# Appleby AI Guidebook

## FOR STUDENTS



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This guidebook explains how we expect you to use AI at Appleby, and why. It will change as AI changes and as we learn more about what helps your learning.

## 1. What Appleby is asking of you

**Every Appleby studeny will be able to learn with AI, think independently without it, and use it responsibly to improve the world.**

## 2. Why we ask this

**AI can make a piece of work look considerably better without making you any better.**

That is the reason this guidebook exists. You can hand in something polished and still be unable to explain it, remember it, or do the same thing again next month without help. Your teachers then cannot see what you have misunderstood.

Understanding is built through effort. When you are stuck on a difficult text, a proof that will not work, or an argument that will not hold together, that difficulty is not a sign that something has gone wrong. It is where the learning happens. AI can take it away in seconds, and if you let it, you will finish the task and miss the point of it.

The things most at risk are the ones that matter most: reading something hard and staying with it, writing as a way of working out what you think, working out what the question actually is, judging whether a source is any good, and sounding like yourself.

## 3. Four habits

Wherever you are in the school, and whatever the subject, these four apply.

- **Think first.** Attempt it, read it, discuss it, draft it, or try to solve it before you ask AI for anything. What you produce on your own first — even when it is wrong or unfinished — is what makes anything AI gives you afterwards useful.
- **Use AI as a coach, not a ghostwriter.** Ask it to question you, argue the other side, explain something a different way, set you practice problems, or tell you what is weak about your draft. Do not ask it for the answer, or for the paragraph, and hand that in.
- **Verify and disclose.** Check claims against sources you trust. Keep track of what you used it for. Be ready to say what you accepted, what you rejected, and what you changed.
- **Show what you can do without it.** You will regularly be asked to work with no AI available. That is not a trap. It is how you and your teachers find out what you have actually learned.

## 4. How you will know what is allowed

Your teachers will tell you which of two paths applies to each assessment. If they have not told you, ask. Until you have an answer, assume AI is not permitted.

### Path 1 — Secured, supervised, verified

These assessments show what you can do without AI assistance. Your teacher supervises the work, it may be handwritten in class or completed on a secure platform such as exam.net, and you will not know the questions in advance. Presentations are note-free and screen-free. Discussions do not allow outside notes or AI.

### Path 2 — AI-embracing

You have access to AI and appropriate use is permitted. These tasks usually have a wider scope and a real-world application. How you made the work may be assessed alongside the work itself, so you will be asked to document where and how you used AI, and sometimes to reflect on how it changed your thinking.

Some assessments combine elements of both. What is permitted will differ between subjects, between courses, and between tasks within the same course. Course outlines and assignment instructions are the first place to look.

## 5. Privacy and your data

Never enter personal information about yourself or anyone else into an AI system. That includes:

- your full name, student number, or date of birth
- your address, phone number, or any contact details
- medical, mental health, or family information
- passwords, login credentials, or financial information
- photos or identifying images of yourself or of anyone else

This applies to the tools Appleby has approved as well as to anything you use at home. Most services let you turn off model training and you should do so, but turning it off is not the same as the information being private.

**Be especially careful with information about other people.** They did not choose to have it entered into a system, and it is not yours to share.

## 6. The tools Appleby provides

Parental consent for AI use is gathered through the new and returning student application.

- **Middle School:** Flint K12
- **Upper and Senior School:** Microsoft Copilot, part of the Microsoft suite
- **Flint K12** is also used for some assessment and practice activities across the school, and may give you AI feedback on your work. A teacher reviews anything that counts.

These are the tools Appleby has reviewed and approved. When you use them through your Appleby account, the School has agreements in place about how your information is handled. That is not true

of a personal account on the same product, and it is not true of a tool we have not reviewed. Use your Appleby account for Appleby work.

You will come across other AI services, and we would rather you met them knowingly. Check the age restrictions, since most services set a minimum age and some require parental permission below a certain age. Be careful about what you enter. And do not use an unapproved tool for Appleby work.

## 7. Academic integrity

Appleby's Academic Integrity policy applies to AI exactly as it applies to anything else. Unauthorised or undisclosed use of AI is academic dishonesty.

### Not acceptable

- Submitting AI-generated work as your own.
- Using AI when a teacher has said it is not permitted, including in any Path 1 assessment.
- Using AI to get around the point of a task, such as generating an essay or solving problems you were meant to work through.
- Failing to disclose or cite AI use where disclosure is required.
- Sharing AI-generated work with other students so that they can submit it.
- Using AI to produce content that misrepresents a real person, or that harms, intimidates, or humiliates anyone.

### Disclosing and citing your AI use

When you use AI in your work, say so, in the same way you would cite a book, a website, or an article. Be ready to describe what you used it for, what you asked it, and how it changed what you produced. Some tasks will ask for a short written reflection on this as part of the submission.

### If a teacher has a concern

They will start by talking to you, and will ask you to walk them through your process and your thinking. AI detection software is not treated as proof of anything, and no one will act on a detector score alone. Keeping your drafts and your working is the best protection you have, and the best reason to keep them.

## 8. Building your AI literacy

Appleby will provide foundational AI literacy materials. Treat them as a starting point rather than the whole of what you need to know.

**Ask what it is doing to your learning.** Before you use AI on a task, ask whether you are using it to support your learning or to replace it. If someone read the finished work, would they find your voice, your reasoning, and your understanding in it?

**Understand roughly how it works.** These systems produce text that is statistically likely, which is not the same thing as text that is true. They can state something false with complete confidence, and invent sources that look entirely real. Hallucinations are becoming less frequent and more convincing at the same time, which makes checking more important rather than less.

**Watch for over-reliance in yourself.** It is too early to know what a habit of dependence does over years of schooling. Notice whether you are reaching for AI because a task is genuinely better with it, or because it is hard and you would rather not.

**Recognise bias and missing perspectives.** These models carry the assumptions of the material they were trained on. Some viewpoints come through easily and others barely appear. Learning to notice which is a skill worth having.

## 9. Examine these systems, do not only use them

We expect you to be curious about what these tools are, not only about what they can do for you.

They were built by particular companies, trained on work that other people created, and shaped by commercial decisions that are rarely visible to the people using them. They reproduce some perspectives more readily than others, and leave some out altogether. They consume real energy and water, and the benefits of their use are not evenly shared.

Understanding what a powerful tool costs, and whom it serves, is part of what we mean by character. It is also a good reason to use these systems purposefully rather than casually, and to ask whether a simpler approach would have done the job.

## 10. AI and your wellbeing

Some AI systems are designed to feel like a relationship. They are available constantly, they agree with you, and they never tire of you. That can be genuinely appealing, particularly when things are difficult.

- An AI is not a substitute for a friend, and it is not a substitute for telling an adult when something is wrong.
- AI is not a source of mental health support. If you are struggling, talk to your advisor, a counsellor, a teacher, or someone at home.
- If you come across AI-generated content that misrepresents you or anyone else in our community, report it. It is a safeguarding matter and it will be taken seriously.
- If your AI use is leaving you more isolated, or you feel you cannot work without it, that is worth talking to someone about.

## 11. Build things

Being able to use AI well is a starting point rather than the goal. We would rather you were able to make things than only to operate systems that other people have designed.

You will have opportunities to create with AI: to design, prototype, test, and improve things that did not exist before, working on problems you actually care about. Take them. This technology is reshaping the world you will work in, and we would rather you helped shape it than simply received it.

## 12. Asking questions

Talk to your teachers. Expectations differ between subjects, and asking is always better than assuming. If you are unsure whether something is permitted, ask before rather than explain afterwards.

*This guidebook sits alongside Appleby's Academic Integrity Policy, Acceptable Use of Technology Policy, and Privacy Policy, and is reviewed every six months.*