



ST. SERRA
CATHOLIC SCHOOL

Artificial Intelligence Policy **2024-2025**

St. Junipero Serra Catholic School

Adapted from the Diocese Of Orange, Department of Catholic Schools
[AI Policy for Catholic Schools](#)

ARTIFICIAL INTELLIGENCE (AI) *“refers to computer systems or machines designed to mimic human intelligence and perform tasks that typically require human-like thinking. This can include recognizing patterns, learning from data, making decisions, understanding language, and perceiving or responding to the environment. AI can quickly process large amounts of data, detect patterns, and make recommendations or decisions based on its analysis” (ChaptGPT).*

WHY AI MATTERS

AI can help us solve complex problems, improve efficiency, and unlock new possibilities in medicine, science, and education. However, it also raises questions about privacy, bias, and the need for responsible and ethical use, especially when used by children.

“In Catholic schools, AI has the potential to revolutionize personalized learning, helping teachers more effectively meet students' diverse needs. At the same time, it can streamline administrative tasks, allowing educators to focus more on what truly matters—the formation of young minds and hearts. However, AI should never replace the human relationships and community that are central to Catholic education. Instead, it must be a tool that assists teachers in fostering creativity, critical thinking, and moral discernment in their students” (Diocese of Orange, Department of Catholic Schools)

AI PHILOSOPHY AND OBJECTIVES FOR CATHOLIC SCHOOLS

The integration of artificial intelligence (AI) into Catholic schools must be guided by the mission of Catholic education, which seeks the holistic development of students—spiritually, intellectually, morally, and socially. AI should serve as a tool that enhances the educational experience, always aligning with the values of the Church, the dignity of the human person, and the common good. (Diocese of Orange, Department of Catholic Schools)

CORE PRINCIPLES

1. **Enhancing Student Learning:** AI should be used to support personalized learning pathways that engage and challenge each student to reach his/her potential. By providing tailored resources, AI can help students achieve academic success while nurturing their spiritual and moral growth.

2. **Supporting Teacher Effectiveness and Efficiency:** AI can assist teachers in the creation of engaging lessons, differentiating instruction and supporting real-time insights into mastery. This allows teachers to devote more time and energy to classroom engagement and the formation of their students.

3. **Fostering Creativity and Critical Thinking:** AI should complement, not replace, human-led education. It should inspire creativity, problem-solving, and critical thinking while ensuring that students remain active participants in their learning journey.

4. **Protecting the Human Connection:** AI must never undermine the essential relationships between teachers and students. Catholic education emphasizes community, personal relationships, and mentorship—none of which can be replaced by technology.

5. **Ensuring Ethical Use of AI:** AI should always be used in ways that respect privacy, protect data, and prevent biases or inequalities. Ethical AI usage aligns with the Church’s commitment to justice, equity, and human dignity.

6. **Safeguarding Human Dignity:** AI must be implemented in ways that honor the inherent dignity of every student, teacher, and staff member. Its role in education should always aim to support human flourishing, grounded in the belief that each person is made in the image of God.

(Diocese of Orange, Department of Catholic Schools)

CLASSROOM USE OF GENERATIVE AI

Differentiated Instruction: AI supports differentiated instruction by personalizing learning pathways, adapting content, curating data-driven analytics and content and providing real-time feedback based on individual needs. With tools like adaptive platforms, teachers can identify learning gaps and adjust instruction accordingly. AI-powered content generation, smart recommendations, and multimodal resources cater to diverse learning preferences, while assistive technologies support students with special needs. Chatbots and motivational design elements boost engagement, and AI facilitates effective student grouping for collaboration. By analyzing data and automating tasks, AI enables teachers to provide targeted support, creating an inclusive, customized learning environment.

1. **Personalized Learning Pathways:** AI-powered tools can analyze individual student performance and suggest personalized learning materials that meet the student's current ability level, whether they need enrichment or remediation.
2. **Adaptive Assessments:** Generative AI can create customized quizzes and assessments that adapt to the learner's ability, offering more complex or simplified questions based on their performance. This can help teachers assess student growth more accurately and ensure that all students are working at their appropriate level of challenge.
3. **Data-Driven Analytics:** AI can use assessment tools to analyze student levels, learning gaps, and growth. This information is curated for the teachers to adjust the learning or directly configured into the online tool where the software then addresses the learning gaps and creates practice work for students in these areas of improvement.
4. **Creating Curating Content:** AI-powered platforms can create content customized to teacher's classroom needs based on specific learning levels, learning disabilities, interests, and/ or instructional goals.
5. **Real-Time Feedback:** AI can offer instant, individualized feedback to students, helping them to understand their errors and guiding them toward improvement. This empowers students to take ownership of their learning, while also giving teachers insight into where students might need additional support.

SPECIFIC GENERATIVE AI TOOLS USED AT ST. SERRA FOR CLASSROOM INSTRUCTION

1. **Lenny Learning:** Lenny Learning is an AI educational platform that enhances mental health literacy in K-12 schools through evidence-based programs. It helps schools create supportive environments by offering customized lesson plans and assessments that align with state requirements, Religious values, and Social Emotional Curriculum.
 - a. **Used:** Teachers generate lesson plans and resources geared to their classroom's Social Emotional Learning needs.
2. **Magic School:** Create lesson plans, generate quizzes, develop educational resources, and much more, all tailored to meet the specific needs of educators and their students.
 - a. **Used:** Teachers use many of the 60 individual AI generative tools that suit their educational needs in the classroom.
3. **Brisk:** AI-powered platform that performs many generative tasks specifically utilizing Google Suite. Teachers can level web-based informational text, provide student feedback, create presentations and quizzes, review student work through Google Suite submissions, and engage students with 'Student Booster' activities.

- a. **Used:** Teachers create Google Slides presentations and Google Form Quizzes, provide students with rubric-correlated feedback and engage students through many of the Student Booster activities
4. **Quizlet:** Online instructional tools that allow teachers to create and share flashcards for students' study skills.
 - a. **Used:** Teachers create and share flashcards on topics, vocabulary, and main ideas from their grade-level standard lessons. These Quizlet flashcards create definitions using AI-powered tools.

SPECIFIC ADAPTIVE AI TOOLS USED AT ST. SERRA FOR CLASSROOM INSTRUCTION

1. **IXL Learning:** Adaptive learning tool for K-12 English language arts, math, science, and social studies that use AI, rule-based adaptivity and analytics to personalize student learning paths as they work through standards-based problems and progress at their own pace.
 - a. **Used:** Students in grades 3-4 complete a continuous diagnostic assessment that identifies each student's individual proficiency level and assigns recommendations and tasks that address the learning gaps determined by the assessment. Additionally, teachers assign specific standards-based skills in English language arts and math. Students' progress through problems at their own pace.
 2. **HMH Waggle:** A learning tool that incorporates AI elements to personalize educational experiences. It is designed to support K-12 students, primarily in math and English language arts, and provides teachers with actionable insights to guide instruction.
 - a. **Used:** Students in Kindergarten through 4th grade take a Growth Measure Assessment to identify their strengths and areas for improvement in grade-level skills and standards. Using the results, students receive adaptive practice in Waggle tailored to their individual skill levels. Additionally, teachers assign targeted skills to reinforce concepts covered during classroom instruction.
 3. **Reading Plus:** Adaptive literacy program that utilizes AI-driven technology to personalize reading instruction for students. It assesses individual reading levels and adjusts content to meet each learner's needs, enhancing fluency, comprehension, vocabulary, and motivation.
 - a. **Used:** In small group ELA instruction in Grades 4th-8th, Reading Plus personalizes reading levels and content and then evaluates student growth as each student completes reading assignments and challenges at their identified level.
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ACCEPTABLE AND UNACCEPTABLE USE OF AI

TEACHERS:

Acceptable use:

1. **Supporting Personalized Learning:** AI can be used to differentiate instruction to tailor lessons to personalize student needs. Using adaptive learning platforms, teachers can ensure that AI recommendations align with classroom and learning standards without replacing the teachers' instructional role.
2. **Administrative Tasks:** AI tools can assist in administrative tasks including student feedback, grading, and lesson planning freeing up time for the teacher to give personalized support to students.
3. **Encouraging Critical Thinking:** Teachers can challenge students by promoting inquiry and problem-solving skills using AI tools to generate Depth of Knowledge resources. AI can generate discussion topics, experiment simulations or engage students through thought-provoking prompts.
4. **Faith Formation:** AI can be used to assist teachers in creating Social Emotional Learning lessons that encourage Catholic values. Additionally, AI can be used to help create personalized faith formation resources, guiding students through religious study in a manner that supports their individual faith journeys.

Unacceptable Use:

1. **Privacy Violations and Data Misuse:** Teachers must be cautious when using AI generative platforms. Teachers will not release student personal information (name, birth date, residence, etc) and student test scores in accordance with FERPA.
 2. **Bias and Discrimination:** Teachers should avoid using AI tools that present a bias that may unfairly disadvantage certain groups of students.
 - a. *Review Bias and Discrimination by assessing whether all recent groups are represented in the database, verify data labels are accurate, and ensure recommendations reflect each student's individual academic and behavior needs.*
 3. **Replacing Instruction and Personal Support:** Teachers should not replace their instruction with complete AI-developed tools that may discourage human engagement and interaction. They must avoid over-reliance on AI for content delivery, ensuring that students receive holistic instruction that integrates academic and spiritual elements.
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STUDENTS

Acceptable Use:

1. **Educational Research and Brainstorming:** Students may use AI-powered tools to conduct research or brainstorm ideas for educational assignments and assessments. Any research conducted by AI should be cited properly by the student.
2. **AI Tutoring Chatbots:** Students may use tutoring AI tools like Chatbots to brainstorm ideas, ask for clarification on problems, and work through learning objectives. These AI

tutoring services may not be used to give answers to the students. This may result in academic dishonesty.

Unacceptable Use:

- 1. Respect for Academic Integrity:** Students should not use AI tools to cheat or plagiarize. Student work should be their original work presented as their own. If research is conducted students should acknowledge the original author by using proper MLA citation format. Misuse of AI for assignments and assessments can result in academic dishonesty.
- 2. Inappropriate Content Creation:** AI must not be used to generate content that goes against Catholic teachings, such as offensive language, inappropriate images, or materials that undermine the Church's mission.
- 3. Respecting Privacy:** Students may not share personal or sensitive information or images with AI platforms about themselves or other students, faculty, or staff at St. Serra. They must understand the privacy policies of the school and AI services.
- 4. Misuse of AI Tools:** Students should not use AI for activities that could harm themselves or others, including cyberbullying, harassment, or any malicious activity. AI must not be employed in ways that violate the school's code of conduct or moral guidelines.

AI INFRACTIONS AND CONSEQUENCE IN ACCORDANCE WITH THE ST. SERRA PARENT-STUDENT HANDBOOK

Infractions:

Teachers and administrators will consult the [St. Serra Code of Conduct](#) for guidance on disciplinary actions in response to violations of the AI Unacceptable Use Policy. The following list outlines relevant Code of Conduct violations applicable to, but not limited to, AI misuse:

803.2 Use of profanity or abusive language.

803.3 Committed an obscene act or engaged in habitual profanity or vulgarity.

803.9 Insubordination: an act of defiance or disrespect toward a staff member; failure to comply with a directive.

803.23 Engaged in, or attempted to engage in, hazing.

803.24 Attempted, threatened, caused, or participated in hate violence.

803.26 Written or verbal statements that threaten harm, danger, or violence towards another person or property. (This may require the completion of a psychological evaluation and conference to consider the return to school.)

803.29 Signature forgery, fraud, or impersonating another.

803.30 Conduct that would reflect adversely on SJSC or the Catholic Church.

803.32 Anti Hate/Anti-Racism Policy: In order to create a safe and positive learning environment for all students and staff members, free from any form of microaggressions, racism, or unconscious-bias/biases towards any group of people, each individual is expected to respect others regardless of race, ethnicity, gender, or creed. When inappropriate actions violate this

policy, disciplinary consequences will be given. 803.33 Any behavior the school determines to be contrary to its vision and mission.

Academic Dishonesty Section in the Parent-Student Handbook

806. Academic Dishonesty

Students are expected to complete all assignments with honesty and integrity. Classwork should be a true reflection of the student's ability and effort. Any academic dishonesty will result in both academic and disciplinary penalties. Forms of academic dishonesty include, but are not limited to:

- **Plagiarism:** *use of another's words or ideas without proper citation, whether it be improper copying from academic sources or copying the work of another.*

The use of Artificial Intelligence (AI) programs such as ChatGPT, etc., are considered cheating unless required by and explicitly outlined within the assignment directions.

- **Cheating:** *use of improper or unauthorized materials or study aids including "cheat sheets" or electronic devices to supplement academic performance. At no time are cell phones or smartwatches allowed out during an exam.*
- **Facilitating Dishonesty:** *knowingly allowing one's work to be copied by another or doing the work of another.*
- **Inappropriate Collaboration:** *working together on a project or assignment without the instructor's knowledge or permission.*
- **Academic Misconduct:** *tampering with grades, tests, or other class materials; stealing or tampering with the work of another student.*

Consequences

The consequences will depend on the severity of the AI misuse and will be determined at the discretion of St. Serra teachers and administration. For further details on potential consequences, please refer to Section 804, "*Consequences of Code of Conduct*," in the Parent-Student Handbook.

CITING GENERATIVE AI

When using AI tools allowed by the teacher, the students should disclose the use of the AI tools in the production, creation, and/or guidance of their work. Teachers should set clear guidelines on the use of AI tools for each assignment and provide students with the *leveled uses* of AI citations so students can properly adhere to St. Serra's citation policy.

Below are 4 levels of AI use that teachers can permit for student use on assignments along with the corresponding citation requirements.

Level 1: Minimal/ Brainstorm Use

Description: The student uses AI to brainstorm ideas, outline topics, or explore concepts but does not directly include AI-generated content in the final work.

Citation: Acknowledge the AI as a tool for brainstorming.

Type of Citation: “AI- assisted brainstorming was used by [insert AI tool]”

Level 2: Editing Use

Description: The student uses AI for grammar checks, style recommendation, organizational improvement but remains the primary author of the work.

Citation: Specify how AI was used in the editing process

Type of Citation: “This work was edited with the help of [insert AI Tool] for improvements in grammar and sentences structure”

Level 3: Moderate Use

Description: AI generates parts of the content (e.g., paragraphs, summaries, or explanations) that are directly included in the work, but the student makes recommendations, edits, and integrates the AI's work.

Citation: Include detailed attribution for the AI-generated content.

Type of Citation: “Paragraph 2 was created with the help of [insert AI Tool] which provided a draft that was revised and implemented by [name of student]”

Level 4: Extensive Use

Description: AI contributed extensively to the work, such as generating entire sections, solving problems, or conducting analyses. The student acts more as a facilitator/editor.

Citation: Provide explicit acknowledgment and specify the extent of AI's role

Type of Citation: Formal Citation: MLA

OpenAI. ChatGPT, version 4, OpenAI, 2024. Accessed 18 Nov. 2024.

[How do I cite generative AI in MLA style](#)

CONCLUSION

AI platforms and tools are integral to shaping the future of education. At St. Serra, we are committed to equipping both teachers and students with the knowledge and understanding of AI best practices. In doing so, we ensure that our community remains grounded in the core values of humility, faith, kindness, respect, hope, service, and gratitude. These values will guide our educators as they create a dynamic, safe, and faith-based learning environment for all St. Serra students and continue to meet the personalized needs of the students.

Furthermore, technology is always evolving and advancing therefore policies governing the use of AI in student and teacher work may reflect changes. St. Serra AI policy will be updated in accordance with any changes.

RESOURCES:

- [Pope Francis Views on AI](#)
- [Chat GPT](#)
- [Magic School](#)
- [Brisk](#)
- [Lenny Learning](#)
- [Quizlet](#)
- [St. Serra Parent-Student Handbook](#)

"Generative Artificial Intelligence in Education". *ChatGPT*, November 12, 2024, OpenAI, chat.openai.com

Diocese of Orange. *"AI Policy for Catholic Schools"*. Diocese of Orange Department of Catholic Schools. October 2024.