

Lakeview Public Schools AI Use Procedural Guide

A companion to Policy 625 (Responsible Use of Artificial Intelligence)

This guide provides Lakeview staff and students with steps for using AI effectively in the classroom and at work.

The Technology Committee reviews it each year and updates it as tools and needs change.

How to use this guide

Start with Part 1, the Red/Yellow/Green framework, to set when and how students use AI on a task. Go to Part 2 when you suspect a student used AI without permission. Part 3 is a student guide; Part 4 is a staff guide. The Student Guide and Staff Guide are one-page references designed to be handed out or posted on their own. Part 5 contains quick relevant policy reminders. Part 6 contains ready-to-use syllabus language for teachers. Part 7 lays out handling of AI misuse among both students and staff. Part 8 designates that the Technology Committee will coordinate AI training as part of its yearly review of this guide.

Human → AI → Human (H-AI-H)
You set the direction and start the work. AI assists. You stay responsible for the result and check that it's right before you use it. A student, for example, picks the topic, writes a first draft, asks AI for feedback, decides what to keep, fixes errors, and verifies facts, so the grade rests on the student's own thinking rather than on the AI. Staff works the same way, starting the task, using AI to help, and owning and checking what goes out, whether that's a lesson plan or a reply to a parent.

Part 1: Classroom AI Use Framework

This framework sets how students may use AI on a given assignment. For each task, the teacher picks one level, Red, Yellow, or Green, and tells students which one applies. The level indicates whether AI is off-limits, allowed only in specific ways, or built into the work.

The three levels

Level	What it means	What the student does
Red (stop)	No AI on this task.	Work from your own knowledge and skills. Example: a closed-book essay or a test where you show your own reasoning.
Yellow (check)	AI is allowed in the specific ways the teacher names, such as brainstorming or feedback on a draft.	Do the thinking yourself, then verify and correct whatever AI produces. Disclose AI use as the teacher asks. Example: brainstorm ideas with AI, then write and fact-check the draft yourself.
Green (go)	AI is part of the assignment. The teacher directs how to use it and teaches the skill.	Use AI as the teacher directs, judge and verify its output, and own the final result. Disclose AI use as the teacher asks. Example: the teacher leads the class in using an AI tool to test and improve a project.

Yellow and Green keep the Human-AI-Human check: the student does the thinking, verifies the output, and remains responsible for the result.

Marking the level on an assignment

The teacher sets one level for each assignment and makes it visible in Schoology, in the course syllabus, and on the assignment itself. Part 6 has paste-in syllabus blocks for each level. When an assignment has no level marked, students treat it as Red and ask the teacher before using any AI.

How the levels shift by grade

How much AI use fits a student depends on age. The default mix of levels shifts across grade bands, following Policy 625, Section II.I.

Grade band	How AI is used	Typical levels
K-5	AI use is teacher-mediated and tightly limited. The focus is helping students understand what AI is, not having them use tools on their own.	Mostly Red, with teacher-led Green demonstrations.
6-8	A structured introduction to AI tools with guardrails. Students begin judging AI output and practicing digital citizenship.	Red and Yellow are common; Green when a teacher is teaching a specific tool.
9-12	Broader AI access with accountability. Students prepare for college and work and build deeper AI literacy, including how AI models work.	All three levels in regular use, weighted to Yellow and Green.

Part 2: When You Suspect a Student Used AI

No tool (such as an AI text detector) can prove that a student used AI. And AI text detectors do not cover cases where students use it to cheat outside of writing assignments. The fastest and fairest check is a short conversation. A student who did the work can talk about it; a student who turned in AI work usually cannot, and that gap tells you more than any detector score.

An accusation can turn the moment into your word against theirs. Your goal is to determine whether learning occurred.

The process:

1. Talk to the student before you conclude anything. Frame it as an effort to understand their work, not as a decision that they cheated.
2. Ask one or two questions about their own work. Have them explain a choice they made, walk you through a section, or define a term they used. Stay curious, not accusatory. A student who wrote it answers easily; a student who did not will struggle.
3. Treat any AI-detector result as a signal, never as proof. Detectors are wrong often enough that you cannot rely on them; they flag multilingual students and unusual writing styles at higher rates, and they do not cover non-writing assignments. A flag can prompt a conversation, but it is never enough on its own to lower a grade or conclude a student cheated.
4. If the student cannot speak to what they turned in, treat it as material they did not learn. It does not matter whether AI was involved. If they cannot show the work is theirs, then the learning did not happen. Have them redo it or show their understanding another way, such as doing it in person or explaining it to you directly.
5. Consult your principal or their designee on next steps before any consequence, so the response stays consistent across the building.

How this ties to discipline

AI misuse is not a separate disciplinary track. Handle it as academic dishonesty under Policy 506, Student Discipline, using the same process and consequences the district already applies. The conversation and any redo come first. Discipline, if it is warranted, follows the existing policy rather than a new AI penalty.

Heading it off

Most of this is easier to prevent than to sort out after the fact. Work done in class, in person, or by hand is hard to outsource and gives you a clear read on what each student can actually do. Building more of a practice of ensuring students demonstrate their understanding in ways that prevent AI from serving as a crutch in your routine reduces the suspect-and-confront cycle for everyone. E.g., adding a verbal explanation to a writing assignment or asking a local-environment-based question on a math assignment.

Part 3: Student Guide

Using AI at Lakeview: When can you use AI?

AI can help you learn. It can also get you in trouble if you use it the wrong way. Here is how to use it well. Your teacher sets the rule for each assignment using three colors. They will tell you the color and post it with the work.

Color	What it means
Red	No AI on this one. Use your own knowledge and skills.
Yellow	You can use AI, but only the way your teacher says. You still do the thinking and check the answers yourself.
Green	AI is part of the assignment. Your teacher shows you how to use it.

If no color is marked, treat it as Red and ask your teacher before using any AI.

What good AI use looks like

- Ask AI to explain something you are stuck on or want to learn more about.
- Get feedback on a draft you already wrote, then decide what to change.
- Quiz yourself to check whether you understand something.

What bad AI use looks like

- Copying what AI writes and turning it in as your own.
- Using AI when your teacher said not to.
- Letting AI do the work so you skip the learning.
- Making fake images, audio, or video of a real person.
- Using AI to be mean to someone, or to make something hurtful or inappropriate.

Four rules

1. Ask first. Get your teacher's OK before you use AI. If you are not sure, the answer is no.
2. Do your own thinking. AI can help, but the ideas and the work are yours. AI also gets things wrong, so always check that what it tells you is right.
3. Say when you used it. Tell your teacher what AI you used and what you used it for, the way they ask.

4. **Keep names and personal info out of AI.** Never type in your own name, another student's name, or a teacher's name. Do not put in other personal information either, like an address, phone number, password, or anything about someone's health or family. This keeps everyone's private information safe.

Part 4: Staff Guide

This page is for staff. It covers how to use AI in your own work and how to guide students who use it. Hand the Student Guide in Part 3 to students.

What good AI use looks like

- Build and adjust lessons. Draft a lesson plan, generate practice problems, or outline a unit, then shape it to your class.
- Re-level or clarify a text. Have AI make a passage simpler or harder, or reword a dense explanation, so it fits the students in front of you. Read it before you use it.
- Draft feedback or comments on student work, then review and adjust them so the judgment stays yours.
- Handle routine work. Summarize a long document, draft a newsletter blurb, or build a first-draft rubric or quiz, then check it.
- Use it to reword or draft a parent or staff message, then rewrite it in your own words and verify the facts before you send it.

What bad AI use looks like

- Pasting a raw chatbot reply into a parent email and sending it as is. It reads as generic; parents can tell, and it costs you trust.
- Using AI to assign a grade or make a decision about a student, including discipline, placement, or who gets flagged. Those calls are yours.
- Entering any student or staff data, names included, into an AI tool. Part 5 has the full data rule.

Supervising student AI use

You decide whether and how students use AI on each task. Set the Red, Yellow, or Green level from Part 1 and tell students which one applies. When they use AI, make sure it supports their learning (and adds to productive struggle) rather than doing it for them, and that they verify its output. If you suspect AI use that breaks the rule, Part 2 covers what to do.

The human check

The Human-AI-Human idea covers your work too, not just students'. You set the direction and start the task, AI assists, and the result is yours to check and stand behind, whether it is a quiz, a rubric, or a message home. AI gets facts wrong, so read and verify what it produces before you use it or send it.

Part 5: Quick Policy Reminders

These are the policy rules that come up most in day-to-day use. Policy 625 has the full text.

1. Never put student or staff data into an AI tool. That covers names, your own and others', along with addresses, IEP or 504 details, medical or personnel records, and passwords. Treat anything you enter in a public tool as public. (Policy 625, Sections VII.C and VIII.C)
2. Students verify AI output and disclose or cite their AI use the way you require for the assignment. (Policy 625, Sections V.C and VII.B)
3. Do not use AI to make deepfakes, synthetic media, or voice clones of a real person without consent, to harass or demean anyone, or to do anything illegal. This holds for students and staff. (Policy 625, Sections VII.D and VIII.D)
4. If AI helps produce something that documents a district action or decision, that output can be a district record and follows the district's retention schedule. (Policy 625, Section XI)
5. Use only the AI tools on the [district-approved student data privacy list](#). If you want to use one that is not approved, ask the Technology Committee to review it first. (Policy 625, Section VI)

Part 6: Syllabus Language

Paste the course statement once, then drop in the block that fits each assignment, or fill in the template.

Paste this once near the top of your syllabus:

AI rules in this class are set per assignment. I will mark each one as No AI (Red), Limited AI (Yellow), or AI Included (Green). If an assignment lists no rule, treat it as No AI and ask me first. Whenever AI is allowed, keep personal information out of it, including your own name and other people's names.

For an assignment with no AI, paste this:

No AI (Red level). *AI is not allowed on this assignment. Do the work yourself, using your own knowledge and skills.*

For an assignment that allows some AI, paste this:

Limited AI (Yellow level). *You may use AI on this assignment only for the uses I name, such as brainstorming or getting feedback on a draft you wrote yourself. Do the thinking yourself and check whatever AI produces. Tell me what AI you used and how.*

For an assignment built around AI, paste this:

AI Included (Green level). *AI is part of this assignment, and I will show you how to use it. Use it as I direct, check its output, and make the final result your own. Tell me what AI you used and how.*

If your whole course is no AI, paste this instead of the per-assignment blocks:

No AI in this course (Red level). *AI is not allowed on any assignment in this class. Do all work yourself, using your own knowledge and skills. If you are not sure whether something counts as AI, ask me first.*

To set the rule on a single assignment, fill in this template:

AI on [assignment]: [not allowed/allowed only as described]. *If allowed: you may use AI to [name the exact uses]. Do the thinking yourself, check what AI produces, and tell me what AI you used and how.*

[Principals to add rubric language]

Part 7: Reporting and Incidents

If you suspect AI misuse that breaks policy, or you have a concern about safe AI use, tell your building principal or the principal's designee. That holds for staff and students. (Policy 625, Section XII.A) The response depends on the situation, and it splits two ways.

Routine misuse

A student using AI when the teacher said not to, or turning in AI-written work as their own, is academic dishonesty. Handle it under Policy 506, Student Discipline, the way Part 2 lays out. Staff misuse follows Policy 403, the employee discipline policy. There is no separate AI disciplinary track.

Serious incidents

Some incidents are bigger than a classroom decision: AI-generated explicit images of a minor, a data leak through an AI tool, cheating at scale, deepfakes, and student welfare concerns. These go to the principal and the Technology Committee. The principal notifies parents, law enforcement, or state and federal agencies as the case requires. Policy 625, Section XII has the full list.

Two of these get a specific path:

- AI-generated explicit images of a minor are a child-safety matter. Report it immediately under your existing mandated-reporter duties, which include contacting law enforcement. Do not try to investigate or handle it yourself.

- Student welfare concerns, such as an unhealthy dependence on a chatbot or a parasocial or emotional reliance on one, go to the principal and a school counselor for support, not down the discipline path.

Part 8: Training

Both staff and students need training to use AI effectively, and the district will continue to provide it. The Technology Committee coordinates training as part of its yearly review of this guide. No fixed schedule is set here; the district picks training dates as tools and needs change. (Policy 625, Section XIII)

Policy Map and Resources

How this guide maps to Policy 625

Guide section	Policy 625 section(s)
Front matter (Human-AI-Human box)	I, II, XV
Part 1: Classroom AI Use Framework	II, V, VII
Part 2: When You Suspect a Student Used AI	VIII; Policy 506
Part 3: Student Guide	VII
Part 4: Staff Guide	V, VIII
Part 5: Quick Policy Reminders	VI, VII, VIII, IX, XI
Part 6: Syllabus Language	V, VII
Part 7: Reporting and Incidents	XII; Policies 403, 506
Part 8: Training	XIII

For definitions of any term used here (AI, generative AI, PII, deepfake, synthetic media, and the rest), see Policy 625, Section III. This guide does not repeat them.

Free AI-literacy resources

- MIT Day of AI: <https://dayofai.org/curriculum-resources>
- Code.org, Generative AI: <https://code.org/en-US/artificial-intelligence>
- Stanford CRAFT: <https://craft.stanford.edu/>

These are starting points, not an endorsement or a required curriculum.