

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

2025 Edition

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HIGH SCHOOL



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Michael K. Barbour

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Table of Contents

Acknowledgements	i
Executive Summary	iii
1. Introduction	1
1.1 Methodology	1
1.2 How to Read This Document	2
2. National Overview	3
2.1 Nature of K–12 E-Learning Regulation	3
2.2 Nature of K–12 Distance/Online Learning Activity	5
2.3 Level of K–12 Distance/Online Learning Activity	8
2.4 Level of K-12 Blended Learning Activity	10
3. Jurisdictional Summaries	12
3.1 Newfoundland and Labrador (NL)	13
3.2 Nova Scotia (NS)	14
3.3 Prince Edward Island (PE)	15
3.4 New Brunswick (NB)	16
3.5 Quebec (QC)	17
3.6 Ontario (ON)	18
3.7 Manitoba (MB)	19
3.8 Saskatchewan (SK)	20
3.9 Alberta (AB)	21
3.10 British Columbia (BC)	22
3.11 Yukon (YT)	23
3.12 Northwest Territories (NT)	24
3.13 Nunavut (NV)	25
3.14 Federal	26
4. References	27
5. Call for Sponsors – 2026 State of the Nation: K–12 E-Learning in Canada Study	28

Executive Summary

The 18th 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 the activity and nature of governance for each province and territory, as well as for Indigenous programs under federal jurisdiction. This report describes only the changes that have occurred, while full profiles remain on the project research website (<https://k12sotn.ca/>).

The 2025 report highlights continued stability in both the regulation and overall scope of K-12 distance/online learning across the country. Notably, the 2024-25 school year marked the first time in the project's 18-year history that no jurisdiction introduced regulatory changes or implemented previously adopted legislation or policy affecting K-12 e-learning. While many School Acts still reference "distance education," these provisions are often limited to definitions or enabling powers and may be increasingly dated given today's operational realities. Where jurisdictions have updated terminology, "online learning" appears to be the preferred term.

Student access to public distance/online learning varies considerably across Canada. In most provinces, learners can choose online courses – sometimes from multiple providers. However, Quebec remains highly restrictive, with online enrollment typically limited to students with medical needs or exceptional circumstances. In contrast, Ontario requires students to complete two online courses to graduate from high school (with exceptions available upon request). Private/independent online learning continues to operate in a limited number of jurisdictions, but its role differs significantly by province. Ontario features a substantial presence of private programs (including several large providers), while most Western provinces have comparatively fewer private/independent programs and lower private-sector participation (e.g., Saskatchewan, Alberta, and British Columbia).

In 2024-25, Canada's K-12 population was approximately 5.7 million students, with an estimated 389,891 learners or 6.8% engaged in distance/online learning. British Columbia continues to have the highest proportion of students participating, a longstanding trend. Recent years also show increasing participation in New Brunswick, Ontario, and Saskatchewan. Excluding pandemic-inflated years, the report suggests a relatively steady pattern of modest growth (about 0.5% or less annually).

Finally, the report underscores a persistent challenge: blended learning participation is not consistently or reliably tracked across jurisdictions, and learning management system-based measures may both over- and under-estimate actual blended learning use. The report also calls into question the alignment of changing terminology, policy, and legislation with evolving practices focused on student choice, support, as well as equitable participation and pathways for learners and families. Overall, the report and companion website continue to provide a national benchmark to support informed decision-making and improvement in distance, online, and blended learning policy and practice.

1. Introduction

This report details the results of the eighteenth 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 at: <https://k12sotn.ca/>.

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 survey was initially sent to the Ministries of Education in August 2025. Reminders were sent in October and December. As the annual *State of the Nation: K-12 e-Learning in Canada* report is not designed to be simply report Ministry responses, each year the researchers also analyze both government documents and items published by 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 for the 2025 report.

Table 1. Primary data sources for the 2025 State of the Nation: K-12 E-Learning in Canada

	Primary Data Sources
NL	Document analysis
NS	Ministry of Education
PE	Document analysis
NB	Ministry of Education
QC	Ministry of Education / Key stakeholders
ON	Ministry of Education
MB	Ministry of Education
SK	Ministry of Education
AB	Ministry of Education
BC	Ministry of Education
YT	Ministry of Education
NT	Ministry of Education
NV	Document analysis
Federal	Indigenous Services Canada

Historically, 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 2024-25 data collection cycle, the survey was sent to all known contacts on three occasions from September through November 2025.

Table 2. Individual program survey responses for the 2023-24 school year

	Total Number of Programs	Number of Programs Responding	Response Rate
NL	1	0	0%
NS	2	0	0%
PE	1	0	0%
NB	2	0	1%
QC	89+	1	0.3%
ON	584	2	8%
MB	~38	0	0%
SK	20	0	0%
AB	47	8	17%
BC	69	5	7%
YT	2	0	0%
NT	1	0	0%
NV	0	-	-
Federal	4	1	25%
Total	860	17	2%

As the response rate for the Individual Program Survey in recent years has dropped below the point that it is useful as a supplemental data collection, it was not used to inform this 2025 report. The most recent responses are still included in the provincial, territorial and federal profiles located at <https://k12sotn.ca/data/>

1.2 How to Read This Document

The goal of the 2025 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/>

2. National Overview

The consistency in the general trends in both the nature of regulation and the level of activity of K-12 e-learning remains a theme of the 2025 *State of the Nation: K-12 e-Learning in Canada* report. While each year there have been minor changes, the overall scope of e-learning in Canada has generally been reliable.

2.1 Nature of K–12 E-Learning Regulation

For the first time in the 18-year history of this research project, there were no regulatory changes in any province, territory, or federally during the 2024-25 school year. In fact, this was also the first year where there was no first-year implementation of some new legislation, policy, or regulation that had been passed or adopted the previous year. Simply put, there were no regulatory changes related to K-12 e-learning across Canada during the 2024-25 school year.

As has been reported in the past, many provinces and territories continue to have some reference to distance education in the *Education Act* or *Schools Act*. However, 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 3 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 3. 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	✓			

While there have been no regulatory changes passed or enacted during the 2024-25 school year, it is interesting to note the change in terminology that has occurred over time. For example, when the *State of the Nation: K-12 e-Learning in Canada* first began the province of British Columbia used the term

“distributed learning” and the province of Ontario used the term “e-learning” to refer to learning that occurred when the student and teacher were geographically or temporally separated. Both jurisdictions now use the term “online learning.”

Below Table 4 provides the history of formal terminology used in the legislative or regulatory language by jurisdiction.

Table 4. Regulatory term used to refer to K-12 distance and online learning by jurisdiction

	Previously (i.e., during the period of 2008-09 to 2023-24)	Currently
NL	distance education	distance education
NS	distributed learning	distributed learning
PE	distance education (2008-09 to 2023-24)	distance education; online learning
NB	distance learning	distance learning
QC	l'éducation à distance	l'éducation à distance
ON	e-learning (2008-09 to 2022-23)	online learning
MB	distance learning (2008-09 to 2021-22)	remote learning
SK	distance education (2008-09 to 2021-22)	online learning
AB	distance education (2008-09 to 2015-16)	online learning
BC	distributed learning (2008-09 to 2020-21)	online learning
YT	distance education	distance education
NT	distance learning	distance learning
NV	distance learning	distance learning
Federal	distance education, home schooled, or virtual (internet)	distance education, home schooled, or virtual (internet)

Interestingly, almost all jurisdictions used the term “distance education” or “distance learning” when the *State of the Nation: K-12 e-Learning in Canada* first began. While the majority of jurisdictions still use that traditional nomenclature, those jurisdictions that have updated their terminology have tended to select “online learning” as the preferred term.

It should be noted that one of the difficulties with terminology is that there are often multiple terms used within each jurisdiction – often by the same unit. For example, the regulatory language in New Brunswick uses the historic term of distance learning. However, in the *State of the Nation: K-12 e-Learning in Canada* covering the 2011-12 school year it was reported that the policy handbook published by the Department of Education and Early Childhood Development was entitled *Login to e-Learning: Distributed Learning Policy Handbook*. Further, as early as the 2014-15 school year, there was a website within the Department of Education and Early Childhood Development entitled “e-Learning,” which also used the terms “distance learning” and “online learning” on the same page (see Figure 1).

Figure 1. New Brunswick Education and Early Childhood Development “e-Learning” website (circa 2015)

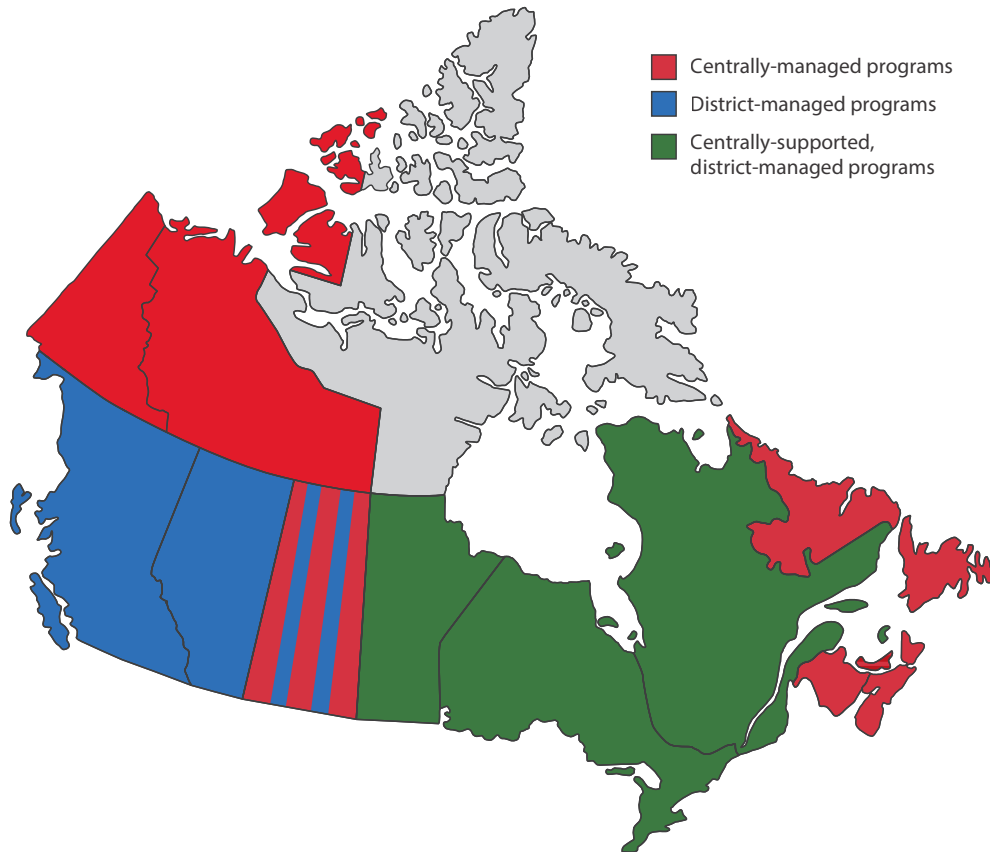


Even today, the regulatory language uses the terminology of “distance learning,” but the Anglophone program is entitled “New Brunswick Virtual Learning Centre,” while the Francophone program is called “Cours en ligne” (or course online). This is not to single out New Brunswick, as many of the Canadian jurisdictions could have been used for this illustration.

2.2 Nature of K–12 Distance/Online Learning Activity

Consistent with the regulatory environments across Canada, there have been no operational changes to the nature of K-12 distance/online learning activity across Canada (see Figure 2).

Figure 2. Types of public K-12 distance and/or online learning programming across Canada



Students from all thirteen provinces and territories continue to have the some opportunity to participate in K-12 distance and online learning opportunities – although that may be more limited in some jurisdictions compared to other. In most provinces, students have the ability to choose to take a distance/online course, in several cases with the option to select from multiple providers (or at least from a district-based provider or a centrally-managed provider). However, students in Quebec are severely limited in their ability to enroll in distance learning (often only those students with medical needs or other special circumstances). Conversely, students in Ontario are required to enroll in two online courses in order to graduate from high school (unless an exception is requested).

In addition to the public distance and online learning programming, there are several jurisdictions where private or independent K-12 distance and online programs exist (see Figure 3).

Figure 3. Private K-12 distance and online learning programming across Canada



Four jurisdictions continue to have private or independent K-12 distance and online learning programs in operation. In each jurisdiction, the nature of private or independent K-12 online learning has varied significantly. For example, the vast majority of K-12 distance and online learning programs in Ontario are private or independent. Similarly, the largest K-12 distance and online learning programs in Ontario are operated by independent schools, even though the overall activity of private or independent K-12 distance and online learning programs accounts for a small proportion of the overall K-12 distance and online learning activity. Conversely, the number of private or independent K-12 distance and online learning programs in Saskatchewan, Alberta, and British Columbia are much lower – both in terms of the proportion of private to public programs and their level of activity. For example, only 10 of the 47 K-12 distance and online programs in Alberta and only two of the 20 programs in Saskatchewan were operated by private or independent schools. Similarly, enrollment in private or independent programs in British Columbia only accounted for approximately 20% of the overall number of K-12 students engaged in distance and online learning.

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 2024-25 was approximately 5.7 million students. Based on actual and estimated enrollment data, the number of students engaged in K-12 distance and online learning was 389,891 or 6.8% 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 2024-25

	# of K–12 students	# enrolled in distance/online learning	Percent involvement
NL	63,845	~1,000	1.6%
NS	133,531	3,753	2.8%
PE	20,131	214	1.1%
NB	102,934	6,403	6.2%
QC	1,193,793	~41,000	3.4%
ON	2,080,488	~195,231	9.4%
MB	222,227	~7,200	3.2%
SK	200,066	22,383	11.2%
AB	813,064	23,028	2.8%
BC	717,347	84,223	11.7%
YT	5,960	353	5.9%
NT	8,700	103	1.1%
NV	10,902	-	-
Federal	120,180	~5,000	4.2%
Total	5,693,168	~389,891	6.8%

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

Historically, there were patterns that could be drawn from the data (e.g., the majority of provinces in Western Canada continue to have K-12 distance and online learning participation levels that are much higher than the national average or jurisdictions in Atlantic Canada and most jurisdictions in Northern Canada have a relatively low proportion of K-12 students engaged in distance and online learning). However, this is no longer the case. British Columbia continues to have the highest proportion of students engaged in distance/online learning – and this is a trend that has been consistent since the State of the Nation: K-12 e-Learning in Canada first began. Another trend that has been present in recent years has been the continued increase in the proportion of students engaged in distance/online learning in both New Brunswick, Ontario, and Saskatchewan.

The 2024-25 school year continued the trend of levels of participation returning to a pre-pandemic trajectory 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 enrollment 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%
2023-24	~350,687	6.3%
2024-25	~389,891	6.8%

**(Canadian Teachers Federation, 2000)*

As the nature of data collection stabilized during the early years of this study, the historic trend has been that the level of K-12 distance and online learning activity has increased by approximately 0.5% or less each year. If we exclude the 2020-21 through 2022-23 school years, which were artificially inflated due to the pandemic, this trend has existed since around the 2017-18 school year.

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				
	2020-21	2021-22	2022-23	2023-24	2024-25
NL	1.6%	1.5%	1.5%	1.5%	1.6%
NS	2.7%	2.1%	1.7%	2.2%	2.8%
PE	0.8%	1.3%	0.8%	1.0%	1.1%
NB	4.8%	5.2%	5.3%	5.9%	6.2%
QC	3.9%	5.5%	4.4%	4.3%	3.4%
ON	5.9%	6.8%	6.4%	7.3%	9.4%
MB	4.4%	3.9%	3.2%	2.9%	3.2%
SK	12.2%	10.3%	8.2%	8.0%	11.2%
AB	13.3%	12.5%	10.0%	5.0%	2.8%
BC	12.6%	11.1%	10.1%	10.9%	11.7%
YT	7.1%	4.6%	5.3%	6.2%	5.9%
NT	1.1%	1.4%	2.0%	2.0%	1.1%
NV	0.1%	-	-	-	-
Federal	2.8%	3.2%	3.0%	3.4%	4.2%
Total	7.3%	7.6%	6.6%	6.3%	6.8%

It is also important to point out that for the 2020-21 school year Alberta Education reported there were 97,527 (or 13.3%) students engaged in distance and online learning. However, there was no response from Alberta Education when the *State of the Nation: K-12 e-Learning in Canada* undertook its data collection for the 2021-22 school year or the 2022-23 school year – so those figures were estimated based on historic trends. When Alberta Education provided enrollment data for the 2023-24 school year it indicated that only 38,223 (or 5.0%) students were engaged in distance and/or online learning. Given that the Alberta Distance Learning Centre closed following the 2020-21 school year, this decrease may have happened gradually over the three school years or the significant drop in participation may have occurred in the 2021-22 school year. Regardless, it does suggest that the national average of 7.6% for the 2021-22 school year and 6.6% for the 2022-23 school year was likely inflated.

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 who 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 2024-25 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 jurisdictions' response to the emergency remote teaching, and later remote learning, that occurred over the past four school years.

In examining the data from a pre-pandemic to post-pandemic 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 that has continued due to the new graduation requirement. Conversely, in Western Canada both Manitoba and Alberta experienced declines, whereas British Columbia has returned to historic pre-pandemic levels. In fact, Saskatchewan was the only Western jurisdiction that experienced an increase. The jurisdictions in Northern Canada that did provide data both experienced increases too, with Yukon increasing by 2% and the North West Territories increasing by 0.5%.

Of note, Ontario reported an eight percent increase in e-learning enrollment after mandatory e-learning was initiated. It is worth noting that Ontario is the only Canadian jurisdiction with this policy. Prior to the mandatory e-learning announcement, approximately 5% of secondary students enrolled in an e-learning course in Ontario, in the 2023-24 school year, there was an eight percent increase in e-learning enrollment with over seven percent of the student population involved in one or more e-learning programs. However, it is difficult to estimate the full impact of the policy given the latest enrollment data reported by the Ministry of Education is from 2021-22 school year.

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).

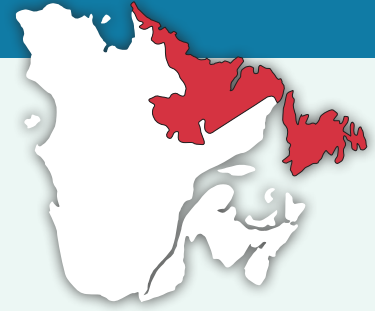
The project website contains a full jurisdictional profile that is organized in the following manner:

- 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 2024-25 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
255	Number of K–12 Schools
63,845	Number of K–12 Students
1	Number of K–12 E-Learning Programs
~1000	Number of K–12 E-Learning Students



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

e-Learning Updates

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

There have been no known regulatory changes in the province of Newfoundland and Labrador.

Since the 2019-20 school year the Department of Education has stopped including distance education enrollment as a part of its annual *Education Statistics: Elementary-Secondary* publications or in its *K-12 School Profile System*.

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

3.2 Nova Scotia (NS)

1,079,627	Population
370	Number of K–12 Schools
133,531	Number of K–12 Students
2	Number of K–12 E-Learning Programs
3,753	Number of K–12 E-Learning Students



e-Learning Updates

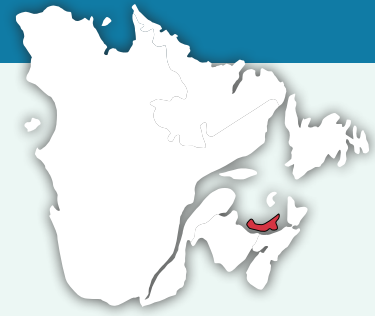
There have been no regulatory changes in the province of Nova Scotia.

During the 2024-25 school year there were two distance learning programs: the Nova Scotia Virtual School and the Nova Scotia Independent Online Learning program. There were approximately 2,653 students enrolled in offerings from the Nova Scotia Virtual School, and over 1,100 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
214	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Prince Edward Island. While not a regulatory change, the Department of Education and Early Years (2025) adjusted the definition in their Online Learning Handbook to better reflect student eligibility and school responsibilities for online learning. The change reflected schools' understanding of how they could access online learning for students, not as an option in their block scheduling, but rather as a graduation requirement pathway for students in special circumstances.

There were 68 students enrolled in a virtual provincial alternative education programme during the 2024-25 school year. Additionally, students also continued to enroll in programs offered from New Brunswick. During the 2024-25 school year there were approximately 168 students enrolled in either the English-language or French-language distance education programs.

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
2	Number of K–12 E-Learning Programs
6,403	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in province of New Brunswick.

Based on figures provided by the Department of Education and Early Childhood Development, during the 2024-25 school year there were approximately 3,332 regular students enrolled in the Anglophone program, with an additional 1012 students enrolled in the online summer program. Similarly, there 1,918 students enrolled in the Francophone program, with an additional 147 students enrolled in the online summer program.

Finally, teachers can request access to this content in the learning management system to use in their classroom teaching. This usage may take one of two formats: (1) blank course: an empty course shell that teachers can use to create whatever they want; or (2) blended course: a copy of an existing online course that teachers can use/modify. While the Ministry tracks the number of courses requested by teachers, it does not track student usage in the system. During the 2024-25 school year there were an additional 1,628 non-distance students using D2L, and a larger number accessing *MS Teams*.

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

3.5 Quebec (QC)

9,058,297	Population
2,770	Number of K–12 Schools
1,193,793	Number of K–12 Students
135+	Number of K–12 E-Learning Programs
~41,000+	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Quebec.

During the 2024-25 school year there were 130 distance learning pilot projects, spread over 72 educational establishments and organizations. The Ministry of Education did not include how many students were involved in these 130 distance learning pilot projects. Further, there were 77 students enrolled in online learning offered by LEARN and 3,115 students who attended 39,453 appointments to access LEARN's tutorial content for the purposes of blended learning. No enrollment data was provided by the Société de formation à distance (SOFAD), the Quebec Online School or the *Centre d'apprentissage en ligne de la CSSBE* (operated by the Centre de service scolaire Beauce-Etchemin).

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

3.6 Ontario (ON)

15,109,416	Population
4,850	Number of K–12 Schools
2,080,488	Number of K–12 Students
~450	Number of K–12 E-Learning Programs
~195,231	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Ontario.

During the 2023-24 school year (the most recent school year for which data are available), approximately 150,900 students participated in online learning programs offered by one of the publicly-funded school boards. Additionally, the most recent data from TVO's Independent Learning Centre was that more than 22,592 students were enrolled in distance courses during the 2023-24 school year. Finally, during the 2023-24 school year 388 private schools offered online learning, 98 of which were fully online. Approximately 21,739 students enrolled in 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 1,188,352 unique student logins in the provincial learning management system from either classroom-based or online students during the 2024-25 school year.

Remote Learning

Policy/Program Memorandum 164 outlines requirements for school boards when brick-and-mortar schools must pivot to remote learning during extended interruptions, such as public health emergencies, pandemics, natural disasters, or other unplanned events that force the closure of classrooms or schools (Ontario Ministry of Education, 2020). Key requirements include minimum standards for student engagement and synchronous learning; protocols for remote learning delivery and exemptions from synchronous learning; access to devices and Internet connectivity; use of standardized synchronous learning platforms; and cybersecurity, privacy, and online safety measures.

During the 2023-24 school year, 15,109 students participated in remote learning offered by a publicly funded district school board.

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

3.7 Manitoba (MB)

1,509,702	Population
830	Number of K–12 Schools
222,227	Number of K–12 Students
~38	Number of K–12 E-Learning Programs
~7,200	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Manitoba.

During the 2024-25 school year there were two province-wide distance learning programs: InformNet and the Ministry's Teacher Mediated Option. These programs provided distance learning to approximately 4,200 students. There was also an additional approximately 3,000 students participating in distance/remote learning at their local school or school division through the provincial learning management system.

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

3.8 Saskatchewan (SK)

1,239,865	Population
755	Number of K–12 Schools
200,066	Number of K–12 Students
25	Number of K–12 E-Learning Programs
22,383	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Saskatchewan.

As of 2024-25, there were 15 provincial schools in eight school divisions, one provincial school operated by the Saskatchewan Distance Learning Centre (SKDLC) as a Crown Corporation (which provides two offerings: a regular school year and a summer school), five independent schools, and four First Nation schools categorized as having online learning schools offering Prekindergarten to Grade 12 learning courses to Saskatchewan students. There were 22,383 unique students involved in K-12 distance education or online learning programs.

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

3.9 Alberta (AB)

5,029,346	Population
2,531	Number of K–12 Schools
813,064	Number of K–12 Students
47	Number of K–12 E-Learning Programs
~23,028	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Alberta.

At present, Alberta Education and Childcare (2025) lists 47 different distance and/or online learning programs as a part of their website directory. According to Alberta Education, there were approximately 23,028 students engaged in distance and/or online learning during the 2024-25 school year.

In terms of remote learning, in urgent situations Government of Alberta (2025) has an “In Person Learning Regulation” that outlines the circumstances and procedures for school authorities to shift to emergency remote learning for a short period of time during the emergency.

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

3.10 British Columbia (BC)

5,719,961	Population
1,926	Number of K–12 Schools
717,347	Number of K–12 Students
68	Number of K–12 E-Learning Programs
84,223	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of British Columbia.

In 2024-25 there were a total of 68 online learning schools comprised of 21 public provincial online learning schools, 16 independent provincial online learning schools, and 31 district online learning schools that enrolled approximately 84,223 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
353	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 2024-25 school year it enrolled a total of 346 students (i.e., 108 full-time and 238 supplemental). Additionally, there were 7 students enrolled in École Nomade, the French-language online program.

Finally, there were approximately 1089 students and 186 teaching staff 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
1	Number of K–12 E-Learning Programs
103	Number of K–12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the Northwest Territories.

During the 2024-25 school year 81 students were enrolled in Northern Distance Learning. Additionally, there were approximately 22 students enrolled in distance learning courses offered through the Vista Virtual School in Alberta (which was a significant drop from previous years).

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 fourth year in a row from officials in the Government of Nunavut to our repeated requests for information.

There were no known changes in the regulatory framework for Nunavut.

As the Department of Education failed to provide an update for 2024-25, 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
535 ²	Number of K–12 Schools
~120,180 ²	Number of K–12 Students
4+	Number of K–12 E-Learning Programs
~5,000	Number of K–12 E-Learning Students



¹ 2021 Census data from Statistics Canada

² refers to those reporting a 2024–25 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).

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 4,000 students engaged in distance and online learning in these programs during the 2024-25 school year. Additionally, ISC indicated that there were 1,090 students enrolled in courses listed as “distance education,” “home schooled,” or “virtual (internet)” according to the Nominal Roll Student and Education Staff Census Report.

Finally, during the 2024-25 school year there were 1,807 students listed as “blended: classroom and distance education” and 1,517 students listed as “blended: classroom and virtual (internet)” according to the Nominal Roll Student and Education Staff Census Report.

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

4. References

Alberta Education and Childcare. (2025). *Online learning*. <https://www.alberta.ca/online-learning>

Government of Alberta. (2025). *In-person learning regulation*. https://open.alberta.ca/publications/2025_013

Ontario Ministry of Education. (2020). *Policy/Program Memorandum 164 – Requirements for remote learning*. <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-164>

Prince Edward Island Department of Education and Early Years. (2025). *Online learning handbook (2025)*. Government of Prince Edward Island.

5. Call for Sponsors – 2026 State of the Nation: K–12 E-Learning in Canada Study

The 2026 version of the *State of the Nation Study: K-12 E-Learning in Canada* study will represent the nineteenth 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.

At this time we are seeking funding for the 2026 K-12 e-learning study of Canada. If your organization is interested in participating through sponsorship by supporting the nineteenth anniversary edition of the *State of the Nation Study: K-12 E-Learning in Canada* report, please contact Michael Barbour, principal investigator at mkbarbour@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 nineteenth 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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