	Number of K–12 Students
527	Number of K–12 E-Learning Programs
~130,000	Number of K–12 E-Learning Students



e-Learning Updates

There have been no significant regulatory changes in the province of Ontario. The requirement that Ontario students take two online credits to graduate from secondary school beginning with students graduating in the 2023–24 school year came into effect (Ontario Ministry of Education, 2022a). It is important to note that, at present, the most recent data that the Ministry of Education was able to provide was from the 2020–21 school year (even though that data was received in November 2023). This is an important reference point, as students graduating in the 2023–24 school year will be held to the requirement of having completed two online courses in order to graduate in June 2024. However, with less than eight months until this milestone the Ministry of Education can only provide data on students engaged in online learning from the 2020–21 school year (but not the 2021–22 school year or the 2022–23 school year).

During the 2020–21 school year (most recent school year for which data are available), approximately 90,000 students participated in online learning programs offered by one of the 60 English-language and 12 French-language publicly-funded school boards. Additionally, TVO's Independent Learning Centre – which runs from April 1 of one year to March 31 of the following year – reported that more than 22,000 students were enrolled in distance courses. Further, during the 2020–21 school year 454 private schools offered online learning, 69 of which were fully online. Approximately 30,000 online learning credits were earned by students through these private online schools.

Finally, the Ministry does not track the wide variety of digital tools that may be used to support blended learning being provided in Ontario schools. However, the Ministry was able to report that there were 1,306,497 unique student logins in the provincial learning management system from either classroom-based or online students during the 2021–22 school year.

Remote Learning

During the 2022–23 school year, school boards were required to continue offering remote learning in alignment with the requirements outlined in *Policy/Program Memorandum (PPM) 164 – Requirements for Remote Learning* (Ontario Ministry of Education, 2023). These requirements include minimum synchronous learning time, protocols for communicating with parents and the provision of access to technology.

As outlined in the annual *2022–23 Grants for Student Needs Funding* communication, school boards were required to provide the option for remote learning in the 2022–23 school year (Ontario Ministry of Education, 2022b). School boards were permitted to establish one virtual school per elementary and secondary panel based on local demand.

While the Ministry is responsible for developing policy, the implementation of policy, allocation of funding and the delivery of education programs and services to students is the responsibility of district school boards and local schools. This gives boards and schools the flexibility to make decisions about program delivery to best serve their students.

For the 2022–23 school year, the ministry provided school boards with funding supports including:

- \$20M in connectivity infrastructure-related projects to ensure that students and teachers can continue to participate in secure, online and remote learning.
- \$304M in time-limited support through the COVID-19 Learning Recovery Fund for temporary additional staffing to support a variety of initiatives, including the delivery of remote learning.
- \$488M for resources such as student technological devices, learning materials, classroom supplies, classroom computers, and educational software.

To support instructional approaches to online/remote learning, the Ministry continued to host webinars, teleconferences, and self-guided learning modules to build teacher capacity, and to support boards and educators with various elements of remote learning. The Ministry continues to provide customizable slide decks to support school boards in delivering this professional learning.

The full provincial profile can be found at <https://k12sotn.ca/on/>

3.7 Manitoba (MB)

1,409,223	Population
826	Number of K–12 Schools
207,814	Number of K–12 Students
~38	Number of K–12 E-Learning Programs
~6,650	Number of K–12 E-Learning Students



e-Learning Updates

Over the past three to four years, the province has completed a comprehensive review of both the K–12 education system as a whole (Manitoba Commission on K to 12 Education, 2020), and the distance and online learning options that were provided prior to and during the pandemic (Manitoba Education and Early Childhood Learning, 2022; Saftich et al., 2022). Unlike other jurisdictions, which strictly used the term “remote learning” to refer to the temporary measures put in place to address safety concerns around in person learning during the pandemic, the Government of Manitoba has adopted the following definition for remote learning.

Remote learning is synchronous and/or asynchronous learning, and includes a variety of formats and delivery methods, such as online learning, video calls, phone calls, and hard-copy packages. (Manitoba Education and Early Childhood Learning, 2023b, p. 24)

As a part of this process, the province has released a *K–12 Action Plan: Provincial Remote Learning Strategy* (Manitoba Education and Early Childhood Learning, 2023a), as well as the creation of a “Remote Learning MB” support website (Manitoba Education and Early Childhood Learning, 2023c).

Manitoba Education and Early Childhood Learning continues to partner with InformNet, the Teacher Mediated Option, and the *Division scolaire franco-manitobaine* to operate distance/remote learning programming for Manitoba students in Grades 9 to 12. Each school division continues to participate in one or more of these distance education program options. During the 2022–23 school year, InformNet, Teacher Mediated Option, and the Manitoba Remote Learning Support Centre collectively provided remote learning to approximately 3500 students. There was also an additional approximately 3150 students participating in distance/remote learning at their local school or school division through the provincial learning management system.

Remote Learning

With respect to the temporary remote learning measures that were put into place, following the return to full time in-person classroom learning the Manitoba Remote Learning Support Centre wound down operations in June 2023. For the 2023–24 school year, the Manitoba Remote Learning Support Centre’s students will be welcomed back to their local schools and be supported by their local teachers. Students in K to 8 who continue to require accommodations will be supported by their local school division through dedicated staff.

The full provincial profile can be found at <https://k12sotn.ca/mb/>

3.8 Saskatchewan (SK)

1,194,803	Population
770	Number of K–12 Schools
189,924	Number of K–12 Students
38	Number of K–12 E-Learning Programs
15,521	Number of K–12 E-Learning Students



e-Learning Updates

In December 2022, the *Education Amendment Act, 2023* amended the *Education Act, 1995* to update the definition of online learning (Government of Saskatchewan, 2023a), establish the Saskatchewan Distance Learning Corporation as a Treasury Board Crown Corporation (Government of Saskatchewan, 2023b), and create a new regulatory regime for educational institutions to become an online learning provider that included a *Provincial Quality Assurance Framework* (Government of Saskatchewan, 2023c).

As of 2022–23, there were currently 33 provincial schools in 21 school divisions, one provincial school operated by a Crown Corporation, two independent schools, and three First Nation schools categorized as having online learning schools offering Prekindergarten to Grade 12 learning courses to Saskatchewan students. There were 15,521 unique students involved in K–12 distance education or online learning programs.

Finally, blended learning is a responsibility of school divisions, as such the Ministry does not monitor this activity.

The full provincial profile can be found at <https://k12sotn.ca/sk/>

3.9 Alberta (AB)

4,543,111	Population
2,518	Number of K–12 Schools
766,280	Number of K–12 Students
46	Number of K–12 E-Learning Programs
~77,000	Number of K–12 E-Learning Students



e-Learning Updates

The research team did not receive a response for the second year in a row from officials in the Government of Alberta to our repeated requests for information.

There were no known regulatory changes to distance and/or online learning during the 2022–23 school year.

At present, Alberta Education (2023) lists 46 different distance and/or online learning programs as a part of their website directory. Historically, approximately 10% to 12% of students in the province have participated in distance and/or online learning courses. As such, a conservative estimate suggests that approximately 77,000 were engaged in distance and/or online learning during the 2022–23 school year.

The full provincial profile can be found at <https://k12sotn.ca/ab/>

3.10 British Columbia (BC)

5,437,722	Population
1,950	Number of K–12 Schools
680,013	Number of K–12 Students
69	Number of K–12 E-Learning Programs
68,402	Number of K–12 E-Learning Students



e-Learning Updates

The implementation of *Education Statutes Amendment Act, 2020* has been a gradual process that began in 2021–22 with an “interim” period where former policies were replaced by interim online learning policies that were in effect until June 30, 2023 and existing online learning schools were issued interim agreements for the 2021–22 and 2022–23 school years that allowed them to continue to cross enroll and/or register out of district students (while also serving local, in-district students) until April 30, 2023. At the end of the 2022–23 school year, a new Online Learning Model launched on July 1, 2023. In collaboration with Indigenous rightsholders and sector partners, the Ministry developed a single, comprehensive *Online Learning Policy and Interim Procedures Guide*, a governance framework for provincial online learning schools, and an *Accountability and Quality Assurance Framework and Process* (although the latter won't be fully implemented until 2024–25). Following an expression of interest process, 21 public online learning schools operated by 18 boards and 16 independent online learning schools operated by 16 independent school authorities were selected by a review panel in 2021–22 to become provincial online learning schools. The regulatory conditions for these provincial online learning schools – both public and independent – required each to sign a Ministerial Agreement to onboard to the new provincial learning management system and adhere to the new *Accountability and Quality Assurance Framework and Process* before the start of the 2023–24 school year. A new website, *Online Learning BC* (British Columbia Ministry of Education, 2023), launched that allows students and families to search for programs and courses. Finally, online learning schools without Ministerial agreements are now district online learning schools, which serve students residing within their district boundaries.

In 2022–23 there were a total of 69 online learning schools comprised of 21 public provincial online learning schools, 16 independent provincial online learning schools, and 32 district online learning schools that enrolled approximately 68,402 unique students in one or more courses. Finally, the Ministry of Education does not gather formal data on blended learning programs.

The full provincial profile can be found at <https://k12sotn.ca/bc/>

3.11 Yukon (YT)

43,744	Population
33	Number of K–12 Schools
5,960	Number of K–12 Students
2	Number of K–12 E-Learning Programs
318	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the Yukon territory.

Aurora Virtual School is the only English-language online school in the territory and during the 2022–23 school year it enrolled a total of 298 students (i.e., 65 full-time and 233 supplemental). The only French-language online program is École Nomade, which enrolled 20 students during the 2022–23 school year. Further, there were approximately 650 students engaged in K–12 blended learning.

The full provincial profile can be found at <https://k12sotn.ca/yk/>

3.12 Northwest Territories (NT)

45,605	Population
49	Number of K–12 Schools
8,700	Number of K–12 Students
2	Number of K–12 E-Learning Programs
177	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the Northwest Territories.

During the 2021–22 school year 60 students were enrolled in Northern Distance Learning. Additionally, there were approximately 124 students enrolled in distance learning courses offered through the Vista Virtual School in Alberta (which replaced the Alberta Distance Learning Centre as the non-territorial provider). The Department of Education, Culture and Employment does not formally track blended learning.

The full provincial profile can be found at <https://k12sotn.ca/nt/>

3.13 Nunavut (NV)

39,407	Population
45	Number of K–12 Schools
10,902	Number of K–12 Students
0	Number of K–12 E-Learning Programs
Unknown	Number of K–12 E-Learning Students



e-Learning Updates

The research team did not receive a response for the second year in a row from officials in the Government of Nunavut to our repeated requests for information.

There were no changes in the regulatory framework for Nunavut.

As the Department of Education failed to provide an update for 2022–23, the level of K–12 distance, online, and blended learning in the territory is unknown.

The full provincial profile can be found at <https://k12sotn.ca/nv/>

3.14 Federal

1,807,250 ¹	Population
517 ²	Number of K–12 Schools
~114,158 ³	Number of K–12 Students
4	Number of K–12 E-Learning Programs
3,500	Number of K–12 E-Learning Students



1 2021 Census data

2 refers to those reporting a 2022–23 nominal roll directly to ISC

e-Learning Updates

There were no changes in the regulatory framework for schools that fall under the federal jurisdiction of Indigenous Services Canada (ISC). Under the Education Transformation and to reflect the Principle of First Nation Control of First Nation Education, ISC respects that the sharing of data is a First Nation decision and, as a result, has not provided program level data since the 2016–17 school year.

At present, four Indigenous e-learning programs have been identified: Keewatinook Internet High School and Wahsa Distance Education Centre (Ontario), Wapaskwa Virtual Collegiate (Manitoba), and SCcyber E-learning Community (Alberta). It is estimated that there were approximately 3,500 students engaged in distance and online learning during the 2022–23 school year. Given ISC no longer provides data on blended learning indicators, there is no estimate of the approximate number of students engaged in blended learning.

The full federal profile can be found at <https://k12sotn.ca/fnmi/>

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5. Call for Sponsors – 2024 State of the Nation: K–12 E-Learning in Canada Study

The 2024 version of the State of the Nation Study: K-12 E-Learning in Canada study will represent the seventeen annual report produced by this research initiative. During that time we have provided annual update of the K-12 policy and activity reports for each of the provinces, territories, and those programs under federal jurisdiction. We have also published numerous brief issue papers on topics of interest to the field within Canada, and vignettes from a variety of K-12 e-learning programs across the different provinces and territories. We have collected annual data from individual programs in each jurisdiction through an annual survey. Finally, we have ensured that recent reports and website updates are available in both English and French.

As this time we are seeking funding for the 2024 K-12 e-learning study of Canada. If your organization is interested in participating through sponsorship by supporting the fifteenth anniversary edition of the State of the Nation Study: K-12 E-Learning in Canada report, please contact Michael Barbour, principal investigator at mkbbarbour@gmail.com.

Your participation as a sponsor helps support more widespread participation from online and blended programs across the country in the K-12 e-learning in Canada project and is an ideal opportunity to demonstrate your organization's interest in, and commitment to, supporting online and blended learning. Your company or organization will be recognized for its support of virtual schools seeking to effectively expand educational options for K-12 students across Canada.

Please review the sponsor benefits and opportunities for the State of the Nation: K-12 E-Learning in Canada study:

- Recognition in all post-study press releases, presentations and distribution of information;
- Opportunity to provide input into the program survey;
- Participate in project conference calls;
- Project sponsor name and logo listed on all promotional materials;
- Project sponsor name and logo listed on the final report;
- Receive hard copies of the final report;
- Receive Executive Summary of the final report for use on company website and for marketing purposes; and
- Receive recognition as a leader for cutting-edge research of K-12 e-learning in Canada for sponsoring the research study.

Additionally, for the sixteen annual report we are looking for sponsors who are interested in imagining a future for this annual study – a future that may share features of the existing study and report, but a future that could also look quite different. Looking ahead, given what we know and have learned over the years from the annual State of the Nation: K-12 E-Learning in Canada report, what would you like to have more information about, more examples to follow, more data to use to provide for the future of e-learning within your organization?

For-profit and non-profit institutions, organizations, individuals, foundations and companies are welcome to partner with the State of the Nation: K-12 E-Learning in Canada research team for sponsoring the study. Please consider sponsorship of this important survey and report to be conducted annually. Your consideration is deeply appreciated.

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