

AI in Education: Model Policy for Catholic Schools

I. PURPOSE STATEMENT

To support students and educators in the use of artificial intelligence (AI) for educational and operational purposes, **Most Blessed Sacrament Parish School** has created this policy on the use of AI.

Catholic schools embrace technological innovation as a gift of human creativity, itself a reflection of the Creator. Artificial Intelligence (AI) offers opportunities to support learning, increase efficiency, and enhance educational practices. At the same time, the Church teaches that all technological development must be evaluated in light of the dignity of the human person, the pursuit of truth, and the common good.

As Pope Leo XIV teaches in *Magnifica Humanitas*, technology must remain at the service of humanity and never become a substitute for human judgment, freedom, conscience, or relationships. Human beings are created in the image and likeness of God and possess an inherent dignity that no machine can replicate or replace. Therefore, AI shall always be used as a tool that supports authentic human formation rather than diminishes it.

In the Diocese of Toledo, the use of AI must be guided by the mission of Catholic education: to form saints and scholars who know, love, and serve Jesus Christ. AI should assist educators and students in their ministry, support student learning, and advance the work of Catholic schools while preserving the uniquely human capacities for reason, creativity, moral discernment, and relationship.

All AI implementation within diocesan schools shall be guided by the following principles:

1. **Human Dignity:** The human person must remain at the center of every educational decision. AI may assist but shall never replace the moral responsibility, professional judgment, or relational ministry of educators.
2. **Truth and Wisdom:** Students and educators must critically evaluate AI-generated content and seek truth through reason, evidence, and faith. AI-generated information should never be accepted uncritically.
3. **Human Relationships:** Catholic education is fundamentally relational. AI should strengthen, not weaken, authentic encounters among students, teachers, families, and the broader community.

4. **Formation of the Whole Person:** The purpose of education extends beyond acquiring information. AI should support intellectual growth while fostering virtue, character, spiritual development, creativity, and moral responsibility.
5. **Stewardship and the Common Good:** The use of AI should contribute to the flourishing of individuals and communities. Decisions regarding AI adoption should consider impacts on fairness, accessibility and the common good.

II. DEFINITIONS

- Artificial intelligence (AI): A machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments. Artificial intelligence systems use machine- and human-based inputs to perceive real and virtual environments; abstract such perceptions into models through analysis in an automated manner; and use model inference to formulate options for information or action.¹
- Generative AI: Any internet-based generative artificial intelligence programs that make use of large language model algorithms to make something new. AI used for auto-complete, minor text predictions, and/or grammar/spelling/punctuation suggestions, commonly found in most word-processing applications, is not considered generative AI.²
- AI tool: AI applications, algorithms, or systems that make use of AI to generate outputs based on human inputs, with an emphasis on generative AI.³

III. AI LITERACY

The School recognizes the importance of preparing students and educators for the successful integration of innovative technologies. Accordingly, it is the policy of the School to responsibly integrate AI by building AI literacy for all students and educators, including integration of AI into relevant curriculum, professional learning opportunities, and safe and responsible usage. AI literacy within Catholic schools shall include not only technical understanding but also ethical and moral formation. Students and educators shall learn to evaluate AI through the lenses of Catholic Social Teaching, human dignity, truth, justice, stewardship, and responsible citizenship.

¹ [15 U.S. Code § 9401, Sec. 3](#)

² [O.A.C. 3342-3-01.8\(B\)\(15\)](#)

³ Ohio School Boards Association (OSBA), Sample Policy EDEC: Artificial Intelligence

IV. STAKEHOLDER ENGAGEMENT

Pastors, Catholic school leaders, educators, parents, and students should participate in discussions regarding the appropriate use of AI. Ongoing formation opportunities should be provided to help stakeholders understand both the benefits and ethical concerns associated with emerging technologies.

V. DATA PRIVACY AND SECURITY

The [district/school] is committed to protecting the privacy and security of all student and staff data. The adoption and implementation of any AI tool must adhere to existing data privacy and security policies that include, but are not limited to, Personally Identifiable Information (PII) and any other relevant state of Ohio and federal laws. AI tools should only access, store, or process data that is necessary, and must do so in a secure, transparent, and ethical manner. AI systems must be vetted to ensure they meet rigorous standards for data encryption, access control, and responsible data use.

Users must also follow the terms of service, including appropriate age limits.

VI. PROCUREMENT AND EVALUATION OF AI TOOLS

The adoption of AI-enabled tools should be conducted in accordance with existing procurement policies and in alignment to the [school] core values, goals, and priorities. Selection procedures must ensure that any AI tool must adhere to data privacy and security policies. Evaluation of tools must also address alignment to instructional and operational goals, accessibility, and cost. All third-party vendors providing AI tools must comply with [school] standards, state and federal law for data protection, ethical use, and accessibility.

VII. ETHICAL USE OF AI

The use of AI must respect the God-given dignity of every person. AI systems shall not be used in ways that dehumanize individuals, encourage dependency, diminish personal responsibility, or undermine authentic human relationships.

AI shall never be viewed as a replacement for the vocation of the teacher, whose role includes witness, accompaniment, and formation of students in faith and virtue.

VIII. ACCEPTABLE USE

The [school] recognizes that responsible and appropriate uses of AI by students and educators will vary depending on the context, including but not limited to grade level, subject, and/or the nature of the classroom activity or assignment.

Students and educators should use AI in ways that promote learning, creativity, and responsible stewardship of technology. AI may assist with research, planning, drafting, feedback, and instructional support when authorized by educators. Expectations for acceptable student uses should be clearly articulated by educators in alignment with policy and guided by the specific requirements for an assignment or activity. This includes specifying AI use expectations in course syllabi and assignment instructions when relevant. These expectations should clearly articulate the expectations of use, types of relevant assignments where AI use is acceptable, and required format for references.

Educators should consider the impact on learning objectives and assessment of student learning when designing related instruction and classroom activities. No assignment shall require the use of a tool that cannot be provided by the [district/school]. AI tools approved for use should be clearly communicated.

Expectations for educator, staff, and third-party use should align with [district/school] priorities. Educator use should be in alignment with the [Licensure Code of Conduct for Ohio's Educators](#). Educators and staff must model appropriate acceptable use practices when using AI tools for instructional and operational uses.

Use of tools that have not been approved by the school is not permitted.

AI should not be used to:

- Replace independent student thinking and learning.
- Circumvent the development of essential academic skills.
- Generate content that conflicts with Catholic teaching or human dignity.
- Create deceptive, harmful, discriminatory, or inappropriate content.

- Substitute for meaningful human interaction, mentorship, or pastoral care.

IX. ACADEMIC INTEGRITY

Academic honesty reflects the Christian virtue of integrity. Students are expected to present work that authentically reflects their own learning and effort. While AI may serve as a tool to support learning, students must acknowledge its use appropriately and may not misrepresent AI-generated content as their own original work.

Educators shall help students develop habits of honesty, responsibility, and intellectual virtue when using AI.

X. IMPLEMENTATION AND REVIEW

When evaluating any AI tool, Catholic schools should consider:

- Does this tool support authentic learning and human flourishing?
- Does it respect student privacy and dignity?
- Does it strengthen rather than replace human relationships?
- Does it encourage critical thinking rather than passive dependence?
- Does it align with the mission and values of Catholic education?
- Does it contribute to the formation of the whole person—mind, heart, and soul?

The ultimate measure of any AI implementation is not efficiency alone, but whether it advances the mission of Catholic education and contributes to the integral formation of students as disciples of Jesus Christ.