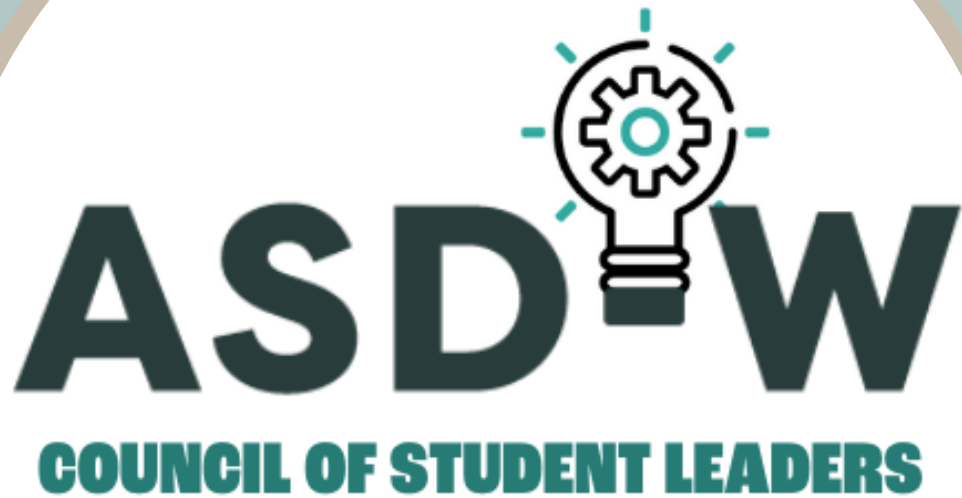


FINAL REPORT

AI EDUCATION AND USE
IN ASD-W



2025-2026

The ASD-W Council of Student Leaders acknowledges the land on which all Anglophone School District West schools, with the exception of one, is located on the traditional unceded and unsurrendered territory of Wolastoqiyik.

This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik, Mi'kmaq, and Peskotomuhkati peoples first signed with the British Crown in 1725.

We note that the treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey, Mi'kmaq, and Peskotomuhkati title and established the rules for what was to be an ongoing relationship between nations.

INTRODUCTION



The Council of Student Leaders 2026

The Council of Student Leaders is a group of twenty-four students representing all nineteen high schools out of the seventy schools across the Anglophone West School District. The purpose of the Council is to provide student voice and perspective concerning things happening in the district, from a student viewpoint, to address student problems. The student leaders act as advocates for their schools and the district. This is the fourth consecutive year where the Council has met and there are eleven returning members from previous years.

The Council meets in its entirety four times throughout the school year, though there are several subcommittees on the Council that have additional meetings. The students vote on a research topic and then acquire the necessary data to formulate recommendations to address the issue. During the first meeting, the Council determines the topic they intend to do a 'Deep Dive' on, which is voted upon. In the second meeting, the Council prepares and refines research questions, develops a methodology, and forms a research committee. During the third meeting, the research committee presents their findings to the Council, which then prepares its recommendations. Finally, at the fourth meeting, the Council reviews the document prepared by the writing committee line-by-line, which must be approved by the Council itself.

Each time the Council assembles, they conduct a formal board meeting. In addition to the research conducted, the Council hosts various guest speakers at each meeting. The Council also has had the opportunity to ask questions related to any issues that have arisen in schools since the last meeting to the District Superintendent, David McTimoney.

On October 28th, 2025, the Council of Student Leaders worked together to share their experiences, setbacks and accomplishments from their own schools, to find a 'Deep Dive' topic for the yearly initiative. As a group, they decided to intentionally focus on **"AI Education Use and Guidelines."**

After the formation of a Data Team, a question came from the initial topic:

"What are high school students' experiences using AI, and how is AI helping or hindering students' learning?"

Key Terminology

Artificial Intelligence (AI): a branch of computer science aimed at creating machines that simulate human intelligence.

Generative AI: a type of artificial intelligence that produces new content – text, images, audio, code, or video – in response to a prompt. These systems are trained on large amounts of existing human-created content and generate outputs by recognising statistical patterns, not by understanding meaning. Outputs can appear fluent and authoritative even when they are incomplete, biased, or incorrect. (Definition developed by EECD)

Cisco: a Global Technology Company. Among other things, Cisco has an Education Program designed to teach students and educators about networking, cybersecurity, and IT skills.

It's been freely accessible for 25 years. Recently, it has made AI and Data Science courses available.

DEVELOPING RESEARCH QUESTIONS

Resources were shared by the following:

- *Brenda Cameron* (Subject Coordinator for Digital Education and Skilled Trades (ASD-W),
- *Sarah Rankin* (Centre of Excellence-Digital Innovation Lead Digital Learning and System Excellence (EECD)
- *Dimitri Pavlounis* (CIVIX Canada),
- *Paul MacIntosh* (Director of Communications & RTIPPA Coordinator (ASDW)
- *Susan Young* (Director of Data and Improvement (ASDW)

Data points were formed from the Data team's research:

Data Point 1

As of Oct 1st 2025, 8477 high school students are in attendance in ASD-W. (Susan Young)

Data Point 2

48% of Canadian university and college students say their critical thinking skills have deteriorated since they started using AI. (KPMG, 2025)

Data Point 3

0% of students in ASD-W have registered for Cisco, since the course was made available for 2025-2026. (Sarah Rankin)

Based upon the collected data, the Council refined four research questions:

RESEARCH QUESTIONS

1

How are students using AI as part of their education and how do they feel about it?



Council members hold their first formal board meeting

2

Do students know how to use AI safely and understand the resources they are using?

3

How can we evaluate existing resources, and then how can we increase awareness and promote the resources that will be most beneficial to high school students?

4

How can we show students the positive and negative effects of AI on students' digital literacy skills (critical thinking, cyber security/privacy, and analytical thinking)?



Council members working to refine their 'Deep Dive' topic.

METHODOLOGY

In March of 2026, the Council engaged three key research methods to collect both qualitative and quantitative data to answer the research questions in ASD-W schools.

Research Method	Description	Sample Size and Description
World Café	The world café was used to gain multiple students' opinions and experiences with AI efficiently. It followed a structure of small groups discussing questions for 15 minutes before moving on to the next topic, and so on until all topics were discussed. To end, students from each small group would share their perspectives to all participating members. A set of basic questions was provided, with the flexibility to explore beyond them without limitations, such as: • When and how have you learned about AI use, both at school and outside of school? • How and why do you think students (including you) are currently using AI? • What do you think is a safe and/or appropriate way to use AI in your learning opportunities? See APPENDIX I	• Middle School: 50 students • High School: 129 students • Total: 179 students Participating Schools: Canterbury High, Chipman Forest Avenue, Fredericton High, Leo Hayes High, Stanley Consolidated, Woodstock High
Anonymous Online Student Survey	An anonymous survey was conducted with both middle and high school students, where photos and videos were presented. Students were asked to evaluate whether or not they seemed to be AI. Furthermore, questions of opinion and advice regarding AI were asked. This gave qualitative and quantitative data in an organized format. See APPENDIX II	• Middle School: 50 students • High School: 103 students • Total: 153 students Participating Schools: Canterbury High, Chipman Forest Avenue, Fredericton High, Leo Hayes High, Stanley Consolidated, Woodstock High

METHODOLOGY

Research Method	Description	Sample Size and Description
Teacher Interviews	One-on-one interviews were conducted, intended to reach out to a variety of middle and high school teachers. These followed an open-ended time frame, depending on the teacher’s interest in a topic. This was done in a journalistic manner, taking notes and recording direct quotes. Questions were asked such as: • What training have you received to educate students about AI? Do you teach about AI to your students? • What AI tools do you use in your teaching? • How do you think your students are using AI? Do you allow it’s use in your classroom? • How do you see AI affecting the future of your students? • How do you see AI affecting the future of teaching? See APPENDIX I	• Interviews were conducted anonymously. • Teachers interviewed taught in diverse subjects. • Teachers interviewed held various leadership roles, including Supplemental Positions of Responsibility (SPR) and were able to provide a broader understanding of what teachers were experiencing. • Total: 6 teachers Participating Schools: Fredericton High, Leo Hayes High, Harvey High, Minto Memorial High, Chipman Forest Avenue



Council members analyzing data. April, 2026.

*Guest Speaker
Jasmine Kranat
sharing the
challenges AI
poses from a legal
standpoint.*



ANALYSIS

The following four themes emerged from the world café, anonymous survey, and teacher interviews.

Theme 1

Students are primarily being exposed to AI through social media, which raises concerns of being able to distinguish between AI used for 'fun' or 'serious/influential' topics.

Students learned about AI through:

- "Lots of social media"
- "Chat GPT"
- "When it became a big thing/popular"
- "Through seeing it"

Students expressed:

- "Some AI images or videos are funny because you know they are unrealistic and not real, some can be pushed too far by spreading dark false narratives."



*Examining the Student Survey Data.
April, 2026*

Approximately 69% of students on the anonymous AI survey expressed concerns about AI.

Theme 2

Students lack media literacy when detecting AI, and teachers identify that is negatively impacting students' academic progress (due to improper use of the tool).

The following data points were drawn from the anonymous survey.

- 60% of students responses indicate a lack of clear tools or strategies to identify AI generated content.
- 31% of students say they never fact check if something is AI or not.
- 81% of students took 1-5 minutes to figure out if an image/text is AI.

"I worry that students are far too trusting of the answers AI generates for them. It's not good for learning."

- teacher interview

ANALYSIS

Theme 3

Although teachers agree that AI should be taught (in some capacity) to prepare students for adulthood, they feel unequipped to teach, use, or incorporate AI into the classroom.

Teachers, when interviewed, expressed:

- “I have no training in the use of AI.”
- “I know some of my colleagues are using AI to generate worksheets and assignments, but I’m not there yet.”
- “There have been very limited training in NB to educate students. We are all learning together...”
- “It [AI] is evolving [at a very fast rate], and we evolve much slower (...), so we just have to roll with the punches.”



Council members presenting their research at the Digital Learning Summit. April, 2026.

Theme 4

AI is being used out of convenience for students to complete a myriad of tasks like outlining, finding sources, medical advice, or emotional support, without understanding the implications.

When referring to appropriate use of AI, students brought up themes such as:

- “To get ideas”
- “Ask it to simplify things for you”
- “Convenience”
- “Advice”
- “Quick answers”

When asked about raising concerns for AI, students answered:

- “They get too popular that people start to rely on them”
- “Yes, it’s making people lazier”
- “That it will replace human creativity”
- “Its making people dumber and less independent”



Council members responding to questions at the Digital Learning Summit. April, 2026

Approximately 44% of students responded that they use AI for convenience.

RECOMMENDATIONS

In one of the teacher interviews, a teacher stated that “There has been very limited training in New Brunswick to educate students. We are all learning together”, and the Council noticed this theme across all the data collected. When the council analyzed the data it became clear that both students and teachers agree that AI can be a useful tool—but neither group believes they have the resources to use it properly. The council has written four recommendations based on the data that should lead to clearer comprehensive awareness and education of AI to better students’ experiences with AI.

All educators should receive comprehensive education on AI from trained facilitators before they can implement and translate it into the classroom.

The Council recommends educators at all levels (K-12) receive comprehensive education allowing them to have the appropriate understandings of AI to properly intergrate it into the classroom. This education would be led by “trained facilitators”; experts on AI who have a deep understanding of the topic so they can properly educate the ASD-W educators. The Council believes that this will improve students’ understanding on how to correctly use and understand AI in schools because their teachers will have an advanced understanding of the technology. This will also contribute to standardizing AI education, because all educators will be operating with the same levels of AI competency.

The Council’s research demonstrated that educators feel underprepared on what AI is and how to use it, as well as there being a lot of gaps in AI comprehension across staff members. One educator said, “I have no training in the use of AI. I know some of my colleagues are using AI to generate worksheets and assessments, but I’m not there yet”. The Council also collected qualitative data that proves that educators want proper training on AI. One educator put it, “No teacher alone knows how to deal with AI, but they don’t want to dismiss it entirely in fear of being left behind”. This training will give educators the proper tools and AI competencies they need to effectively teach proper uses of AI to students. The Council recommends including AI professional learning opportunities in the District Improvement Plan for 2026-2027.



Candid moments of the last Council meeting. May 2026.

RECOMMENDATIONS

Add AI education into a core course/graduation requirement.

The Council urges that AI education be intergrated into curriculum, with mandatory outcomes for students to meet regarding their usage and understanding of AI. This would appear in curriculum as early as late elementar/early middle school, being exposed to students in a healthy and controlled manner to understand its uses. This would prepare students as they transition into highschool and then the workforce.

The data from the council supports that students need more structured education based around the skills needed to use AI successfully. Both teachers and students would like to see this change in schools as well. Teachers expressed why they think there should be more structured AI education by saying it's "a great learning tool, but I worry about students not gaining critical thinking skills and solving problems", or that "to some extent AI 'teaches' but they don't TEACH", and "We should always be trying to adapt to AI in the near and long-term future, because AI will soon be the norm of the 'adult' world, and students have to be prepared for that when they enter adulthood". Many of the students admit that they discovered how to use AI through social media, and that they do not know how to use it properly for schoolwork. More than 50% of students admitted to never or only occasionally fact checking if something is AI (student survey).

The Council acknowledges that New Brunswick is adding AI competencies into the curriculum, but they would like to keep this recommendation to further support the ideals that fuel the progression of AI education. As technology is ever-adapting, so should policy. Recommendations such as this from the Council is a sound reminder of that fact.



The Council Executive, 2025-26.



The Council meets with Deputy Minister of Education and Early Childhood, Ryan Donaghy.

RECOMMENDATIONS

Students should receive evidence-based information surrounding data protection and digital safety within a timely manner, such as presentations, workshops, and awareness campaigns.

Similarly to how educators should receive information from AI trained facilitators, the Council believes students should as well, particularly in a timely manner. The Council understands that it takes time to properly implement changes in the curriculum, so these information-based sessions would provide students with primary education that addresses pertinent concerns with AI before the curriculum is fully integrated. The information would be focused on data protection and digital safety surrounding use of AI—two issues that the students reported in the data the council collected. During the World Cafes, when asked how and why they thought students use AI, there were many who said things like “Therapy”, “Advice”, and “Loneliness”, all unsafe ways to use AI.

The Council also agrees that:

- it is up to the discretion of the district on the format of these information sessions given what resources are available to each school.
- the people or groups facilitating the learning be experts in digital safety specifically as it pertains to AI to prevent the spread of misinformation.
- the sessions could include information rich presentations, hands-on workshops and/or awareness campaigns to get the information out to students as soon as possible.



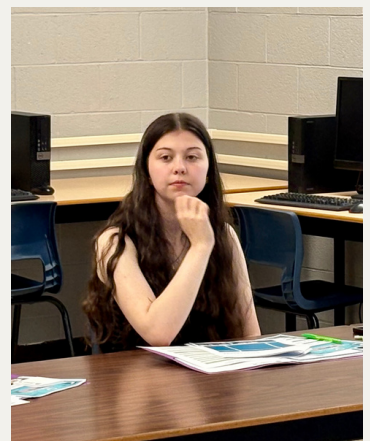
Council doing the line by line read of the report presented by the writing committee.

RECOMMENDATIONS

Students should be provided a set of academic guidelines and tools that follows the process of engaging with AI.

It is imperative for the future of education that a clear set of academic guidelines be produced for all involved in education to guide their engagement with AI. The Council recommends that this be done through formal policy that outlines an up to date definition of Artificial Intelligence as it pertains to education, clear proper and improper use guidelines for both students and teachers, and restrictions clearly put in place to protect everyone's data. The Council also wants to make it clear that it is very important for these guidelines to be accessible to students, and consistently made clear in the classroom setting.

Consistency will build a healthier understanding of AI for students. The students and educators both expressed a need for this kind of consistency through the data the Council collected. Across the World Cafes and Teacher Interviews, when asked how students and teachers are using AI in schools, almost every answer was different. Even the way educators from different schools respond to AI usage differs from current guidelines which shows inconsistency. For example, when asked what their response is to students using AI in the classroom, teachers' answers ranged from, "I tell my students that using AI to get information or learn something is fine" to "considered as plagiarism and is an instant fail on the assignment". This also is reflected in students' unguided approaches to using it as a 'tool' in class, with uses stemming from "convenience", to "language and grammar", or simply "for assignments" (World Cafes).



Candid moments of the last Council meeting.

Throughout the school year, the Council of Student Leaders has been actively exploring how AI is being used across ASD-W schools. By using both qualitative and quantitative research, the group developed an understanding of why stronger learning resources and clearer guidelines are needed within the school system. This work ultimately led to the creation of four key recommendations.

The Council of Student Leaders provides a current perspective on how AI is being used in education. Many students on the council see and experience these issues firsthand in their schools. It is with this in mind that the ASD-W Council of Student Leaders is encouraging decision-makers across the Anglophone West School District and at the Department of Education and Early Childhood Development take action based on these recommendations. In education, the ongoing use of AI is a topic that is not going away any time soon, so it's important that its use continues to be studied, understood, and taught.

As we conclude this year's report, we hope that beyond the work accomplished, the Council of Student Leaders will continue to provide a voice for students to feel heard. We hope there will always remain a Council to represent the students of ASD-W. The members of the Council are very proud to see how their recommendations can evolve into real action.

The Council of Student Leaders hopes that the group can continue to meet for years to come, as it has proven to be an outstanding resource to bring student issues to light. The Council also wants to recognize the ongoing interest and support of District Superintendent David McTimoney, whose encouragement makes both the current work and future progress possible. The 70 schools within the district are for the students, which makes having a strong student voice at the table essential for understanding and improving the school environment.

The ASD-W Council of Student Leaders voting during the line-by-line read of the final text of this report. May, 2026.



COUNCIL MEMBERSHIP 2025-2026



President – Violet MacDonald, Harvey High School

Vice-President – Lily Foster, Canterbury High School

Secretary – Lily O’Neil, Leo Hayes High School

Student DEC Representative – Rowan Seahra, Fredericton High School

Skyler Aubin, Cambridge Narrows Community School

Sarah Harvey, Carleton North High School

Methias Meikle, Central New Brunswick Academy

Addison Pollard, Chipman Forest Avenue

Winter Daniels, Fredericton High School

Jaelle Crouse, Hartland High School

Kate McLaughlin, John Caldwell School

Saifullah Salak, Leo Hayes High School

Brianna Bennet, Leo Hayes High School

Taliah Bigger, McAdam High School

Mylee Van Doren, Minto Memorial High School

Cynthia van Oord, Nackawic Senior High School

Sude Karakurt, Oromocto High School

Josiah Hebert , Saint Mary’s Academy

Ariauna Sappier-Nicholas, Southern Victoria High School

Alex Post, Southern Victoria High School

Emmeline Pinnock, Stanley Consolidated School

Mia McAskill, Tobique Valley High School

Melinda Harrington, Tobique Valley High School

Faith Odetola, Woodstock High School

ACKNOWLEDGEMENTS

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- Deputy Minister of Education and Early Childhood, Ryan Donaghy for sharing the provincial AI initiatives and discussing the council's recommendations.
- Current and previous DEC Chairs Wallace Carr and Thomas Geburt for your belief in the necessity for student voice.
- Jasmine Kranat, General Counsel at Lastwell Networks, who was our guest speaker in April for taking the time to share your experience and expertise.
- Dimitri Pavlounis of CIVIX Canada for your ongoing support, year after year.
- Sarah Rankin for sharing information with the Data Team and inviting the council to present their research at the Digital Learning Summit.
- Dr. Mary Gene Saudelli, Dean & Professor of Education, UNB for spending time with us in April and inviting the council to present our research at UNB.

Thank you to Canterbury High School, Chipman Forest Avenue School, Fredericton High School, Harvey High School, Leo Hayes High School, Minto Memorial High School, Stanley Consolidated School, and Woodstock High School for welcoming our research teams.

Thank you to everyone from ASD-W who supported the council:

- Brenda Cameron (Subject Coordinator for Digital Education and Skilled Trades)
- Sarah Francis (Nihkanatpat Ciw Skicinowi Kehkiketuwakon, Director- Leader for Indigenous Teachings)
- Jon Hoyt-Hallett (Director of Curriculum)
- Tara Gauvin (Vice-Principal of Hanwell Park Academy)
- Joe Crossland (Vice-Principal of Hanwell Park Academy)
- Jason Burns (Principal of Sunset Acres Elementary School)
- Jason Smith (Principal of Carleton North High School)
- Richard Champagne (Treaty Education Lead)
- Gabriela Guimaraes Figueiredo (Equity, Diversity, and Inclusion Program Facilitator)

Thank you to the organizing team for planning and supervising meetings:

- Susan Young (Director of Data and Improvement)
- Eric Church (Social Studies Lead Educator)
- Jennifer Keating (Fine Arts Lead Educator)
- Kelly Harris (Creative Arts and Enrichment Acting Coordinator)
- Peter Trusiak (Science, Social Studies, Experiential Learning, and Career Pathway Mentorship Coordinator)
- Paul MacIntosh (Director of Communications)

ACKNOWLEDGEMENTS

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- Peter McLaughlin (Second Winds Music Center)
- Chelsea Harris-Carr (St. Thomas University Future Wabanaki Coordinator)
- Purity Moore (St. Thomas University Future Wabanaki Intern)
- Shane Boyce (St. Thomas University Future Wabanaki Intern)
- Jeff Fevens Photography

Thank you to our meeting host sites:

- Sunset Acres Elementary School
- Hanwell Park Academy
- Carleton North High School
- STU Jazz Band for inviting us to their jazz concert.
- STU Wabanaki Center
- Second Wind Music Centre for our evening celebration
- Smoyd's Catering Off the Rails restaurant



An evening dinner after a long day of meetings.

WORLD CAFE QUESTIONS

1. When and how have you learned about AI use, both at school and outside of school?
2. How and why do you think students (including you) are currently using AI?
3. What do you think is a safe and/or appropriate way to use AI in your learning opportunities?

TEACHER INTERVIEW QUESTIONS

1. What training have you received to educate students about AI? Do you teach about AI to your students?
2. What AI tools do you use in your teaching?
3. How do you think your students are using AI?
4. What is your reaction to students using AI? Do you allow its use in your classroom?
5. How do you see AI affecting the future of your students?
6. How do you see AI affecting the future of teaching?

APPENDIX II

ANONYMOUS STUDENT SURVEY



Council of Student Leaders: Student AI Survey 2026

We're the Council of Student Leaders, and we're trying to learn more about how comfortable students are with recognizing and understanding AI. Technology is changing fast, and we want to make sure student voices are part of the conversation, especially when it comes to tools we use every day in and out of school.

This survey is quick, anonymous, and helps us understand what you already know about AI and what support or info students might want in the future.

Thanks for taking a few minutes to share your thoughts!

All images provided from CIVIX Canada Digital Media Example Bank.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1

What level of school do you attend? *

☐ Middle

☐ High

2

Is this story AI generated? Click the link to watch the video.

<https://www.youtube.com/shorts/qkJ1V1FhZnE> *



☐ Yes

☐ No

ANONYMOUS STUDENT SURVEY

3

Is this artwork AI? *



☐ Yes

☐ No

4

Is this artwork AI? *



☐ Yes

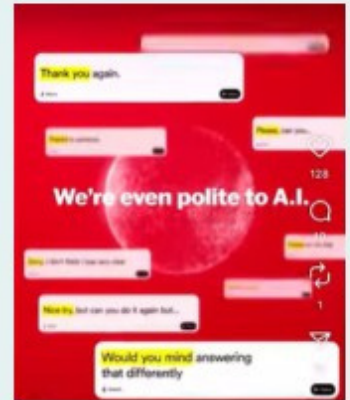
☐ No

ANONYMOUS STUDENT SURVEY

5

Is this claim true? Is Canadian AI politeness wasting energy? Click link to watch the video.

<https://www.youtube.com/shorts/Gt1tqWp8zuo> * 



☐ Yes

☐ No

6

What did you notice about the images/videos? * 

Enter your answer

7

What tools or strategies do you use to determine if an image/video/text is AI? * 

Enter your answer

ANONYMOUS STUDENT SURVEY

8

Please choose the most accurate answer for the question below. * 

Never

Ocassionaly

Often

Always

How often do you actually go
and fact check if something is
AI?

☐☐☐☐

9

Please choose the most accurate answer for the question below. * 

1-5 min.

6-10 min.

11- 15 min.

16 min. or more

How much time would you
spend to figure out if an
image or text is AI or not?

☐☐☐☐

10

Do you have any concerns about AI, and if so, what are they? * 

Enter your answer

11

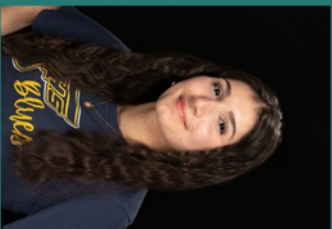
Do you care if content is created by AI? When is it okay? When is it not okay? * 

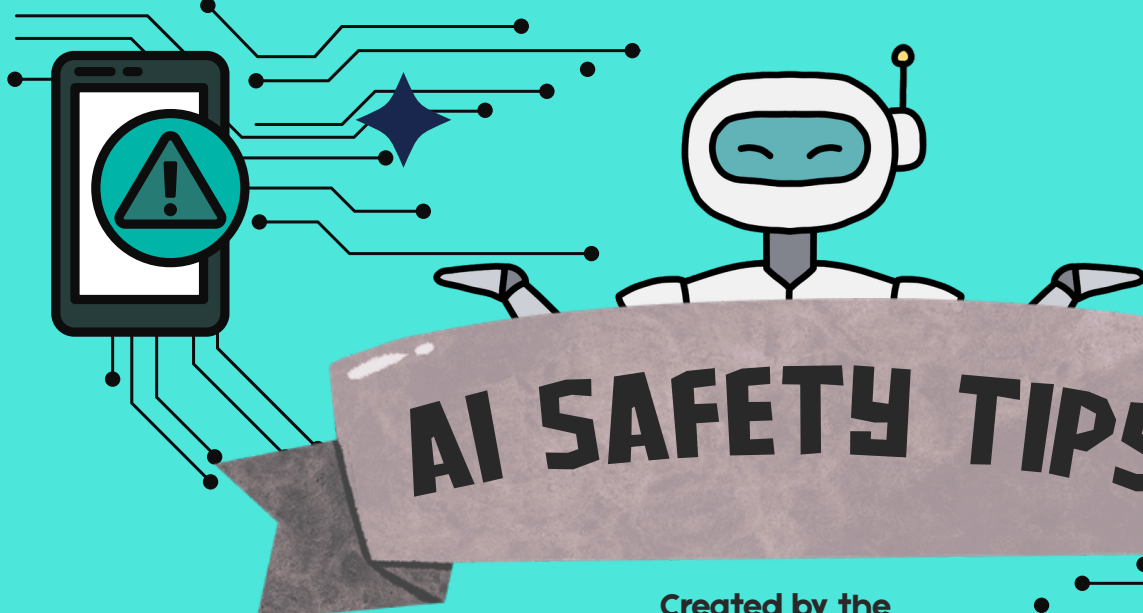
Enter your answer

12

Do you have any other thoughts about AI that you would like us to know? 

Enter your answer





AI SAFETY TIPS

Created by the
ASD-W Council of Student Leaders 2025-26



THINK CRITICALLY; AI CAN BE WRONG

AI sounds confident even when it's completely incorrect.
Always double-check facts, sources, and information.



DON'T INSERT PERSONAL INFO INTO AI

Never input passwords, addresses, private photos, or
personal information into AI tools or chatbots.
What you type online can stay online.

USE AI AS A TOOL, NOT A SHORTCUT

AI should help you learn, brainstorm, and organize ideas
rather than doing the work for you. It should never
replace your own ideas, creativity, or voice.



DON'T BELIEVE EVERYTHING ONLINE



AI-generated images, videos, and information can be
misleading or fake. Stay aware and always think smart!