

A Parent's Guide to Artificial Intelligence

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You can always find the most current version at <https://parentsguidetoai.ca> and provide feedback or additional information at <https://github.com/ygjb/parentsguidetoai.ca>



In B.C. Schools and at Home

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1. Introduction

Artificial Intelligence (AI) is rapidly becoming part of everyday life. It is already integrated into search engines, social media platforms, smartphones, online games, writing tools, photo editing software, translation apps, and educational applications.

Many students will encounter AI through school-supported tools, such as the Vancouver School Board's introduction of Microsoft Copilot 13+ for eligible secondary students. At the same time, they may independently access public AI services at home through websites and mobile apps. The purpose of this guide is not to tell families whether AI is "good" or "bad." Instead, it aims to help parents and caregivers understand the technology, support their children's learning, recognize potential risks, and know where to find help when needed.

Like the internet, AI that can be very useful, but it can also create new challenges. Used thoughtfully, it can support learning and creativity. Used carelessly, it can spread misinformation, invade privacy, facilitate bullying, and create new forms of harm.

Helping children use AI safely is a shared responsibility between schools, families, technology companies, and communities.

2. Understanding VSB's Copilot 13+

In May 2026, the Vancouver School Board announced the introduction of **Microsoft Copilot 13+** for eligible secondary students.

The goal is not to replace teachers or independent thinking. Instead, the initiative recognizes that AI tools are becoming part of higher education and the modern workplace, and that students benefit from learning how to use them responsibly.

According to information provided by the Vancouver School Board, the educational version of Copilot includes additional protections that may not exist in many publicly available AI tools.

These protections may include:

- School-managed accounts that are created and controlled by the school district.
- Commercial data protection
- Student prompts and conversations not being used to train public AI models
- Encrypted data handling
- Content filtering designed to reduce exposure to harmful material
- Integration with existing school digital citizenship expectations

It is important for parents to understand that **school-approved AI does not automatically mean every AI tool available online offers the same protections.**

A useful way to think about it is:

School AI tools are often managed learning environments, while public AI tools operate under their own commercial terms and privacy policies.

Parents are encouraged to review their school district's AI guidance and acceptable use policies, and to discuss these expectations with their children.

3. What is Artificial Intelligence?

Artificial Intelligence refers to computer systems that perform tasks that traditionally required human intelligence.

Generative AI systems can create:

- Written text
- Images

- Video
- Audio
- Computer code
- Study materials
- Summaries
- Music

Examples students may encounter include:

- ChatGPT
- Microsoft Copilot
- Google Gemini
- Claude
- Perplexity
- AI features built into search engines
- AI image generators
- AI-powered study apps
- AI writing assistants

AI systems do not think or understand the world the way humans do. One way to think about AI is like the autocomplete feature on your phone. It looks at many examples and predicts what is likely to come next, but that is combined with software and tools that enable AI to produce useful, if not always accurate results.

This means AI can be extremely useful, but it can also be confidently wrong. Helping students, parents, and teachers to understand how to spot these mistakes, and how to respond to them is an important goal of AI Literacy.

4. Why Are Schools Introducing AI?

Artificial intelligence is becoming part of modern workplaces and everyday life. Rather than pretending students will never use these tools, many educators believe students should learn how to use them safely and responsibly.

Digital literacy increasingly includes:

- Understanding AI capabilities
- Recognizing AI limitations
- Evaluating AI-generated information
- Protecting privacy
- Understanding bias
- Respecting intellectual property
- Maintaining academic integrity
- Becoming responsible digital citizens

The goal is not to replace learning with AI.

The goal is to teach students how to use AI while continuing to think critically and independently.

A note on the ongoing debate

The introduction of AI tools in schools is not universally welcomed, and reasonable people disagree. When the Vancouver School Board announced Copilot 13+, some students and parents publicly raised concerns, including:

- privacy concerns
- impact of AI on independent thinking and learning
- environmental cost such as water and electricity
- student safety
- social and economic impacts of AI tools

There was also a request to the board for clearer policies and the option to opt out.

If you have concerns, you are not alone, and you are entitled to raise them. Families who wish to limit or opt out of their child's use of school-provided AI tools should contact their child's school or the district directly to ask what options are available. Asking questions is part of responsible digital citizenship, and different families may reach different conclusions about AI, and that is okay.

5. School AI vs. AI at Home

Many school districts are selecting AI platforms that provide additional privacy protections and school and administration supervision.

These may include:

- Organizational accounts
- Data protection measures
- Restricted age access
- Content filtering
- Teacher supervision
- School acceptable-use policies

Each of these is a component of the rules that are enforced, either through the AI system and tools available, or through administrative rules that are explained at school and in classes.

At home, students may use public AI tools that operate under different terms and conditions. Students often use many AI tools without realizing they are AI-powered, so parents should assume that AI is already present in:

- Phones and tablets
- Search engines
- Snapchat and Instagram features
- TikTok recommendation systems
- Homework helper applications
- Gaming communities and Discord bots
- Photo editing apps
- Video editing software
- Translation tools
- Browser extensions

One useful family principle is:

School-approved does not automatically mean home-approved.

Every family should decide what level of AI use is appropriate based on age, maturity, and circumstances.

6. The Opportunities of AI

When used appropriately, AI can support a broad range of desired learning outcomes, including the examples below:

Learning Support

- Explaining difficult concepts
- Summarizing complex reading
- Creating practice quizzes
- Generating study guides

Writing Assistance

- Brainstorming ideas
- Improving grammar
- Suggesting clearer wording
- Organizing outlines

Creative Projects

- Story prompts
- Art inspiration
- Coding assistance
- Language translation

Accessibility

AI may help students who face challenges with:

- Reading
- Writing
- Language barriers
- Organization
- Planning, organization, time management and other Executive functioning

AI should help students learn, not do the learning for them. Teachers and Parents can encourage children to think of AI as a learning assistant rather than an answer machine.

7. The Risks and Challenges

Privacy

Many AI systems collect information that users provide.

Children should avoid entering:

- Passwords
- Home addresses
- Financial information
- Health information
- Student identification numbers
- Personal information about classmates
- Family information
- Private photographs

A useful rule:

Never put anything into an AI tool that you would not want copied, stored, or shared.

Misinformation

AI systems can generate convincing but incorrect information.

Students should ask:

- Where did this information come from?
- Can I verify it?
- Does another source agree?
- Could this be fabricated?

Critical thinking remains essential.

Bias and Fairness

AI systems learn from enormous collections of text and images created by people, and they can absorb and repeat the biases present in that data. This means AI can produce results that unfairly favour or stereotype certain groups, present a narrow point of view as if it were neutral, or leave out perspectives that were underrepresented or not included in its training data.

Students should understand:

- AI answers are not neutral or objective just because a computer produced them.
- The "average" answer an AI gives may reflect whose voices were most common online, and not what is fair, accurate, or complete.

Parents can encourage children to ask:

- Whose perspective might be missing?
- Could this answer be unfair to certain groups?
- Would another source provide a different viewpoint?

Copyright and Ownership

Students should understand that AI-generated content may draw upon existing works. Schools, creators, and governments continue to develop policies around AI and intellectual property. Intellectual property is a broad term that generally covers creative work that belongs to someone and is protected by law, but can include copyright (for example, music, movies, and art), trademarks (most brands and names, and some specific representations of those) and patents (exclusive rights to use or manage different industrial or technical processes in exchange for publishing them).

A good family guideline is:

Use AI to help create your own work—not to copy someone else's.

Deepfakes

Deepfakes are fake pictures, videos, or audio recordings created using AI. AI can generate realistic images, audio recordings, and videos that appear authentic but are entirely fabricated.

Deepfakes can be used for:

- Harassment
- Bullying
- Political misinformation
- Identity theft
- Financial scams
- Sexual exploitation

Children should understand that realistic media is not necessarily real.

Non-Consensual Intimate Images

Intimate images are private sexual images, and while it can include pictures with nudity, it can cover any type of provocative imagery. AI can generate or manipulate images that appear to depict real people in intimate situations without their consent. This is a serious and growing concern across Canada, and it can happen to anyone.

Students should understand:

- Creating fake intimate images of others causes real harm.
- Sharing such images can have serious legal and school consequences.
- Being targeted is **never** the victim's fault.

If this happens to your child, there are fast, free, B.C.-specific ways to get images removed and to get support. See **Section 12** for exactly who to contact.

Sextortion

Sextortion means threatening someone to make them send money or more private images. Online predators may use AI-generated images, fake identities, or manipulated photographs to threaten or extort young people.

Warning signs include:

- Requests for private images
- Sudden demands for money
- Threats to expose embarrassing content
- Online relationships that quickly become controlling

Children should know:

If someone threatens you online, you can always ask for help — and you will not be in trouble for asking.

Sextortion can move very quickly and feel overwhelming for a young person. Reassure your child that telling a trusted adult is the right move, no matter what the other person has said or threatened. See **Section 12**.

AI Companions and Emotional Dependency

Some AI systems are designed to simulate friendship or emotional support.

Parents should be aware if children begin:

- Replacing real friendships with AI conversations
- Seeking constant reassurance from chatbots
- Spending excessive time with AI companions
- Avoiding real-world interactions
- Other emotional dependency, such as feeling like they need the AI to feel okay or be successful

AI can be a useful tool, but it should not become a substitute for healthy human relationships.

Other Considerations: Environmental Impact

Running large AI systems requires significant computing power, which uses electricity and water. Some students and families weigh this environmental cost when deciding how much to rely on AI tools. There is no single "right" answer, but it can be a worthwhile part of a family conversation about using technology thoughtfully and only when it genuinely helps.

8. Helping Your Child Use AI Responsibly

Encourage your child to:

- Verify AI-generated information.
- Understand what they submit.
- Respect other people's privacy.
- Use AI to support—not replace—their own thinking.
- Tell teachers when AI has been used, if required.
- Ask questions when something feels wrong.

A useful question for parents to ask is:

"Could you explain this work without using the AI?"

9. A Family AI Agreement

Consider discussing the following expectations:

- AI may be used for studying and brainstorming.
- AI should not complete assignments that students do not understand.
- Private information should never be shared.
- AI should never be used to bully or impersonate others.
- Fake images of real people should never be created or shared.
- Ask permission before uploading photographs of friends or family.
- Be honest about when AI helped create school work.
- Parents and children should feel comfortable discussing AI use openly.

10. Conversation Starters

- What AI tools are popular at school?
- Have you ever seen AI make a mistake?
- How would you know if an image was fake?
- What should never be shared with AI?
- What would you do if someone made a fake picture of a friend?
- How do your teachers expect AI to be used?
- What AI features do you use without even thinking about them?

11. The AI Traffic Light

Green — Generally Appropriate

- Practice quizzes
- Brainstorming
- Study guides
- Grammar assistance
- Learning explanations
- Ask AI to explain something you are learning.

Yellow — Use Carefully

- Research summaries
- Essay outlines
- Public AI chatbots
- Image generation
- Social media content creation

● Red — Avoid

- Submitting AI work as your own
- Sharing private information
- Creating fake images of real people
- Bullying or impersonation
- Creating sexualized content involving minors
- Trusting AI without verification

12. If Something Goes Wrong — Who to Contact

If your child experiences online harm involving AI, act calmly and quickly. The steps below come first; the specific services to contact are listed right after, so you do not have to search for them in a crisis.

First steps

Stay calm. *Children are far more likely to seek help if they know they will be supported, not blamed.*

Preserve evidence. *Take screenshots of messages, profiles, and images if it is safe to do so — this helps with removal and reporting.*

Stop further sharing. *Do not forward or redistribute harmful material, even to report it informally.*

Who to contact (B.C. and Canada)

For a fake or shared intimate image of a young person:

- Take Back Your Images (B.C.) — takebackyourimages.gov.bc.ca
 - B.C.'s dedicated portal for getting intimate images (including AI-generated or "deepfake" images) removed.
 - It connects you to the **Intimate Images Protection Service**, which offers free emotional support, helps you apply, and helps communicate removal orders to platforms. Through this process you can apply to the **Civil Resolution Tribunal** for a takedown order, an order to stop distribution, and compensation.
- [NeedHelpNow.ca](https://needhelpnow.ca) — step-by-step help for youth to remove sexual images or videos that have been shared online.
- [Cybertip.ca](https://cybertip.ca) — Canada's national tipline for reporting the online sexual exploitation of children. Report here if your child is under 18.

To report something that happened at or involves school:

- [erase — Report It](https://erase-reportit.ca) — B.C.'s confidential reporting tool that sends a private message to your school or district's safe-school coordinator, who follows up promptly. You can report anonymously or include your name.
- Contact school administration directly if classmates are involved.

For emotional support — any time, day or night:

- Kids Help Phone — call 1-800-668-6868, or text CONNECT to 686868. Free, confidential support for young people across Canada.

To report threats, extortion, or child exploitation:

- Contact your local police (call 911 in an emergency, or the non-emergency line otherwise), in addition to Cybertip.ca.

Your child is not in trouble for being targeted, and reporting is the fastest path to making it stop. Survivors of intimate-image abuse in B.C. have a real, free, legal route to having images removed — they are not on their own.

13. Final Thoughts

Artificial intelligence is becoming part of modern childhood.

Like the internet, smartphones, and social media before it, AI presents both opportunities and challenges.

Parents do not need to become technical experts.

The most important things parents can do are:

- Stay curious.
- Learn alongside their children.
- Encourage critical thinking.
- Protect privacy.
- Talk openly about difficult topics.
- Ask for help when needed.

The goal is not to raise children who avoid AI.

The goal is to raise children who can use AI thoughtfully, ethically, and safely.

Appendix A — Frequently Asked Questions

Is AI cheating?

Not necessarily.

Using AI to brainstorm or study may be acceptable. Submitting AI-generated work as original work may violate school expectations. When in doubt, your child should ask their teacher what is allowed for a specific assignment.

Should I let my child use ChatGPT or other AI tools?

This depends on age, maturity, and family expectations.

Many parents choose supervised use combined with discussions about privacy and critical thinking. Note that many public AI tools set their own minimum age in their terms of use — it is worth checking.

Can AI create fake pictures of my child?

Yes.

Modern AI systems can generate convincing fake images based on photographs or simple text prompts.

What should I do if someone creates a fake image of my child?

- Stay calm and reassure your child it is not their fault.
- Save evidence (screenshots) if it is safe to do so.
- Do not redistribute the image.
- Use takebackyourimages.gov.bc.ca to begin removal and get support, and report to [Cybertip.ca](https://cybertip.ca) (your child is a minor).
- Use erase — Report It or contact school administration if classmates are involved.
- Call Kids Help Phone (1-800-668-6868) for emotional support.
- Contact police (911 in an emergency) if there are threats or exploitation.

See **Section 12** for full contact details.

Can my family opt out of school-provided AI?

Policies vary and are still developing. If you would prefer your child not use a school-provided AI tool, contact your child's school or district directly to ask what options are available.

Can AI replace teachers?

No.

AI can support learning, but teachers provide judgment, mentorship, emotional support, social development, and human connection.

Appendix B — Canadian Resources and References

Links below point to official pages that are maintained and kept current. If a specific page has moved, start from the organization's main website. If you find that a link is broken or out of date, please contact me at yvanboily@gmail.com

Appendix B — Canadian Resources and References

- [B.C. Ministry of Education and Child Care — Digital Literacy and the Use of AI in Education](#)
- [Considerations for Using AI Tools in K-12 Schools \(PDF\)](#)
- [Vancouver School Board — Digital Literacy and Use of AI in Education](#)
- [Vancouver School Board — Copilot 13+ in Secondary Schools](#)

British Columbia — Intimate Images and Online Harm

- [Take Back Your Images / Intimate Images Protection Service \(B.C.\)](#): B.C.'s front door for removing images and getting free support.
- [B.C. Government — Report and Remove Your Images \(resource hub\)](#): Links to the erase — Report It school tool, Cybertip.ca, and other removal services.
- [Civil Resolution Tribunal — Intimate Images](#): The tribunal process for takedown orders and compensation.

Canada — Online Safety

- [Canadian Centre for Child Protection](#)
- [Cybertip.ca](#): Canada's national tipline for online child sexual exploitation.
- [NeedHelpNow.ca](#): Help for youth to remove and manage shared intimate images.
- [Kids Help Phone](#): 1-800-668-6868, or text CONNECT to 686868.

Canada — Digital Literacy

- [MediaSmarts](#): Parent-facing resources on AI, algorithms, and talking to children about technology.

Canada — Privacy

- [Office of the Privacy Commission of Canada — Privacy and AI](#)

Appendix C — Further Reading

- **British Columbia Ministry of Education and Child Care — Digital Literacy and the Use of AI in Education**
Provincial guidance on the role of artificial intelligence and digital literacy in K-12 education.
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/ai-in-education>
- **MediaSmarts — Parent Resources on AI, Algorithms, and Talking to Kids About Technology**
Canadian resources designed to help families understand AI, recommendation algorithms, and healthy conversations about technology use.
<https://mediasmarts.ca/digital-media-literacy/general-information/ai-and-algorithms/resources-parents-ai-and-algorithms>
- **Office of the Privacy Commissioner of Canada — Privacy and Artificial Intelligence**
Information about privacy considerations, responsible AI development, and protecting personal information.
<https://www.priv.gc.ca/en/privacy-topics/technology/artificial-intelligence/>
- **Canadian Centre for Child Protection — Resources for Families**
Educational materials and support resources to help families protect children from online

exploitation and abuse.

<https://www.protectchildren.ca>

- **Cybertip.ca — Canada's National Tipline for Reporting Online Child Sexual Exploitation**

Canada's official reporting service for online child sexual exploitation, sextortion, and image-based abuse involving minors.

<https://www.cybertip.ca>

- **NeedHelpNow.ca — Helping Youth Remove and Manage Intimate Images Online**
Practical guidance for young people and families dealing with the online sharing of intimate images.

<https://needhelpnow.ca>

- **Government of British Columbia — Intimate Images Protection Act: Report and Remove Your Images**

Information about B.C.'s legal protections and support services for victims of non-consensual intimate image sharing, including AI-generated images.

<https://www2.gov.bc.ca/gov/content/safety/public-safety/intimate-images>

- **Vancouver School Board — Digital Literacy and the Use of AI in Education / Copilot 13+ for Secondary Students**

Information for VSB families about digital literacy, responsible AI use, and the district's implementation of Microsoft Copilot for eligible students.

<https://www.vsb.bc.ca/digital-literacy-and-use-of-ai-in-education>

<https://www.vsb.bc.ca/copilot-13-in-secondary-schools>

Appendix D — Quick Reference Checklist for Parents

Good Everyday Uses

- Brainstorming
- Practice quizzes
- Study help
- Translation
- Learning explanations

Warning Signs

- Secretive AI use
- Sharing personal information
- AI replacing friendships
- Deepfake bullying
- Requests for intimate images
- Sudden online threats

If Something Goes Wrong

- Immediate Action: Stay calm and supportive
 - Documentation: Save evidence (screenshots) and stop further sharing
 - If school-related: Contact administration and use erase-Report It
 - If intimate images involved: Use Take Back Your Images (B.C.) and Cybertip.ca
 - If threats/extortion occur: Contact local police (911 for emergencies)
 - Emotional Support: Contact Kids Help Phone (1-800-668-6868)

Appendix E — AI and Digital Literacy

Glossary

This glossary explains some of the words and phrases used throughout this guide. The definitions are written in plain language and are intended to help parents, caregivers, and students understand common AI and digital safety terms.

- **Academic Integrity:** Being honest about your own work and following the rules for assignments, tests, and projects.
- **Acceptable Use Policy:** A set of rules that explains how school computers, networks, and technology tools should be used.
- **Algorithm:** A set of instructions that tells a computer how to solve a problem or make a decision.
- **Artificial Intelligence (AI):** Computer technology that can perform tasks that usually require human thinking, such as answering questions, creating images, or writing text.
- **AI Assistant:** A computer program that uses AI to help answer questions, complete tasks, or provide suggestions.
- **AI Companion:** An AI chatbot designed to simulate friendship or conversation over long periods of time.
- **AI Model:** The underlying computer system that has been trained to recognize patterns and generate responses.
- **AI-Generated Intimate Image:** A fake or altered private sexual image created using artificial intelligence.
- **Bias:** An unfair preference or tendency that can cause AI to favour certain viewpoints or groups over others.
- **Chatbot:** A computer program that carries on a conversation with a user through text or voice.
- **Citation:** Information that identifies where facts, ideas, or quotations came from.
- **Commercial Data Protection:** A feature that helps prevent information entered into certain AI systems from being used to train public AI models.

- **Content Filtering:** Technology that blocks or reduces access to harmful, inappropriate, or unsafe material.
- **Copyright:** Legal protection that gives creators control over how their original work is copied or used.
- **Critical Thinking:** Carefully examining information, asking questions, and deciding whether something is accurate or trustworthy.
- **Cyberbullying:** Using technology to repeatedly hurt, embarrass, threaten, or harass another person.
- **Data Collection:** The process of gathering information from users or devices.
- **Data Retention:** How long an organization keeps information after it has been collected.
- **Deep Learning:** A type of artificial intelligence that learns by analyzing very large amounts of information.
- **Deepfake:** A fake image, video, or audio recording created or altered using artificial intelligence to look or sound real.
- **Digital Citizenship:** Using technology safely, responsibly, respectfully, and ethically.
- **Digital Literacy:** The skills needed to use technology effectively, think critically about online information, and stay safe online.
- **Digital Wellbeing:** Maintaining a healthy and balanced relationship with technology.
- **Disinformation:** False information that is deliberately created or shared to mislead people.
- **Emotional Dependency:** Feeling like you need a person, service, or technology in order to feel safe, happy, or emotionally supported.
- **Encryption:** A method of protecting information by converting it into a form that only authorized people or systems can read.
- **Executive Functioning:** The mental skills that help people plan, organize, manage time, remember instructions, and control impulses.
- **Fake News:** False or misleading information that is presented as though it were real news.
- **Generative AI:** A type of artificial intelligence that creates new content such as text, images, music, video, or computer code.
- **Hallucination (AI):** When an AI system confidently generates information that is incorrect, made up, or unsupported by evidence.
- **Harassment:** Repeated behaviour intended to upset, threaten, intimidate, or harm another person.
- **Identity Theft:** The use of someone else's personal information without permission, usually for fraud or deception.
- **Image-Based Abuse:** The creation, sharing, or threat of sharing private or intimate images without a person's consent.
- **Impersonation:** Pretending to be another person online or through technology.
- **Intellectual Property:** Creative work, ideas, or inventions that legally belong to the person or organization that created them.
- **Intimate Image:** A private sexual image or video of a person.

- **Intimate Images Protection Act:** A British Columbia law that helps people stop the sharing of intimate images without their permission and provides legal remedies for victims.
- **Large Language Model (LLM):** A type of AI system that has been trained on very large amounts of text so that it can understand and generate human language.
- **Machine Learning:** A method of building AI systems by allowing computers to learn patterns from large amounts of information instead of programming every rule directly.
- **Manipulated Media:** Images, videos, or audio recordings that have been edited or altered to change their meaning or appearance.
- **Metadata:** Information about other information, such as when a photograph was taken or who created a file.
- **Microsoft Copilot:** Microsoft's AI assistant, including the version provided by some schools for educational use.
- **Misinformation:** False or inaccurate information that is shared without the intention to deceive.
- **Natural Language Processing (NLP):** A branch of AI that helps computers understand and work with human language.
- **Non-Consensual Intimate Image:** A private sexual image that is created, shared, or distributed without the permission of the person shown.
- **Online Boundaries:** Personal rules about what information, images, or conversations should or should not be shared online.
- **Online Grooming:** When someone builds trust with a young person online in order to exploit, manipulate, or abuse them.
- **Organizational Account:** An account that is created and managed by a school, workplace, or other organization.
- **Personal Information:** Information that can identify a person, such as their name, address, phone number, school, or date of birth.
- **Phishing:** An attempt to trick someone into giving away passwords, financial information, or other personal details.
- **Plagiarism:** Presenting someone else's work or ideas as your own without giving proper credit.
- **Privacy:** A person's right to control who has access to their personal information.
- **Prompt:** The question, instruction, or request that a user gives to an AI system.
- **Prompt Engineering:** The practice of carefully designing prompts to get better or more accurate results from an AI system.
- **Public AI Tool:** An AI service that is available to the general public, usually through a website or mobile app.
- **School-Managed Account:** A user account that is created and controlled by a school or school district.
- **School-Supported AI:** An AI tool that has been approved or provided by a school or school district for educational purposes.
- **Scam:** A dishonest attempt to trick someone into giving away money, information, or property.

- **Screen Time:** The amount of time a person spends using devices such as phones, tablets, computers, or televisions.
- **Sextortion:** A form of blackmail where someone threatens to share private or sexual images unless they receive money, more images, or other demands are met.
- **Stop Distribution Order:** A legal order requiring someone to stop sharing or distributing harmful material, including intimate images.
- **Takedown Order:** A legal order requiring that harmful online content be removed.
- **Training Data:** The large collection of information that an AI system learns from during development.

Disclaimer

This guide is intended for educational and informational purposes only. It is not legal advice, medical advice, or psychological counselling. Parents and caregivers should consult appropriate professionals or authorities when dealing with specific situations involving child safety, online exploitation, privacy breaches, or legal concerns. Service details and laws referenced here were accurate as of June 2026 and may change; confirm current information through the official links in Appendix B.

A note on content: This document is written to present a set of resources to parents, caregivers, and help folks to understand how AI might be used by children, for good or bad. This document does not attempt to influence whether AI is a net benefit or drawback, and that was an editorial choice I made - I have strong opinions about AI (some good, some bad), and there is a healthy space for debate, but parents who aren't engaged in that debate still need resources to help them manage even if they disagree with the adoption or promotion of AI tools. I am the primary author of the document, however I did use AI to assist in automating the verification of sources, to conduct language and tone reviews, to ensure that the content was written to be accessible to a grade 8 and higher audience, and to adapt the structure and format of the document.

A note on currency: AI tools, school policies, and support laws change quickly. Some details in this guide — including the Vancouver School Board's rollout schedule and B.C.'s intimate-image protection rules — were accurate as of June 2026 but may be updated. When in doubt, check the official links in Appendix B, which point to pages that are kept current.