



## **AI Policies** (approved 7.30.25)

The purpose of this document is to ensure common understanding about expectations related to the integration of AI at Juan Diego. It is aligned with the [Juan Diego AI Vision and Values Statement](#).

### **Scaling Levels of AI Use**

When we talk about AI use in the classroom, students and teachers should keep in mind the following scale to state and abide by expectations for AI use on an assignment:

#### AI Levels of Use

**Level 0:** AI cannot be used. Typically, this would be the level of AI use for assessments like tests and quizzes, as well as other in-class assignments where AI use is restricted.

**Level 1:** AI can be used in an **assistive** role, where AI **supports** genuine learning. At this level, AI cannot produce or revise student work.

→ *Level 1 is default use for AI:* tackling an academic topic with AI in an assistive role is genuine learning, while also preparing our students for AI use in the future. To this end, Level 1 is the default level of AI use at the school, with students being honest and transparent about how they used AI to learn. Level 2 and Level 3 need explicit teacher permission for use on assignments.

**Level 2:** AI can be used for **revision** and **refinement** of student-created work, with appropriate citations.

**Level 3:** AI can be used in a generative role to significantly alter or create content, with appropriate citations.

In light of our values - transparency, honesty, and learning - it needs to be stated clearly: *work produced, even only in part, by AI tools, is not regarded as the student's own work*. Therefore, any ideas, quotes, research, sources, text, images, graphs, artwork, or anything derived from AI, needs to be declared as part of the assignment, and cited properly; MLA offers citation guidelines for AI → [link](#). Without proper citation, the work could be deemed plagiarized and thus subject to academic dishonesty policies. If students are unsure about AI use they should always consult with teachers before submitting work.

Students must take responsibility for all submitted work.

### **AI Academic Dishonesty Guidelines**

As with all expectations at JD, our teachers are the front lines, and will be trusted to both monitor and foster responsible AI use in their own classrooms. If a teacher suspects AI misuse on an assignment, an array of consequences can possibly follow, including but not limited to: make-up assignments for partial credit, zeroes on assignments, or for more serious or repeated offenses, referrals.



In case of referrals, the deans will step in. Here is an expected track for AI-related referrals:

- Referral 1 → detention, and meeting with the deans
- Referral 2 → detention, an AI academic dishonesty educational course, and meeting with parent/guardian and deans
- Referral 3 → suspension (in-school or out-of-school at deans' discretion) to allow for a disciplinary meeting with parent/guardian, dean, and academic vice principal, where academic contracts, exclusion from upper-level courses (APs), or expulsion may result.

At JD, per Dr. Colosimo's direction, the faculty and administration strive to balance *justice* and *mercy* when dealing with classroom behavior in all forms, and AI misuse will be no different: if a student is forthcoming when they weren't transparent and honest in their AI use, we will err on the side of mercy; if a student is not forthcoming, then they will have chosen justice, in the form of serious consequences.

Use of Generative AI systems to produce illegal or defamatory content will be met with immediate administrative review and possible dismissal.

## **Final Items**

### **Policies Subject to Change**

Given the groundbreaking technology we are seeking to incorporate meaningfully into the JD academic profile, policies in here are subject to change, stemming from thoughtful discussion on the part of JD administration and key stakeholders. We will strive to communicate any major changes with the JD community as well.

### **Commitment to Safe and Ethical Use**

In keeping with principle 2 outlined above - prioritize safety, security, and protecting sensitive information - the use of data that is nonpublic, including FERPA-covered student data, HIPPA-covered student health data, or any institutional nonpublic or confidential data, is prohibited when using ANY generative AI tool or system not approved by the school.

AI systems/tools can be used when the following conditions are met:

- *Data Minimization*: Use only the minimum amount of data necessary for the AI application to function effectively.
- *Third-Party Agreements*: Third-party AI service providers must comply with FERPA and have appropriate data protection measures in place, and/or they are willing to sign a Data Protection Agreement.
- *Administrative Review*: The school administration team has reviewed and approved the tool for use.

## **Glossary/Definitions**

When we use the term "AI" in this document, we're referring to AI tools with generative AI capabilities. ChatGPT, for example, is a generative AI tool, because it creates new content (text, images, etc.) based on the patterns and information it has "learned."



**Communication:** The poster below will be prominently displayed in classrooms

# INTEGRATING AI @ JD

AT JD, WE VALUE TRANSPARENCY, HONESTY, LEARNING, AND  
ETHICAL USE WHEN IT COMES TO ARTIFICIAL INTELLIGENCE.

## AI LEVEL OF USE:

**LEVEL 0** AI CANNOT BE USED.

*AVOID  
& EXCLUDE*

**LEVEL 1** AI CAN BE USED IN AN  
ASSISTIVE ROLE.

*ASSIST  
& SUPPORT*

**LEVEL 2** AI CAN BE USED FOR REVISION  
AND REFINEMENT.

*REVISE  
& REFINE*

**LEVEL 3** AI CAN BE USED IN A  
GENERATIVE ROLE.

*GENERATE  
& CREATE*

***THE RIGHT TOOL.  
THE RIGHT TIME.  
THE RIGHT WAY.***





## **Works Consulted/Cited**

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Chow, Andrew, interviewer. *Is Using ChatGPT to Write Your Essay Bad for Your Brain? New MIT Study Explained*. Interview with Dr. Nataliya Kosmyna. *TIME Video*, 27 June 2025, <https://time.com/7298299/chatgpt-bad-for-brain-study/>. Accessed 1 July 2025.

Judge Memorial Catholic High School. *Student Handbook*. Judge Memorial Catholic High School, link to document → [link](#). Accessed 1 July 2025.

Kosmyna, Nataliya, et al. *Your Brain on ChatGPT: Accumulation of Cognitive Debt When Using an AI Assistant for Essay Writing Task*. 10 June 2025. *arXiv*, arXiv:2506.08872. <https://arxiv.org/abs/2506.08872>. Accessed 1 July 2025.