Archdiocese of Philadelphia Schools

Artificial Intelligence Policy & Implementation Guide

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Artificial Intelligence Policy

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Acknowledgement

This Artificial Intelligence (AI) Policy represents a practical, coordinated effort across the Archdiocese of Philadelphia Schools to provide clear operational boundaries and academic guidance for our classrooms. We are deeply grateful to all who helped draft, review, and refine this document to ensure it serves our teachers, students, and families effectively.

We express our sincere appreciation to the **Office of Catholic Education (OCE)**, **Secondary Technology Committee, Elementary School Administrators and Classroom Teachers,** and the **AoPTech Team** who served on our planning and revision teams. By combining diocesan policy oversight with day-to-day school and classroom expertise, your collaborative foresight, technical review, and platform vetting have built a balanced framework that directly addresses the developmental needs of our students, respects the workload of our educators, and ensures that technology continues to support the human relationships at the heart of Catholic education.

Through this shared responsibility, we fulfill our commitment to prepare our students to use modern tools honestly, productively, and responsibly as leaders and missionary disciples.

Archdiocese of Philadelphia Schools
Artificial Intelligence Policy

A Faith-Based Vision for Technology

At the Archdiocese of Philadelphia, we believe that every person is created in the image and likeness of God and endowed with a unique intellect. Our primary mission is to equip saints for life in this world and the next.

As we navigate the emergence of Artificial Intelligence (AI), we hold fast to the guidance of *Antiqua et Nova* (2025), which tells us that "access to data must not be confused with intelligence." We recognize that this technology is, above all else, a powerful tool that is a gift of human ingenuity that must always serve the integral development of the human person. Our use of AI must honor the inherent dignity of students, teachers, and staff, ensuring that digital innovation always serves the higher purpose of seeking the true and the good. Artificial Intelligence can support curiosity and creativity in our classrooms. It can provide pathways to support the dignity of every person by enhancing learning and more effectively meeting students' diverse needs.

AI can never replace the unique human spirit, the wisdom of a teacher, or the personal relationships and community that are at the heart of Catholic education.

This AI Policy serves as a companion to the school's broader Responsible Use Policy (RUP). While this document provides specific guidance on generative technology, it does not supersede the RUP; rather, both policies work in tandem to ensure both academic integrity and the effective ethical use of all digital resources. We are reminded in Pope Leo XIV's encyclical *Magnifica Humanitas* (2026), that "it will always be human intelligence, with its conscience and freedom, that guides technical innovations and responsibly determines their use and limits." By anchoring our technical advancements in this truth, we ensure that our deployment of artificial intelligence remains aligned with our faith, our values, and our commitment to forming responsible digital citizens.

The Human-Led Classroom - Guidance for Educators

The core of Catholic education is the human relationship and the community of faith, which no technology can replace. We view AI as a tool to support teacher effectiveness and efficiency, allowing educators to devote more time to the spiritual and intellectual formation of their students.

Teachers are encouraged to use school-approved AI platforms to enhance personalized learning and meet the diverse needs of all students through differentiated instruction. This includes using AI for administrative tasks, lesson planning, and creating assessments that accurately measure student growth. Teachers will prioritize Google Gemini and other Google Workspace for Education tools, as these provide a protected ecosystem that addresses the security and data privacy concerns inherent in many AI platforms. By utilizing these preferred platforms, the school ensures that all data, both student and teacher, is handled in compliance with COPPA and FERPA regulations. Additionally, with the school's right to monitor all digitally accessed content, administrators may utilize Google Vault as a digital investigation tool to review a 30 day history of Google Gemini prompts and responses.

These tools can help our educators focus on what matters most: the holistic formation of young minds and hearts. However, it is essential that teachers maintain a "human-in-the-loop" approach, reviewing and "owning" all AI-generated content for accuracy, bias, and alignment with Catholic values before it is presented to students.

Educators are called to model responsible use of Artificial Intelligence. Before engaging with AI tools, educators and administrators are encouraged to refer to the Catholic AI Discernment Rubric, asking:

- Does this tool respect the privacy and worth of every person?
- Does this tool help me support my students' needs and amplify the voices of the marginalized?
- Is the AI output accurate?

Teachers are responsible for providing students and their families with specific guidelines indicating whether AI use is permitted on a specific activity, assignment, or project. The following scale may be used for guidance:

Level	Permission Status	Requirements & Expectations
Red	Prohibited	AI tools are not permitted for the activity, assignment, or project. This aligns with the general prohibition of AI for academic or assessment purposes without express authorization
Yellow	Permission Required	Students must obtain teacher permission before use. Any AI-assisted work must be cited appropriately to maintain academic integrity
Green	Permitted with Plan	Students may use AI tools but must discuss their usage plan with the teacher. AI use must be cited appropriately, and students may not submit AI-generated content as their original work.

As this technology evolves, there may be a shift toward assessing the learning process, including drafts and reflections, rather than just the final product, to verify the authenticity of the student's original work.

Academic Integrity and Authorship - Guidance for Students

Students are called to a Christ-like presence in digital spaces, where every interaction is an outward expression of their inner character. The goal is for students to navigate complex digital landscapes with honesty and empathy. Students must come to value and prioritize the authenticity of the human voice over the speed of a digital output. As students use Artificial Intelligence tools for educational assistance, research, or brainstorming, they must, with teacher permission and guidance, remain the primary drivers of their learning journey.

As AI policies are developed, it is essential to distinguish between the mechanics of the tool and the student's intent.

Most modern educational software now features integrated AI, such as automated grammar suggestions, layout assistance, or image formatting, where the AI technology is often an unavoidable part of the product's ecosystem.

In contrast, a clear distinction must be made when students utilize Generative AI tools (GenAI) such as Large Language Models e.g. ChatGPT, Google Gemini, Claude. In these instances, the risk is that a student may prompt a tool to manufacture an end product or complete an entire assignment from scratch. Such use bypasses the learning process and fails to honor the unique, God-given intellect and spiritual guidance with which each student has been blessed.

Developmental Distinctions

We recognize that the use of AI must be developmentally appropriate for the age and maturity of our students. Expectations appropriate for high school students may not be suitable for middle or elementary students. Local school AI committees should create methods for evaluating and approving new AI tools.

- **Elementary (K-8)**: The focus in these grades should be on building foundational digital literacy and "digital character." Student AI use in these grades should be highly structured and closely monitored by the teacher. Students under the age of 13 should not create individual accounts on any Generative AI site. Students struggle distinguishing between human beings and anthropomorphic chatbots. Teachers may choose to model AI usage for students and teach AI literacy concepts using AI tools specifically designed for safe, secure student interaction.

- **Secondary (9-12)**: High school students may be granted greater flexibility with the use of AI, accompanied by explicit instruction in ethical use, attribution practices, and intellectual responsibility. Academic integrity is maintained through transparency; students must clearly disclose when AI has been used to assist with an assignment. These students are expected to engage in deeper ethical discernment, and utilize the Student AI Use Self Reflection Checklist to evaluate their use of AI tools for any given assignment.

Accountability of AI Use

Violations of this policy—including academic dishonesty involving AI or the creation of harmful or inappropriate content—will be handled in accordance with the school's disciplinary code. Students may be subject to disciplinary action even if they view their use of GenAI as humorous or harmless. Our response to misuse is designed to help students understand the importance of integrity and the impact of their actions on the community. Consequences are determined based on the severity of the violation and in accordance with the school's Academic Integrity Policy.

Furthermore, the unauthorized use of any individual's Name, Image, or Likeness (NIL)—including the creation of AI-generated "deepfakes," voice cloning, or the non-consensual manipulation of photos and videos—is a grave violation of our community standards. Students are strictly prohibited from inputting Personally Identifiable Information (PII) belonging to themselves or others into GenAI prompts, as this compromises digital privacy and data security. Any attempt to use AI to impersonate faculty or peers, or to expose private information, will be treated as a significant disciplinary matter. Because these actions can cause lasting reputational and emotional harm, the school reserves the right to impose consequences ranging from loss of technology privileges to suspension or expulsion. Our priority is to protect the dignity and privacy of every member of our school.

Portions of this document were developed with the assistance of Google Gemini, (February 2026), in drafting language regarding AI policies, which was subsequently reviewed and edited by the AoP Office of Catholic Education, AoP Tech Team, AoP Tech Committee.

Responsible Use of AI for Students

I agree to the following rules regarding the use of Generative Artificial Intelligence (GenAI) tools in connection with schoolwork:

1. I understand that GenAI is a tool, not a human, and therefore does not possess the moral and ethical discernment that God has granted me.
2. I will only use GenAI tools to help complete school assignments or assessments when a teacher has given permission.
3. I will use GenAI to deepen my understanding of concepts.
4. I will ask my teacher before using GenAI if I am unsure whether GenAI is allowed or appropriate for an assignment.
5. I will be honest about when and how I use GenAI in my schoolwork. I will follow my teacher's directions for citing GenAI.
6. I understand that GenAI may provide inaccurate or biased results, and I will use it carefully and critically. I take full responsibility and ownership of all the work I turn in.
7. I will use GenAI tools responsibly, avoiding content or actions that could cause emotional or reputational harm to myself or others. I will not use GenAI to manipulate the likeness (photos, videos, etc) of anyone without permission. This includes but not limited to faculty, staff, and students from any school, or any community member in a way that is disrespectful, dishonest, or harmful.
8. I agree to use the designated GenAI tool(s) if my teacher or the school recommends a specific tool.
9. I will not share personal, sensitive, or confidential information with GenAI tools.
10. I will not use GenAI carelessly or without purpose. GenAI tools require significant energy and resources to operate, and I will use them thoughtfully, respecting both the task at hand and our responsibility to care for God's creation.
11. I understand that this policy may be updated as technology and school practices change, and I will follow any new guidelines shared with me by teachers or school leaders.
12. I will protect my digital identity and the privacy of others by never inputting Personally Identifiable Information (PII)—such as names, home addresses, phone numbers, or ID numbers—into GenAI tools. I understand that information shared with these tools may be stored or seen by others, and I will act as a responsible steward of the private details of my life and my community.

Appendix A: Student AI Use Self Reflection Guide

Alignment with Teacher Guidance

- Did I confirm that my teacher allowed AI for this specific assignment?
- Do I know which level of use is permitted for this task? Is it for brainstorming, editing, feedback, or content generation?
- If I am unsure about how much AI help is "too much", have I asked my teacher for clarification?

Academic Integrity and Authorship

- Is this work a true reflection of my own creativity and effort?
- Have I clearly cited the AI tool and described exactly how it helped me?
- Did I use AI to help me understand the material rather than just to generate an answer?
- Am I prepared to provide a verbal or written explanation of my process if asked?
- Did I keep my drafts and reflection logs to show how my own thinking evolved?

Ethical Reflection

- Has my use of AI respected human dignity and promoted kindness?
- Have I acted as a "human-in-the-loop" by personally reviewing every piece of information the AI provided for accuracy?
- Did I check the AI's output against my textbook or other trusted sources to ensure it is true?
- Does the content I generated respect the dignity of others and avoid any language or image that may be harmful or offensive?
- Does this use of technology help me to learn or am I just looking for a shortcut?
- Am I certain that I haven't shared "personally identifiable information" about myself, my classmates or teachers?

Student Self Reflection Adapted from Student AI Policy Template, Lewis Poché, Higher-Powered Learning at the University of Notre Dame.

Appendix B: A Parent's and Guardian Guide to Supporting their Child's Use of AI

Key Principles for Home Support

To ensure AI tools remain a bridge to learning rather than a shortcut, we ask parents to reinforce the following pillars of ethical use:

- **Prioritize Academic Integrity:** AI should be viewed as a **tutor or a brainstorm partner**, not a ghostwriter. Students must ensure that the final product of any assignment reflects their own understanding, voice, and effort.
- **Transparency is Mandatory:** Encourage your child to be open about their use of AI. If a tool was used to help structure an essay or explain a complex math problem, it should be disclosed to the teacher according to the specific guidelines of that assignment.
- **Verify, Don't Just Trust:** AI can "hallucinate" or provide confident but incorrect information. Ensure your child fact-checks all AI-generated claims using reliable primary sources and school-provided databases.
- **Data Privacy & Safety:** Remind students never to input personal identifiers (full names, addresses, or private family information) into AI prompts. These tools often use input data for further training.

How to Help Your Child Use AI Effectively

(Examples may be customized to reflect the local school's / departmental AI policies.)

Use Case	Recommended Approach	What to Avoid
Studying	Asking AI to "Explain the laws of thermodynamics like I'm 10."	Asking AI to "Write a summary of the chapter for me."
Writing	Using AI to generate an outline or suggest transition words.	Copying and pasting AI-generated paragraphs into an essay.
Problem Solving	Asking for the *steps* to solve a calculus problem.	Asking for just the final answer to a homework set.

Coding	Using AI to debug an error in a line of code.	Generating an entire program without understanding the logic.

The "Tandem" Approach

As noted in our policy, this AI guidance works in conjunction with the school's broader RUP. We encourage parents to review both documents with their children.

> **A Note on Critical Thinking:** The most valuable skill a student can develop is the ability to ask the right questions. By guiding your child to use AI as a tool for inquiry, you are helping them develop the "AI Literacy" essential for their future careers.

If you are ever unsure whether a specific use of AI is permitted for a project, we encourage you or your child to reach out to the classroom teacher for clarification before submission.