Appendix 1: Delbarton–DELTA Discernment Questions
Use these questions when evaluating a new AI tool, practice, assignment, or institutional use. They do not replace the four-tier rules; they guide discernment about whether and how a use should be authorized.

Principle	Key Question
Dignity	Does this honor persons as made in the image of God, or reduce them to data, rankings, outputs, or problems to be optimized?
Embodiment	Does this strengthen embodied learning, attention, presence, and face-to-face relationships, or displace them?
Love	Does this foster authentic care, responsibility, and community? Is simulated relationship being mistaken for genuine human love or presence?
Transcendence	Does this preserve openness to truth, beauty, goodness, wisdom, worship, wonder, gratitude, and meaning beyond utility?
Agency	Does this strengthen the capacity to attend, reason, listen, choose what is true and good, accept responsibility, and act with integrity?
Stewardship / Common Good	Is the use moderate, equitable, protective of privacy and creation, respectful of human work and intellectual property, and ordered toward the good of others, especially those who may be vulnerable or excluded?

Appendix 2: Sample Course-Level Policies
The following illustrate how the same school-wide framework can produce different rules across disciplines. These are only examples and each faculty member is responsible to work with co-teachers of the same course to adapt a consistent course-specific policy rather than simply adopt these examples.

English 10
The default for analytical writing is RED for drafting. A teacher may designate YELLOW for final revision after a complete student-written draft, with the pre-AI draft or version history available. A research paper may be ORANGE for search terms, source leads, and thesis-testing.

Any AI-suggested source must be independently located and verified. Undisclosed or unauthorized use is an academic-integrity issue. When in doubt, ask before using AI.

Algebra II
Tests and quizzes are RED. Nightly problem sets may be ORANGE when the teacher permits AI to explain a concept or walk through a different example problem; the student may not enter the assigned problem and copy the result. The test is whether the student can reproduce and explain the reasoning with the tool closed.

Long-term modeling projects may be GREEN for computation or graphing when those are not the skills being assessed, and RED for mathematical reasoning and written interpretation.

Spanish III
Assessed writing, speaking, and translation are RED when language production or translation is the skill being assessed. A teacher may permit ORANGE or YELLOW support for specified learning activities that do not replace the target skill.

Students may ask for an explanation of a grammatical structure they have already encountered; they may not ask AI to produce assessed language that they submit as their own.

Chemistry
Tiers may vary by section of a lab report. Background research may be ORANGE. Procedure, data analysis, and discussion may be RED when those sections assess the student's scientific reasoning. Graphing, unit conversion, or spreadsheet formulas may be GREEN when the technical production is not the learning objective.

The student remains responsible for verifying all calculations and interpreting what the data mean.

AP Computer Science
Foundational units and assessments may be RED while later projects may include GREEN components. Students are responsible for every line of code submitted, regardless of who or what generated it, and must be able to explain arbitrary sections of their code.

AI-generated blocks must be marked as directed by the teacher, and students must document what they changed and why.

Sacraments
Personal reflections, prayer reflections, and service reflections are RED when the purpose is honest engagement with the student's own experience, conscience, faith, or interior life.

Research on Church teaching and historical context may be ORANGE. AI-generated references to Scripture, official Church documents or Church history must be verified against authoritative primary sources before use.

Appendix 3: Standard Disclosure and Documentation

Student AI Use Statement (Short Form)

AI Use: [Tool] was used to [purpose]. I used the output to [how it affected the process]. I independently verified [sources/facts/calculations as applicable]. [No AI-generated content appears in the final submission / The following AI-generated components were expressly permitted: ____].

Teacher-Directed Process Log (Optional Elements)

- Tool and account used.
- Date(s) of use.
- Prompts or representative prompts.
- Outputs retained or rejected.
- Sources independently located and verified.
- Changes the student made after AI feedback.
- Identification of any AI-generated content explicitly permitted in the final submission.

Appendix 4: Delbarton Approved AI Tools (August 2026)

This appendix will be updated administratively as products, contracts, age restrictions, features, and data practices change. Inclusion here does not authorize use on an assignment whose tier does not permit it.

- *Flint K-12*: School-licensed primary AI tool for faculty, staff, and students, subject to assignment-level permissions and School configuration.
- *Google Gemini*: Available to faculty and staff through Delbarton's Google Workspace, subject to School configuration and data-governance rules. Student access through School accounts remains restricted unless School policy changes.
- *Google Notebook LLM*: Available to faculty and staff through Delbarton's Google Workspace, subject to School configuration and data-governance rules. Student access through School accounts remains restricted unless School policy changes. Notebook LLM is primarily used in the sciences for lab data analysis.
- *Speechify*: Approved for reading assistance as authorized by the School or an appropriate educational accommodation. School-wide licensing status should be reviewed periodically.
- *Kurzweil 3000*: Approved reading and accessibility support where provided through School systems, subject to assessment-specific directions and accommodations.

Any additional AI tool should undergo School review before being required for students or used with protected School data.

Appendix 5: Reference Documents Informing this Revision

- Delbarton School, Mission and Beliefs; Profile of a Delbarton Graduate; Hallmarks of a Delbarton Benedictine Education (current School Foundation Documents).
- *Rule* of St. Benedict, especially the Prologue and themes of listening, obedience, humility, work, stability, community, hospitality, stewardship, and moderation.
- Dicastery for the Doctrine of the Faith and Dicastery for Culture and Education, Antiqua et Nova: Note on the Relationship Between Artificial Intelligence and Human Intelligence (28 January 2025), especially nn. 77–84 on education and nn. 90–94 on privacy.
- Pope Leo XIV, *Magnifica Humanitas*: On Safeguarding the Human Person in the Time of Artificial Intelligence (15 May 2026), especially nn. 59–75 on Catholic social doctrine and nn. 143–147 on schools and education.
- University of Notre Dame, DELTA: Human Formation in the Age of AI (Dignity, Embodiment, Love, Transcendence, Agency).

Appendix 6: Summary of Major Proposed Changes and Rationale

Area	Proposed Change	Rationale
Identity hierarchy	Delbarton foundation documents now govern; DELTA is complementary.	Makes the policy institutionally authentic and rooted first in Delbarton's Benedictine Catholic mission.
Benedictine content	Adds work, discipline, listening/obedience, humility, community/stability, hospitality, stewardship, and moderation throughout.	Prevents Benedictine identity from being confined to the introduction.
Catholic social teaching	Adds common good, solidarity, subsidiarity, dignity of work, care for creation, privacy, justice, and equitable access.	Broadens the ethical lens beyond academic integrity.
Agency	Reframed as freedom and responsibility ordered toward truth and the good.	Avoids interpreting agency as mere autonomy or self-direction.
Tier authority	Teachers assign tiers; students do not self-select.	Closes a practical enforcement gap.
ORANGE	AI suggests search terms/leads; sources must be independently located and verified.	Corrects the misleading comparison of generative AI with scholarly databases.
YELLOW	AI diagnoses or questions; the student writes the revision.	Creates a clear line between feedback and co-authorship.
GREEN	Explicit teacher designation, disclosure, verification, critique, explainability.	Prevents "encouraged" from being read as blanket permission.
Disclosure	Standard AI Use Statement distinguishes process disclosure from source citation.	Improves academic practice and clarity.
RED misuse	Adds deepfakes, harassment, fabricated evidence, unsafe content, privacy breaches, safety circumvention, and relational/pastoral substitution.	Recognizes school-wide harms beyond cheating.
Privacy	Adds concrete categories of protected data and vendor-review criteria.	Turns a strong principle into an operational safeguard.

Area	Proposed Change	Rationale
High-stakes decisions	Expands non-delegable human judgment to grading, discipline, admissions, aid, counseling, accommodations, recommendations, safeguarding, and personnel matters.	Protects dignity, due process, and professional responsibility.
AI detection	Prohibits treating detector scores as sufficient proof of misconduct.	Preserves human judgment and fair process.
Student curriculum	Clarifies grade bands and adds AI anthropomorphism, misinformation, labor, IP, creation, platform power, and CST.	Strengthens formation for an AI-saturated culture.
Parents	Adds parent partnership in formation and policy communication.	Reflects Catholic understanding of parents as primary educators and strengthens consistency between School and home.
Approved tools	Moves vendor list to administrative appendix.	Allows rapid operational updates without destabilizing the core policy.
Review cadence	Uses “at least annually” for the core policy and more frequent operational updates as needed.	Removes ambiguity in “biannual” and supports continuous improvement.
Theological language	Revises statements about “degrading” dignity or “destroying” wonder.	Preserves the Catholic conviction that dignity is inherent while maintaining moral seriousness.