



SAN DOMENICO SCHOOL

AI Principles and Usage Guidelines

A framework for the intentional, ethical, and age-appropriate use of artificial intelligence in our community.



Judgment at the Center

Every generation of students inherits an intellectual landscape shaped by the technologies that came before them: print, computation, the internet, and so on. Artificial intelligence is the next such shift, and it is already changing how knowledge is found and used. But it does not decide what our students understand or who they become. That remains the work of education.

In this context, schools have two responsibilities at once. We need to protect the conditions that make deep learning possible: reading closely, writing badly before writing well, trying again, and staying with a problem long enough for real thinking to begin. We also need to prepare students to work wisely with tools that will be woven into their professions, their daily lives, and how they think. The critical work is developing key skills and habits of mind, including the capacity to ask better questions, sustain attention when distraction is effortless, and bring judgment to a world where answers are easier to produce than understanding.

The materials that follow translate these philosophical aims into the daily practice of school. They set clear expectations for San Domenico students and employees around acceptable use, academic integrity, data privacy, and oversight. That foundation is necessary, but it is only the beginning. Our deeper purpose must be to build genuine AI literacy: helping students see how these systems may shape their thinking, and giving them room to wrestle with what this technology means for their futures.

We want students to develop the judgment, curiosity, and integrity to use powerful tools well, while never mistaking the output of a machine for the work of a mind.

Paul Sanders

Head of School



Guiding Principles on Artificial Intelligence

At San Domenico School, we believe technology should augment, not replace, our unique human abilities. We try to be mindful about when and where we use technology with students, integrating it deliberately when it is the right tool for the job, and using analog methods when it is not. Maintaining a human-centered approach to artificial intelligence (AI) and generative artificial intelligence (GenAI) integration ensures that technology serves to enhance learning, productivity, creativity, and connection—never to diminish human judgement, critical thinking, or meaningful relationships.

Any use of AI or GenAI must begin with clearly defined educational or operational goals and maintain human oversight and ownership at every stage, ensuring that tools are employed with purpose, integrity, and alignment with our mission to prepare students to lead, serve, and become contributing citizens.

01 Human-Centered

We keep human relationships, mentorship, and community at the heart of our work. AI tools, when used, help to strengthen rather than substitute for personal connections and individualized learning experiences, honoring the trust and care that define San Domenico's core values and community.

02 Intentional

We integrate AI with a clear sense of purpose, guided by specific learning objectives or defined operational needs, such as enhancing capabilities, inspiring creativity, deepening critical thinking, and fostering collaboration. Every use is directed by educators or staff who remain actively engaged in shaping the process and outcomes. Additionally, we push ourselves to continue learning about the rapidly evolving AI landscape in service of maintaining our own literacy to enhance teaching and learning.

03 Safe

We safeguard the well-being, privacy, and security of all community members by ensuring that AI use, when authorized by the teacher or supervisor, is monitored, reviewed, and approved by humans before any content or recommendations are applied in teaching, learning, or operations.

04 Ethical

We respect the dignity, agency, and intellectual development of every member of our community. We are open about when and how AI and GenAI are used, ensuring that human insight, judgment, and authorship remain central to all learning and creative endeavors. The human role—as thoughtful creator, ethical decision-maker, and accountable steward—is to be preserved in every authorized use, reflecting our commitment to integrity and the San Domenico mission.

05 Age and Task Appropriate

We scale authorized AI and GenAI use to meet the developmental needs of learners, preserving opportunities for skill-building, resilience, and independent thinking. We ensure that technology supports—not shortcuts—the process of growth and mastery.

This framework reflects our conviction that technology should be a partner in human learning and achievement, never a replacement for the human spirit, creativity, or ethical responsibility that lie at the core of San Domenico School.

FRAMEWORK

AI Competencies Across the Grades

Our approach scales with our students. From kindergarten through senior year, the goals, mindsets, and everyday practices below show how authorized AI use grows in sophistication—always under human guidance, and always in service of learning.



CORE CONCEPT & MINDSET

Students build healthy curiosity while learning to identify what AI is and, crucially, that AI is a machine, not a human.

Students learn how AI processes data, understand that it can have built-in biases, and practice taking responsibility for their own work.

Students learn about how AI systems operate behind the scenes, evaluate their global impact, and practice ethically-minded leadership and human ownership.

DAILY EXAMPLES

Spot the AI

Playing games to tell the difference between human-drawn and machine-generated art.

Everyday Tech

Discussing how simple automated systems recommend their favorite videos or games.

Teacher Modeling

Watching the teacher safely prompt an AI tool to generate a class story illustration — students don't interact with chatbots directly.

Guided Brainstorming

Using AI as a starting block to generate initial project ideas, outlines, or vocabulary lists.

Fact-Checking

Comparing an AI's summary against a book they read to hunt down factual errors or missed details.

Smart Choices

Learning to pause and decide if using AI is genuinely helpful for a task, or if doing it manually is better.

Critical Vetting

Fact-checking and auditing AI outputs for unfair bias, stereotyping, or misinformation before using them.

Smart Workflows

Acting as a curator or lead editor — using AI to clean up complex data or prototype code, while retaining full ownership.

Real-World Design

Collaborating alongside AI tools to map out, format, and build solutions for community and school projects.

AI ethics and safety infused throughout all grades

Position Statement on Artificial Intelligence

This document addresses the unique issues raised by AI and GenAI and will be revised regularly as these technologies evolve. At San Domenico, the use of AI and GenAI will purposefully support our defined learning outcomes, rather than serving as a simple exploration of technological curiosities. Faculty and staff will model and promote the intentional, appropriate, safe, and ethical usage of these tools, ensuring they align with our educational standards.

These guidelines apply to any third-party or publicly available AI or GenAI programs permitted within specific courses or assignments. Tools such as Google Gemini, NotebookLM, Snorkl, and Canva are now available to students, where grade-level appropriate. In order to further our students' technological fluency and literacy, some of our courses will be implementing the use of AI and GenAI tools so our students can understand the appropriate use of these tools in support of their learning.

1 Use only school-approved tools

When permitted by their teachers to use AI or GenAI tools, students must use the school-approved tools defined by the School's Generative AI Acceptable Usage Menu—such as Google Gemini, Notebook LM, Canva, or Snorkl. The School has researched and is providing subscription-level GenAI tools for all students in Grades 6–12, providing a platform that maintains academic integrity while giving faculty opportunities to better guide and assist students with their learning.

2 Protect personal information

Students should never share their personally identifiable information (PII) and/or the PII of others. Information entered into AI programs should not be considered confidential. It may be used by the AI or GenAI programs to continue to evolve, and can be a potential target for hacking or other cyberattacks.

3 Fact-check every output

Students must fact-check and verify the output from the AI or GenAI tools that they may be using. AI and GenAI programs do not always produce accurate or complete information, and results can include fictional people, places, facts, or events.

4 Provide proper citations

When permitted to use AI or GenAI tools, students must provide proper citations. The results produced by these AI or GenAI programs may not cite valid sources, resulting in a serious risk of plagiarism.

Plagiarism and Cheating

Cheating and plagiarism are academic dishonesty. Plagiarism is the presentation of the words, ideas, concepts, images, or works of another as one's own. Student material (in whole or paraphrased) is considered plagiarized when taken from a primary or secondary source without following standards of conventional attribution and/or without appropriate reference citation, and when using GenAI tools and engines without approval and/or appropriate citation. When permitted, students are to use school-supplied GenAI platforms.

Cheating is obtaining (or attempting to obtain) something by dishonest or deceptive means. A failing grade will be recorded for any work containing any information improperly submitted as one's own or completed by means of academic dishonesty or deception.

No Harassment, Bullying, or Social Aggression

The creation, distribution, or threat to distribute sexual or intimate images of any minor student or anyone without consent—including images that have been digitally altered or created (e.g., deepfakes, AI, or other technologies)—is strictly prohibited and will be treated as a serious offense equivalent to sexual harassment or abuse.

Responsible Use of AI for Employees

While San Domenico is implementing ways to utilize AI and GenAI, this document addresses the unique issues raised by these tools—to help employees understand the guidelines for acceptable use and the need to protect the School's confidential or sensitive information, intellectual property, workplace culture, commitment to diversity, and brand. The use of AI and GenAI comes with serious potential security, accuracy, and intellectual-property risks. These tools must be used intentionally, purposefully, safely, ethically, and appropriately.

Scope: This position applies to the use of any third-party or publicly available GenAI programs that mimic human intelligence to generate answers, work product, or perform certain tasks.

✓ DO

- ✓ Understand that AI and GenAI programs may be useful but are not a substitute for human judgment and creativity.
- ✓ Understand that many programs are prone to false, inaccurate, stale, or dated responses, so output must always be carefully verified by a human.
- ✓ Treat every bit of information you provide as if it will go viral on the internet—attributed to you and/or the School—regardless of the settings you select or assurances made by its creators.
- ✓ Make clear with students when they are, and are not, allowed to use AI or GenAI programs in school or at home using the School's Gen AI Acceptable Usage menu—including homework, projects, examinations, tests, quizzes, or as a substitute for reading assigned materials.
- ✓ Verify that any response you intend to rely on is accurate, appropriate, unbiased, consistent with school position and applicable laws, and not a violation of any other entity's intellectual property (patents, copyrights, or trademarks).
- ✓ Use AI or GenAI tools as an aide for developing homework assignments, rubrics, quizzes, tests, exams, or other assignments—provided no personal or proprietary information is used.
- ✓ Use the School's approved platforms (Canva, Google Gemini, Notebook LM, Snorkl, FrictionLabs) and vet any new tool with the School's IT Department to ensure it meets or exceeds privacy and data-security standards.
- ✓ Use school-approved platforms as an aid in developing emails, comments, or other communication.
- ✓ Cite or acknowledge AI assistance whenever it contributes substantively to your wording, ideas, analysis, or work product; brief, ordinary phrases do not require attribution.
- ✓ Refrain from using personal or proprietary information within non-school-approved AI or GenAI tools.

What to avoid

✕ DO NOT

- ✕ Use GenAI programs to make or help make employment decisions about applicants or employees—including recruitment, hiring, retention, promotions, transfers, performance monitoring, discipline, demotion, or terminations.
- ✕ Upload or input any confidential, proprietary, or sensitive school information into any open, public AI or GenAI program. Examples include PII about employees, students, or families; passwords and credentials; protected health information; personnel material; donor information; strategic plans; capital campaigns; documents marked confidential or proprietary; or any other non-public school information that might benefit competitors or harm the School if disclosed.
- ✕ Solely use any AI or GenAI program to grade student assignments, evaluate student progress, or compose feedback to students. You must remain the human in the loop responsible for providing feedback.
- ✕ Solely use AI or GenAI programs to generate report card or student comments, parent communications, or student recommendations for other schools, colleges, or universities.
- ✕ Represent work generated by AI or GenAI programs as being your own original work.
- ✕ Assume that any task can be correctly performed by AI or GenAI programs.
- ✕ Integrate any AI or GenAI program with internal school software or data without first receiving specific written permission from your supervisor and the School's IT Department.
- ✕ Use any AI or Generative AI platform for school use without the approval of the School's Technology Department.
- ✕ Use GenAI to manipulate the images of others without their permission.

This document was developed by the AI Faculty Teams, Division Directors, Head of School, and other academic leaders at San Domenico School. It was informed by our conversations with educators around the country, our ongoing participation within the AI in Education Bay Area Cohort of schools, and by many thought leaders in the field including [Eric Hudson](#), [Leon Furze](#), [Ethan Mollick](#), [Jason Gulya](#), [The AI School Librarians](#), and others.

Generative AI & External Support Guidelines

STUDENT AS Solo Creator <i>"I am the only voice here. I am the sole creator."</i>	STUDENT AS Explorer <i>"I want to brainstorm. I am looking for ideas. I need help studying."</i>	STUDENT AS Editor / Refiner <i>"I am seeking feedback to improve my own work. I am making my work better."</i>	STUDENT AS Curator / Director <i>"I am managing the output of AI and taking responsibility for the final product."</i>
AI Not Used AI is not permitted on this assignment for any reason.	AI as Thought / Study Partner AI works like a teacher or classmate, helping you develop your own ideas or review ideas learned in class.	AI as Feedback Partner After the student creates a draft, AI gives feedback the way a teacher or classmate would.	AI as Co-Creator AI can be used to help complete assignments and projects.
HOW IT WORKS You rely entirely on your own cognitive retrieval and physical skills. No external scaffolds are used to process or store information.	HOW IT WORKS AI helps you brainstorm or check for understanding. You bring your thinking, and AI helps you push it further.	HOW IT WORKS AI gives feedback on a completed first draft before you move to next steps. You must have original work before engaging AI.	HOW IT WORKS You provide the "ingredients" (data / raw ideas). The AI performs the labor of assembly, formatting, or technical execution based on your specific "recipe."
STUDENT RESPONSIBILITY You are 100% responsible for the generation of ideas, the technical execution, and any errors present in the work.	STUDENT RESPONSIBILITY You are responsible for the quality of the prompt and the critical selection of which "spark" is worth pursuing.	STUDENT RESPONSIBILITY You are responsible for judging the quality of the feedback and making the final decision on whether a suggestion or correction is valid.	STUDENT RESPONSIBILITY All work submitted under your name is your responsibility. If AI provides inaccurate information and you submit it as your own, accountability rests with you—never the AI. You must confirm the accuracy and veracity of all information before submission.

AI ethics & safety are infused throughout all grades. Responsibility increases from left to right; in every mode, the student remains accountable for the final work.