



2030 ARTIFICIAL INTELLIGENCE IN EDUCATION GUIDELINES

Policy Type: Educational Programs
Applies To: All Staff, Students,
Approved By: LCS Head of Schools
Policy Reviewed: every 6 months
Adopted: 09 2025
Revisions:

1. PURPOSE & RATIONALE

Langley Christian affirms the purposeful use of emerging technologies, including artificial intelligence (AI) within the context of faithful learning. AI tools can be used to extend human creativity, facilitate meaningful exploration, and support learners of all kinds. However, we also recognize that these tools must be engaged with thoughtful discernment, personal responsibility, and in ways that do not diminish a student's opportunity to grow in understanding, skill, or spiritual maturity.

This policy exists to support students and teachers in:

- (a) Honoring God through integrity in learning
- (b) Ensuring that AI does not replace essential cognitive, social, or spiritual development
- (c) Encouraging reflection, not just efficiency
- (d) Equipping our community to use tools wisely, ethically, and transparently

2. GUIDELINES FOR ARTIFICIAL INTELLIGENCE USE IN K-12 EDUCATION

At Langley Christian School, our vision is to be a thriving Christian learning community. Our approach to artificial intelligence (AI) must reflect our commitment to meaningful relationships, student flourishing, and deep learning grounded in Christian faith.

- (a) We CONNECT through authentic relationships and community. Our use of AI must never replace the essential relational and spiritual aspects of education, but instead support collaboration, feedback, and engagement.
- (b) We THRIVE when students are challenged to think critically, act ethically, and reflect spiritually. AI use must invite discernment, integrity, and thoughtful inquiry.
- (c) We EQUIP students to navigate the world with wisdom and confidence. As AI becomes embedded in society, our students must learn to use these tools with skill and Christ-centered values.

3. GRADE SPECIFIC GUIDELINES

(a) ELEMENTARY SCHOOL (K–GRADE 5)

GOAL: Nurture curiosity, foundational thinking, and relational learning while introducing AI in age-appropriate, guided ways.

- 3.a.1. AI use in elementary grades will be limited, relational, and always supervised by an adult. Students may explore AI tools with a teacher or parent present, not to replace their thinking, but to help them:
- Improve sentence clarity or grammar
 - Get ideas for questions or further exploration
 - Compare their thinking with suggestions from the tool
- 3.a.2. All use must be:
- Teacher- or parent-guided (no independent use)
 - Grounded in conversation, curiosity, and reflection
 - Framed to support, not replace, writing, reading, speaking, and thinking
- 3.a.3. AI will not be used to complete assignments. Teachers may model AI use occasionally to demonstrate thinking strategies or improve clarity, always reinforcing student agency and creativity.

(b) MIDDLE SCHOOL (GRADES 6–8)

GOAL: Begin developing digital literacy, ethical discernment, and foundational AI skills.

- 3.b.1. Permitted Uses (with teacher permission):
- Brainstorming or outlining ideas
 - Rewriting or editing language
 - Clarifying difficult concepts (paired with source checking)
- 3.b.2. Expectations:
- All AI use must be disclosed
 - Assignments must show student thinking and reflection
 - AI tools may not generate full answers or essays
- 3.b.3. Teachers will design assessments that encourage discussion, critical thought, and biblical integration.

(c) HIGH SCHOOL (GRADES 9–12)

Goal: Equip students for career and post-secondary success, ethical leadership, and wise decision-making in a digital world.

3.c.1. Permitted Uses (with clear guidelines)

- Generating outlines or ideas
- Improving writing clarity and structure
- Supporting study through summaries or practice questions
- Providing feedback on work

3.c.2. Not Permitted:

- Submitting AI-generated content as one's own original work
- Using AI a substitute for required reading or reflection, or to record a teacher's lesson or lecture the student is not present for

3.c.3. Teachers will:

- Require students to document AI use
- Develop authentic assessments that AI cannot complete meaningfully
- Facilitate conversations about digital ethics, theology, and vocational discernment

4. STAFF AND ADMINISTRATIVE USE

(a) Teachers and administrators are encouraged to explore AI to enhance their professional practice, including:

- generate ideas and strategies
- lesson and unit planning
- communication
- content adaptation
- research
- formative assessment and timely feedback

(b) All use must:

- Protect student and staff privacy and data - images or names of students, or personalized reports (IEPs, psychological education assessments, medical records) may not be used with any AI tool
- Reflect discernment, excellence, and LCS's mission
- Prioritize personal presence and thoughtful relationship with students

5. REVISIONS

As a school committed to connecting in community, helping students thrive in every dimension, and equipping them for faithful impact, we will continue to monitor and shape our approach to AI in alignment with our values and calling.

This policy shall be reviewed by learning leaders at each campus every 6 months.

RELATED POLICIES:

[2001 CURRICULUM POLICY](#)

[2002 INSTRUCTIONAL GUIDELINES](#)

[4001 EMPLOYEE RECORDS PRIVACY POLICY](#)

[4002 STUDENT RECORDS POLICY](#)

[4003 PERSONAL INFORMATION & PRIVACY POLICY](#)

Reviewed: