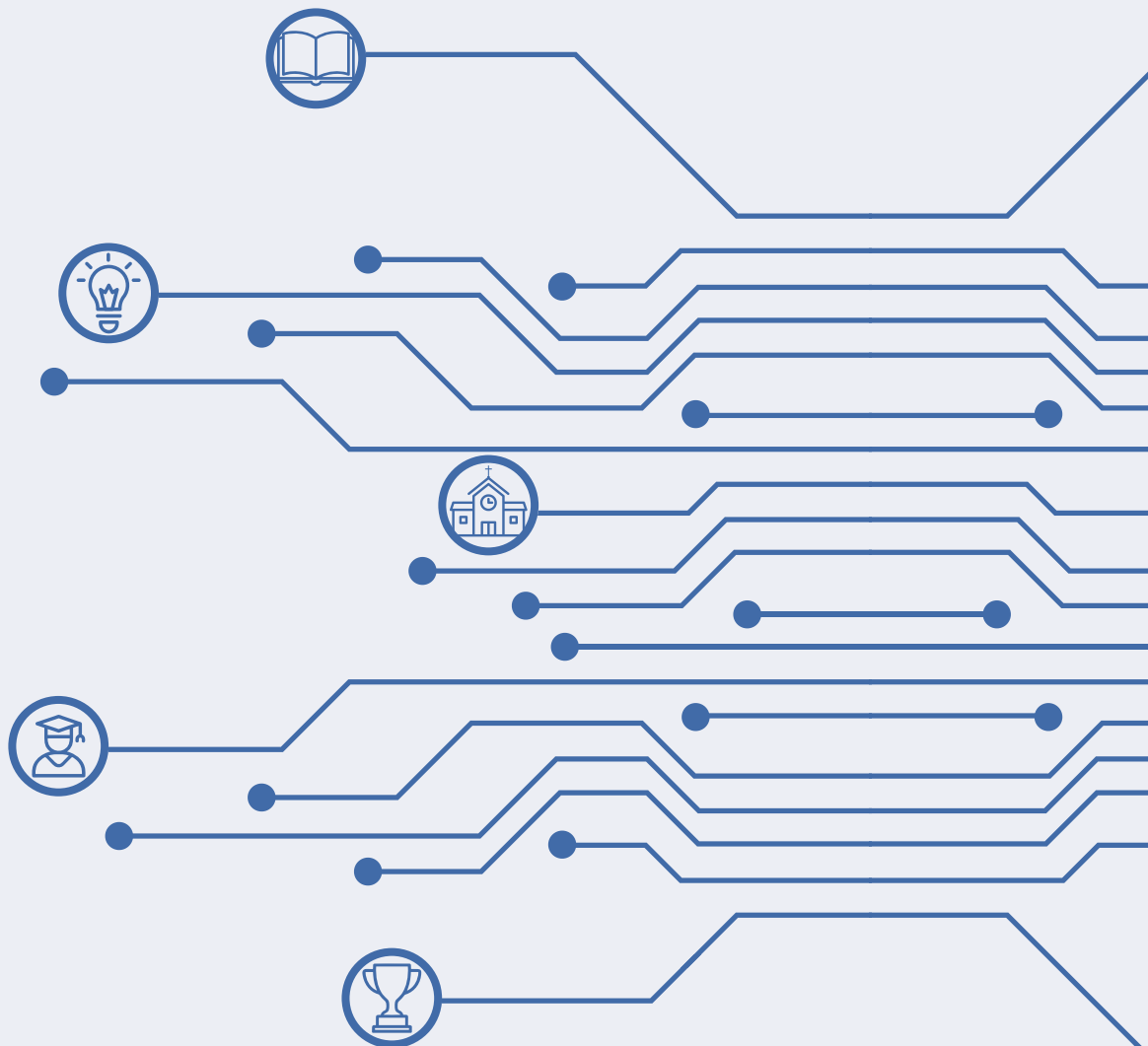




CATHOLIC SCHOOLS
DIOCESE *of* DES MOINES

Generative AI

GUIDEBOOK



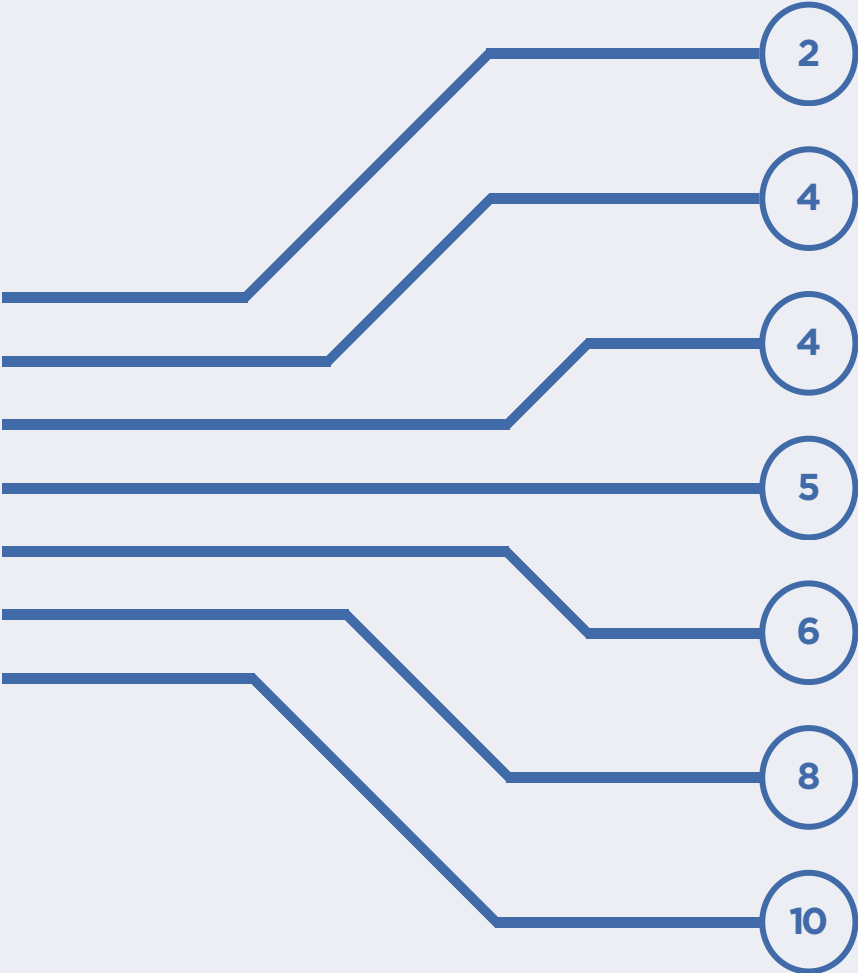


Our Mission

Catholic schools in the Diocese of Des Moines are collaborative communities of spiritual formation and academic excellence, where students grow in faith and wisdom and emerge as responsible citizens dedicated to the practice of life-long discipleship. We believe Catholic education should be rooted in **FAITH**, focused on **EXCELLENCE** and supported by a caring **COMMUNITY** while also providing the best **VALUE** to our families.



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AI Vision Statement

In the Diocese of Des Moines, we view AI as an evolving tool with transformative potential when used responsibly. Rooted in our mission of Catholic spiritual formation and academic excellence, we are committed to developing the whole person—mind, body, and spirit—in an ever-changing world. Inspired by *Antiqua et Nova*, the words of Pope Francis that artificial intelligence “must remain a tool in human hands,” and Pope Leo XIV’s *Magnifica Humanitas*, which reminds us of our “pressing duty to remain profoundly human,” we affirm that AI should support learning without replacing thinking, creativity, or relationships. We embrace AI’s potential while remaining attentive to risks such as bias, overreliance, and diminished critical thinking, committing to its responsible use in alignment with human dignity, the common good, and our Catholic mission.



GUIDEBOOK PURPOSE AND SCOPE

This Guidebook is a practical companion to our official Technology Acceptable Use Policy and related handbook provisions. For binding rules regarding data privacy, academic integrity, and discipline, please refer to Diocesan policies in your school handbook.

Guiding Principles

AROUND THE USE OF GENERATIVE AI

01

Mission-Aligned

AI use in our schools reflects our commitment to Catholic values and the formation of lifelong disciples. We practice responsible stewardship by ensuring all AI integration upholds human dignity and supports the pursuit of truth and the living out of the Gospel.

02

Human
Accountability

AI supports—but never replaces—human judgment and intelligence. All users must maintain oversight and exercise critical discernment in all AI-informed decisions, ensuring responsibility remains with the person, not the tool.

03

Data Safety,
Security, and
Privacy

We are committed to protecting the confidentiality and integrity of all student and staff data. AI tools must be used in ways that safeguard privacy, follow legal and diocesan policies, and prevent unauthorized or inappropriate data sharing.

04

Purposeful
Innovation

We recognize AI as a part of our evolving world and engage it with intention in order to support continuous learning for students and educators. Its use is guided by purpose, strengthening thinking, practice, and formation rather than emphasizing efficiency or novelty.

05

Transparent,
Ethical Use

We expect honest and responsible use of AI that upholds academic integrity and accountability. Users should clearly acknowledge AI's role when appropriate and model ethical practices that build trust within our school communities.

GUIDELINES FOR Staff

OUR PROFESSIONAL COMMITMENT

In the Diocese of Des Moines, we view AI as an evolving tool with transformative potential when used responsibly. Rooted in our mission of Catholic spiritual formation and academic excellence, we are committed to developing the whole person—mind, body, and spirit—in an ever-changing world. Inspired by *Antiqua et Nova*, the words of Pope Francis that artificial intelligence “must remain a tool in human hands,” and Pope Leo XIV’s *Magnifica Humanitas*, which reminds us of our “pressing duty to remain profoundly human,” we affirm that AI should support learning without replacing thinking, creativity, or relationships. We embrace AI’s potential while remaining attentive to risks such as bias, overreliance, and diminished critical thinking, committing to its responsible use in alignment with human dignity, the common good, and our Catholic mission.

LEVELS OF AI USE

It is the responsibility of the teacher to communicate acceptable levels of AI use based on building level protocols. It is the student’s responsibility to follow those expectations.



Example levels may include:

AI Allowed: You may use AI to support your learning (brainstorming, explaining, practicing).

AI Assisted: You may use AI, but you must explain how it helped you.

AI Restricted: You may not use AI. Your work must reflect your own thinking.

GUIDING PRINCIPLES IN PRACTICE: Staff

✓ Responsible use looks like...

✗ Misuse looks like...

MISSION- ALIGNED

Ensuring AI-generated materials reflect dignity, truth, and Catholic values.

Prioritizing convenience over mission fidelity or using AI in a way that contradicts or undermines the teachings of the Catholic Church.

HUMAN ACCOUNTABILITY

Maintaining full responsibility for all instructional decisions and materials. Using professional judgment to evaluate accuracy, bias, and appropriateness.

Relying on AI without critical review or professional oversight.

DATA SAFETY, SECURITY, AND PRIVACY

Protecting student, family, and staff confidential information. Entering only de-identified information into generative AI tools.

Entering personally identifiable, confidential, or sensitive student, family, staff, or school information into a generative AI platform.

PURPOSEFUL INNOVATION

Utilizing AI tools to strengthen or enhance instruction, meet diverse learning needs, improve efficiency, and support professional practice when aligned to clear goals and sound judgment.

Using AI without a clear instructional purpose or intention, or implementing tools in ways that diminish learning, professional responsibility, or human connection.

TRANSPARENT, ETHICAL USE

Modeling and communicating ethical expectations for AI use to students. Holding students accountable to expectations for academic integrity. Being transparent about when and how AI is used in professional practice.

Using AI-generated content without appropriate disclosure when requested, misrepresenting AI work as entirely original, violating copyright or confidentiality expectations, or modeling dishonest or unethical use.

GUIDELINES FOR Students

OUR LEARNER COMMITMENT

AI use expectations will differ at the elementary, middle, and high school levels, and building principals will communicate grade-appropriate expectations to families. Regardless of age, we use AI in ways that support learning, uphold human dignity, and reflect our Catholic values. AI is a tool to support growth, not replace thinking, creativity, or responsibility. Over time, students will be able to:

- Use AI with teacher guidance and focus on learning safely;
- Use AI responsibly with honesty and growing independence;
- Use AI ethically, transparently, and with academic integrity.

LEVELS OF AI USE

It is the responsibility of the teacher to communicate acceptable levels of AI use based on building level protocols. It is the student's responsibility to follow those expectations.



Example levels may include:

AI Allowed: You may use AI to support your learning (brainstorming, explaining, practicing).

AI Assisted: You may use AI, but you must explain how it helped you.

AI Restricted: You may not use AI. Your work must reflect your own thinking.

GUIDING PRINCIPLES IN PRACTICE: Students

✓ Responsible use looks like...

✗ Misuse looks like...

MISSION- ALIGNED

Choosing prompts and outputs that reflect Catholic values and respect the dignity of all people.

Using AI in ways that are harmful, offensive, or go against school and church values or policies.

HUMAN ACCOUNTABILITY

Taking ownership for checking AI responses for relevance, accuracy, and bias through editing and making AI supported work your own.

Relying on AI to do the work, copying and submitting work without thinking, and blaming AI for incorrect/dishonest work.

DATA SAFETY, SECURITY, AND PRIVACY

Protecting personal, private, and school information by not entering sensitive or identifiable information into AI tools.

Entering names, personal details, or confidential school information into AI tools.

PURPOSEFUL INNOVATION

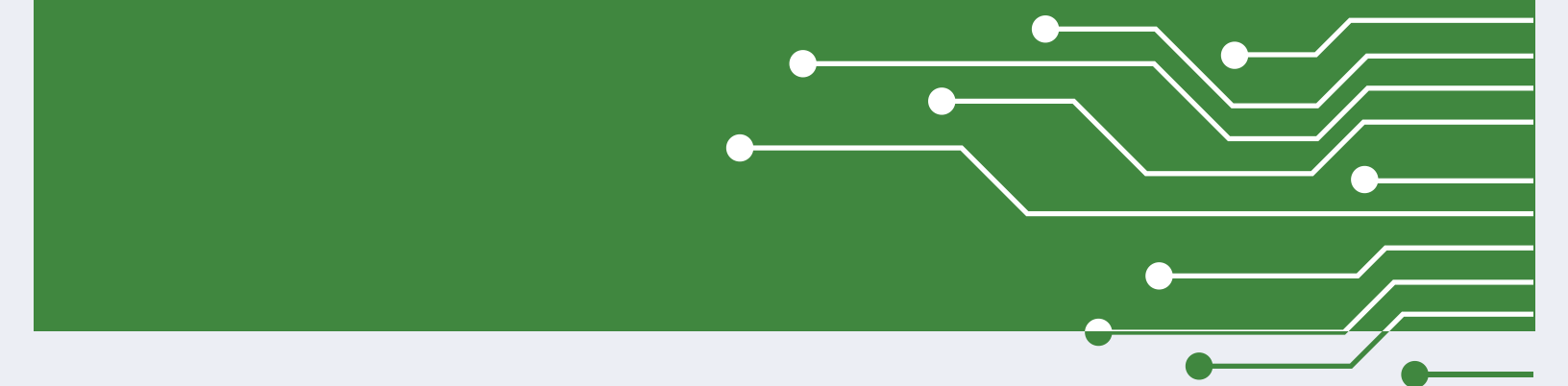
Using AI to support learning, deepen understanding, ask questions, or extend thinking to help you grow.

Using AI to replace effort, avoid learning, or complete tasks without understanding.

TRANSPARENT, ETHICAL USE

Being honest about when and how AI is used. Following teacher guidance and expectations about when and how AI may be used.

Using AI without permission, presenting AI work as your own, or not crediting AI assistance when required.



Glossary

COMMON AI TERMS

Because artificial intelligence technologies are evolving rapidly, the administration reserves the right to modify or expand these definitions at any time to ensure the continued safety, academic integrity, and operational security of our school community.

AI Hallucination: A phenomenon in which an artificial intelligence system generates false, misleading, or entirely fabricated information while presenting it as factual or accurate. AI hallucinations may include incorrect citations, invented sources, inaccurate summaries, or confidently stated falsehoods.

AI Plagiarism / AI Generation: The act of submitting text, ideas, images, mathematics, or computer code created by an artificial intelligence tool and presenting it as one's own original human work.

Artificial Intelligence (AI): A broad category of computer systems and software applications designed to simulate human intelligence. This includes systems that can perform tasks such as visual perception, language translation, automated decision-making, and data analysis.

Data Ingestion: The process by which an AI system absorbs, processes, and stores the text, files, and data entered by a user into its memory or training database.

Deepfake: An advanced form of synthetic media where a person's face, body, or voice is digitally swapped or simulated using AI to make them appear to say or do something they did not actually say or do.

Generative AI: A specific type of AI technology designed to create entirely new content based on user prompts. Generative AI can produce new text, computer code, images, music, video, or audio, rather than simply analyzing existing data.

Impersonation (AI-Driven): The unauthorized use of AI tools to create fake social media profiles, email accounts, text messages, or synthetic media that mimic the identity of a real student, faculty member, administrator, or the school itself.

Large Language Model (LLM): A type of generative AI trained on massive text datasets. LLMs are designed to understand, summarize, predict, and generate human-like written text (e.g., ChatGPT, Claude, Google Gemini).

Personally Identifiable Information (PII): Any information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information. In a school setting, this includes student names, ID numbers, grades, disciplinary logs, and medical or special education records.

Prompt: A question, command, instruction, or input entered into an AI system to generate a response or output. The quality, clarity, and specificity of a prompt often influence the usefulness and accuracy of AI-generated content.

Public AI Model (Consumer-Facing): Free or paid AI tools available to the general public (such as the standard versions of ChatGPT or Claude). Data entered into public models is generally absorbed by the technology company to train future algorithms, meaning the school may lose control over that data.

School-Approved AI Tool: An artificial intelligence tool, platform, or application that is authorized, permitted, or otherwise approved by school or diocesan leadership for educational or operational use based on considerations such as privacy, security, age appropriateness, and instructional value.

Synthetic Media: Any form of digital content—including images, video, and audio recordings—that has been created, significantly altered, or manipulated using artificial intelligence.

Voice Cloning: An AI technology that analyzes a brief recording of a real person's voice to create a synthetic duplicate capable of reading any text provided by the user.

