Grades 9–10

BEFORE YOU CHANGE ANYTHING

The shift from monitoring to conversation

He is not on it for no reason. Gaming is where he is good at something; the group chat is where his friends are. Block it and he still needs both.

A setting is only half of it. Monitoring without conversation tends not to help, and can work against you. Monitoring with conversation is what the research supports.

And it changes with age. From about fifteen, a rule he did not agree to stops helping and can push the other way. The same rule, arrived at together, holds. At this age the settings below are something you review with him, not something you apply to him.

TRY THIS

The house YOUR WIFI

The network, not the device. Pause it and everything on the wifi stops together.

WHY IT MATTERS

The CDC recommends 8 to 10 hours of sleep for teenagers, and late-night device use is the most common disruptor. Fifty-nine percent of teens use a phone between midnight and 5 a.m. on school nights.

TRY THIS

- Keep a scheduled pause on school nights
- Set it 30 to 50 minutes before bed, not at bedtime
- Let him propose the hours before you approve them

Covers every device on your wifi. Misses anything on cellular data.

The school account BROWNING.EDU · GOGUARDIAN PARENT

Follows the login, not the laptop. Browning filters it, and you can see it.

WHY IT MATTERS

Restrictive monitoring is associated with more problematic use, not less. Boys disclose more to parents who talk with them about their online life than to parents who check on them.

TRY THIS

- Review it with him, not about him
- Read for patterns, not incidents
- Aim for him walking you through his week

Covers schoolwork on the Browning account. Misses the machine itself, since this follows the login.

The personal account HIS APPLE ID OR GOOGLE ACCOUNT

His Apple ID or Google account. This is what Downtime, limits, and app approvals attach to.

WHY IT MATTERS

Ninety-one percent of teens have a smartphone by Grade 9, and teens average 8.5 hours of non-school screen time a day, with a median of 237 notifications.

TRY THIS

- Review the screen time report together monthly
- Ask which pings he wants, turn the rest off together
- Keep Downtime on school nights
- Charge the phone outside the bedroom

Covers the phone. Misses everything once he decides to work around it, which is why the conversation matters more here.

WHAT NONE OF IT SOLVES

Settings buy you a structure. They do not have the conversation. Here is how to open it, before you change anything.

Say what is changing, and why
"The wifi goes off at nine thirty on school nights. Not because I caught you at something. Because I want you to sleep."

Let him argue, and mean it
"Tell me what you would set instead, and why. If it is reasonable, we will use yours."

Agree in advance on exceptions
"Ask me before, not after."

Then write it down
Turn this page over, read it with him, change what does not fit, and sign it.

Sources: Common Sense Media, Constant Companion, 2023 · CDC adolescent sleep guidance · research on parental mediation, 2022 to 2025

FAMILY MEDIA AGREEMENT

Grades 9–10

Responsible Independence & AI as a Scholarly Tool

focus.browning.edu

Mark this page up. Connect: what already describes your household. **Extend:** what would stretch it further. **Challenge:** what does not work, or is missing.

Take Care

- I am responsible for both my Chromebook and my ReMarkable — I will report any issues promptly.
- I understand Browning devices are for learning and I will use them accordingly.
- I will not use school devices to access personal accounts or entertainment during the school day.

Stay Safe

- I will use strong, unique passwords and not share them with friends.
- I will review the privacy settings on my accounts at least once a year with a parent.
- I will tell a trusted adult if I am being harassed, pressured, or targeted online.
- I understand that screenshots and messages I share can travel far beyond who I intended.

Think First

- I will Google my own name at least twice a year to know my digital footprint.
- I will not post anything I would not want a college admissions officer, coach, or future employer to see.
- I will disclose and cite all AI use in my academic work — fully and honestly.
- I will interrogate AI output: evaluate it, push back on it, and take genuine intellectual ownership.
- I understand that AI-generated work I cannot explain is not my work.
- I will give proper credit to sources, including AI tools.

Connecting Screen Commitment

- We will maintain at least one shared screen ritual — a series, a film, something we choose together.
- I will be present at meals — phone away, conversation available.
- I recognize that a screen that connects me to people I care about is different from one that isolates me.

Stay Balanced

- My phone still charges outside my bedroom on school nights.
- I will review my screen time report with a parent monthly — as a habit check, not a punishment.
- I will prioritize sleep over screens: devices off at a consistent time each night.
- I will choose screens intentionally — not as a default response to boredom.
- If screen use is interfering with sleep, schoolwork, or relationships, I will say so.

Communicate Openly

- I will have honest conversations with my family about my AI use at school.
- I will tell a parent if something online feels wrong, dangerous, or overwhelming.
- I will be honest about my screen time habits — not minimize them.

In exchange, our family agrees to

- To shift from monitoring to conversation — to ask rather than check.
- To follow his social media accounts — not to surveil but to know him there.
- To review screen time reports together as a habit-awareness practice, not a policing tool.
- To model the screen habits we want him to build — including our own.
- To trust his judgment and engage with his mistakes as learning, not failures.
- To support him when AI pressure at school feels overwhelming.

Isolating screen warning signs — watch for these

- His social life exists almost entirely online — he has followers but not close friends.
- He is using AI to avoid thinking rather than to think better.
- He is uncomfortable with silence, unstructured time, or being unreachable.
- He is more withdrawn after screen time than before.

Tell us what you changed

Scan to send your Connect, Extend, and Challenge notes. Nothing attributable to a student or a household leaves the room.

Student signature & date

Parent or guardian signature & date

Revisit: September and spring semester each year

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