

AI should **support learning, not replace** student thinking or original work.



Why this guidance matters

- Students need to **build durable knowledge and skills through curiosity, effort, confidence, and persistence**.
- When AI is used, it should support student learning **without cognitive offloading** (reducing mental effort) or **cognitive surrender** (weakening students' confidence in their own ideas and judgment).



AI literacy across subjects

- Students need to learn when **AI is appropriate, when it is not, and how to use it safely, ethically, and effectively** to support the learning process rather than simply complete a final product.
- AI can be a useful tool but can also produce inaccurate, misleading, or biased information. Students are expected to **question AI outputs, verify information, and use course learning to evaluate results**.



What students are expected to do

- **Follow each teacher's AI usage guidelines** for every assignment and assessment, recognizing that the **role of AI may vary by subject, course, and task**.
- If unsure whether AI is allowed, **ask before using it**. Only include content from AI tools or outside platforms when the teacher has given explicit permission.
- Complete all work on a **school-issued device** in the teacher-provided application, using the student's LFHS Google account.
- **Cite all AI-generated content**, whether quoted or paraphrased, and **complete any AI process tools** (disclosure statements, checklists, or reflection prompts) as directed by each teacher.
- Be prepared to **explain how AI was used, how its results were verified, and how the final work reflects authentic student thinking**.



Academic integrity and review process

- **Using AI or other sources in place of original work without permission is academic dishonesty** and is subject to the consequences laid out in the Student and Family Handbook.
- When concerns arise, **teachers review student process and other relevant evidence**.
- Students may be asked to **explain their process, show drafts, or demonstrate understanding**.
- **Families are informed** of any consequences and the option to engage in an appeals process.



Family partnership

- Encourage your student to **speak with the teacher** if they are unclear on the expectations.
- Reinforce that submitted work must reflect the **student's own thinking, effort, and understanding**.
- If concerns arise, support **honesty, transparency, and respectful participation** in the school's review process.