Grades K–2

BEFORE YOU CHANGE ANYTHING

Attention is built long before a screen appears

The habits start now, not later. At this age screens are not something he negotiates with you. What you set in the next few years is what he will think of as normal.

Screens are not the lever. Conversation, play, books, and outdoor time are what build the capacity to focus. The settings below only protect the room for them.

And it will change. As he gets older, a rule handed down stops working and a rule he helped set holds. Starting that habit early, in small ways, is what makes the later years easier.

TRY THIS

The house YOUR WIFI

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

WHY IT MATTERS

Children aged 5 to 8 average 3 hours 38 minutes a day, well above what research supports. Screen-free meals, mornings, and bedtimes are the highest-leverage habits at this age, and far easier to set now than to claw back later.

TRY THIS

- Make a profile for the family's shared devices
- Schedule a pause covering dinner and the hour before bed
- Put the TV and the tablet on the same schedule

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

At school, devices are shared, supervised, and brief. The habit that transfers home is the same one: he uses the internet when a grown-up is nearby, not alone in another room.

TRY THIS

- Install GoGuardian Parent, sign in with the email Browning has on file
- Use it sitting beside him, not to check up afterward

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

The personal account FAMILY APPLE ID · SCREEN TIME

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

WHY IT MATTERS

Nearly one in four children have a phone by age 8, and most experts say wait. Shared family devices in common spaces beat personal ones, and every major platform requires users to be 13.

TRY THIS

- No smartphone. A basic call-only device if you need one
- Set a time limit on the family tablet
- Keep screens in shared spaces, never his bedroom

Covers the family's shared devices. Nothing is his alone yet, which is the advantage of this age.

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: American Academy of Pediatrics screen guidance · Common Sense Media · Browning Reclaiming Focus Initiative

FAMILY MEDIA AGREEMENT

Grades K–2

Foundations of Attention & Curiosity
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 will be gentle with shared classroom devices and tell a grown-up if something breaks.
- I know devices in our home belong to our family, not just to me.
- I will put devices back where they belong when I'm done.

Stay Safe

- I will only use the internet when a parent or teacher is nearby.
- I will not share my name, photo, or address with anyone online.
- I will tell a grown-up right away if something I see online scares me or makes me feel weird.
- I know some things online are not real — I will ask a grown-up to help me understand.

Think First

- I will not say anything online that I wouldn't say to someone's face.
- I know that things on the internet can be made up — not everything is true.
- I understand that AI makes pictures, videos, and voices that aren't real.

Connecting Screen Commitment

- We will watch one show or film together as a family each week — chosen by all of us.
- Screen time in our house is something we do together, not alone in a room.
- After we watch something together, we'll talk about it.

Stay Balanced

- When the screen time is over, I will stop without a big fight.
- I will play outside, read, draw, or use my imagination every day.
- I will not use a device first thing in the morning or right before bed.
- Screens stay in shared spaces — not in my bedroom.

Communicate Openly

- I will tell a parent what I watched or played on a screen.
- I will ask before using any device.
- If anything online makes me feel upset or confused, I will tell a grown-up.

In exchange, our family agrees to

- To watch with him as often as we can.
- To make sure he has plenty of non-screen options he loves — toys, games, outdoor time.
- To put our own phones away during meals and playtime.
- To keep screens in shared spaces — not in his bedroom.
- To talk with him about what he sees online rather than panic.
- To model the screen habits we want him to build.

Isolating screen warning signs — watch for these

- He reaches for a screen every time he is bored or upset — it has become his emotion regulator.
- He chooses screens over play or people when given a free choice.
- He cannot stop without a major meltdown.
- He is watching others play games rather than playing himself.

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: Each September and any time a new device enters the home

Drafted with AI assistance, then reviewed and edited by Browning faculty and staff. Developed and revised with our community over the past year.

Grades 3–5

BEFORE YOU CHANGE ANYTHING

This is when the attention economy finds your son

He is not on it for no reason. Games and videos are built to be good company. Blocking the activity does not remove what it was meeting.

A setting is only half of it. The skill to teach now is noticing when an app is using him. That only comes from talking about it, not from a limit alone.

And it changes with age. Rules work well at this age and work less well as he gets older. Bringing him into the decision now is practice for when it will be the only thing that works.

TRY THIS

The house YOUR WIFI

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

WHY IT MATTERS

Tweens aged 8 to 12 average 5.5 hours of recreational screen time a day. Charging outside bedrooms is the habit to start now, before there is a phone to argue about.

TRY THIS

- Make him a profile and assign his devices
- Schedule a pause 30 to 50 minutes before bed
- Console stops earlier than the homework laptop
- Shift the weekend by an hour, not four

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

This is when boys make their first accounts and first meet content chosen by an algorithm rather than by them. Looking at it together teaches the question you want him asking alone: who made this, and why?

TRY THIS

- Install GoGuardian Parent, sign in with the email on file
- Open it with him, not quietly and then at dinner
- Read for patterns, not incidents

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

The personal account FAMILY APPLE ID · SCREEN TIME

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

WHY IT MATTERS

Forty-two percent of children have a phone by age 10, and the research supports waiting. Browning recommends no peer group texting before Grade 8. Delaying works when families in a grade decide together.

TRY THIS

- Screen Time or Family Link on the family tablet
- A passcode he does not know
- Downtime on, with Block at Downtime
- Turn off notifications for anything that is not a person

Covers the shared tablet or laptop. Misses what he uses at a friend's house.

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 · Wait Until 8th · Browning Reclaiming Focus Initiative

FAMILY MEDIA AGREEMENT

Grades 3–5

Building Research Habits & Media Literacy
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 will take care of classroom and family devices and report anything broken or lost.
- I understand devices belong to the family unless I paid for them myself.
- I will not download apps or change settings without permission.

Stay Safe

- I will not create accounts without my family's permission.
- I will not share my full name, address, school name, or photos without permission.
- I will not share my passwords with anyone except a parent.
- I will tell a parent immediately if anyone makes me feel pressured or uncomfortable online.
- I know some people online pretend to be someone they're not.

Think First

- Before I share anything online, I will ask: would I be okay if everyone I know saw this?
- I will not spread rumors, gossip, or mean content about anyone online.
- I know that not everything I read or see online is true — I will check before I believe it.
- I understand AI can create fake photos, videos, and voices of real people.
- I will give credit when I use someone else's work or ideas.

Stay Balanced

- I will help my family set screen time limits and then follow them.
- I will not use screens in my bedroom.
- I will choose what I watch — not let YouTube or another app choose for me.
- I will have at least one hour of physical activity or outdoor time each day.
- Devices charge outside my bedroom every night.

Communicate Openly

- I will tell my parents what apps, games, and websites I use.
- I will tell a parent if I see something online that upsets me or doesn't seem right.
- I will be honest about how much time I've spent on screens.

Connecting Screen Commitment

- We will pick a film or show together at least once a week and watch it as a family.
- I will not use a device when we're eating together as a family.
- When I game, I will prefer games I can play with a friend or family member in the room.

In exchange, our family agrees to

- To listen to what interests him online and engage with his world rather than dismiss it.
- To talk with him about our concerns before saying no.
- To help him find shows, games, and content that are worth his time.
- To keep devices in shared spaces and charge them outside bedrooms for everyone.
- To model the screen habits we want him to have.
- To take media literacy seriously — help him question what he sees online.
- To use Apple Screen Time or Google Family Link to support healthy defaults.

Isolating screen warning signs — watch for these

- He is watching other people play games (YouTube gaming, Twitch) instead of playing himself.
- He is watching for long periods without choosing what comes next.
- He reaches for a screen immediately after school or whenever he has free time.
- He is reluctant to stop and becomes irritable when asked to.

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 February each year

Drafted with AI assistance, then reviewed and edited by Browning faculty and staff. Developed and revised with our community over the past year.

Grades 6–8

BEFORE YOU CHANGE ANYTHING

Independence expands faster than self-regulation

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. Rules still help at this age. They help less from about fifteen, and a rule handed down can push the other way by sixteen. The same rule, arrived at together, holds.

TRY THIS

The house YOUR WIFI

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

WHY IT MATTERS

Late-night gaming is the most common disruptor at this age. On nights when boys use a device more than their own usual before bed, they use it longer later that same night. Charging outside the bedroom is the single most impactful routine.

TRY THIS

- Make him a profile and assign his devices
- Schedule a pause 30 to 50 minutes before bed
- Console stops earlier than the homework laptop
- Shift the weekend by an hour, not four

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

Control apps raise what parents feel they know while lowering what they actually know. Boys disclose more, including being bullied, to parents who talk with them about their online life.

TRY THIS

- Install GoGuardian Parent, sign in with the email on file
- Open it with him, on a Sunday
- Read for patterns, not incidents
- Know which group chats he is in, without reading every message

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

Teens receive a median of 237 notifications a day, nearly a quarter during school hours, mostly from the apps boys use to talk to friends. Seventy-one percent have a phone by age 12.

TRY THIS

- Set it up before you hand the phone over
- A passcode he does not know
- Downtime on, with Block at Downtime
- Limits on, with Block at End of Limit
- Ask which pings he wants, turn the rest off together

Covers the phone, on wifi or cellular. Misses what a shared passcode opens.

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."

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

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

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 · American Academy of Sleep Medicine, SLEEP 2026 · research on parental mediation, 2022 to 2025

FAMILY MEDIA AGREEMENT

Grades 6–8

Developing Responsibility & Digital Judgment

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 will take care of school and personal devices and report anything lost, broken, or stolen.
- I understand my school Chromebook belongs to Browning and must be returned in good condition.
- I will not modify school devices, install unauthorized apps, or attempt to bypass the school's web filters.

Stay Safe

- I will not share passwords with friends — only with a parent if necessary.
- I will use privacy settings on any accounts I have and review them with a parent.
- I will tell a trusted adult immediately if anyone contacts me in a way that feels wrong.
- I will not share other people's private photos, screenshots, or messages without permission.
- I will not join group chats I haven't agreed to be part of.

Think First

- Before posting anything, I will ask: would I be okay if a teacher, college, or employer saw this?
- I will not bully, humiliate, or exclude anyone online — including in group chats.
- Screenshot = escalation: I will not share screenshots of private conversations.
- I will stand up to bias, racism, and misogyny in group chats — or leave.
- I will disclose all AI use to my teachers fully and honestly.
- I understand that undisclosed AI use may be considered academic dishonesty.

Connecting Screen Commitment

- We will have at least one shared screen experience per week — a film, a series, something we choose together.
- When I game, I will prefer cooperative games with a friend physically present when possible.
- Devices at meals are off — for everyone in the household.

Stay Balanced

- My phone charges outside my bedroom every night — no exceptions on school nights.
- I will not game alone after 9pm on school nights.
- I will take real breaks from screens — walks, meals, conversations without devices.
- I will review my screen time report with a parent once a month.
- If screen use is making me unhappy or hard to stop, I will tell a family member.

Communicate Openly

- I will tell my parents which group chats I'm in.
- If something goes wrong in a chat, I will take it off the phone before it escalates.
- I will tell a parent if I receive something that upsets me or makes me uncomfortable.
- I will be honest about AI use at school and at home.

In exchange, our family agrees to

- To know which group chats he's in without reading every message.
- To talk to him about what we see online before assuming the worst.
- To trust him and talk to him when we have concerns — not surveil first.
- Not to contact other parents about a conflict without talking to him first.
- To be consistent: the same device rules apply to adults in the house.
- To support him if he chooses to leave a group chat that is toxic.
- To have conversations about what he sees — AI, social media, group dynamics — without lecturing.

Isolating screen warning signs — watch for these

- He is gaming alone late at night regularly — especially on school nights.
- He seems more anxious or agitated after being on his phone.
- He is reluctant to put his device down when asked.
- His social life is increasingly online-only and he is harder to reach in person.
- He has withdrawn to his room with a device and doesn't want to come out.

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 January each year, and any time a new platform or group chat emerges

Drafted with AI assistance, then reviewed and edited by Browning faculty and staff. Developed and revised with our community over the past year.

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."

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

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

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

Drafted with AI assistance, then reviewed and edited by Browning faculty and staff. Developed and revised with our community over the past year.

Grades 11–12

BEFORE YOU CHANGE ANYTHING

Rules give way to judgment

He is not on it for no reason. The screen is where a good deal of his social life, his work, and his downtime now live. The question is which of those a given hour is serving.

A setting is only half of it. At this age the useful move is not a tighter limit. It is an honest conversation about whether his own use reflects how he wants to spend his time.

And it has changed with age. A rule he did not agree to has not worked for a while now. He is close to managing this alone, and the last two years are practice for doing it without you.

TRY THIS

The house YOUR WIFI

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

WHY IT MATTERS

Device-free sleep matters at seventeen as much as at twelve. The habits he keeps now are the ones he takes to college, where nobody will set them for him.

TRY THIS

- A household pause is his to propose, yours to agree
- Better: a standard you both hold, including you
- Devices off at a consistent time

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

The destination is a boy who tells you what is going on without being asked. Boys disclose more to parents who talk with them than to parents who check on them.

TRY THIS

- Use it as a conversation starter and nothing else
- Ask him to show you rather than looking first

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

Adults average nine hours a day. Your modeling is the strongest thing you have left, and he will notice the gap between what you ask and what you do.

TRY THIS

- Ask him to share his screen time report
- Discuss it without judgment: does this reflect how you want to spend your time?
- Audit social media together before applications

Covers what he chooses to keep. The handover is the point, and it is earned rather than given on a birthday.

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 · Browning Reclaiming Focus Initiative · research on parental mediation, 2022 to 2025

FAMILY MEDIA AGREEMENT

Grades 11–12

Preparing to Lead in a World Shaped by AI
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

- My MacBook is my responsibility — I will maintain it, back it up, and treat it with care.
- I own my digital presence the same way I own my academic work.

Stay Safe

- I will maintain strong, unique passwords and use two-factor authentication on important accounts.
- I will audit my social media privacy settings before submitting college applications.
- I understand that what I post publicly is accessible to colleges, employers, and the world.
- I will tell a trusted adult if I am being targeted, harassed, or pressured online.

Think First

- My college essay is mine — written in my voice, from my experience, by me. AI cannot write it for me.
- I will use AI as a tool for thinking better — never as a substitute for thinking.
- I will disclose AI use fully and cite it in all academic work — no exceptions.
- I will Google myself before college applications and clean up anything that doesn't represent me well.
- I understand that academic integrity at this level means full intellectual ownership.
- Certificates of Distinction require original research — I take that standard seriously.

Connecting Screen Commitment

- I will maintain at least one shared screen experience with my family — even seniors watch things together.
- I know that the habits I build now are the ones I will carry into college.
- I will choose screens that connect me to people I care about over ones that isolate me.

Stay Balanced

- I will audit my own screen use using built-in device tools and reflect honestly on what I find.
- I will ask myself: is this screen pulling me toward people or away from them?
- Device-free sleep matters even at 17 — I will charge my phone outside my room on school nights.
- I will balance screen time against sleep, academics, physical activity, and real relationships.
- As I approach 18, I will begin developing adult habits around media — not just following rules.

Communicate Openly

- I will have honest adult conversations with my family about my digital life.
- If screen use, gaming, or social media is affecting my wellbeing, I will say so.
- I will be transparent about my AI use — at school and at home.

In exchange, our family agrees to

- To treat him as an emerging adult — with the autonomy and accountability that entails.
- To have conversations about adult digital choices rather than enforcing rules.
- To discuss AI discernment honestly — including our own questions and uncertainty.
- To do a social media audit together before college applications — without judgment.
- To model the screen habits and digital integrity we want him to carry into adulthood.
- To trust that four years of Browning have built real judgment — and to say so.

Isolating screen warning signs — watch for these

- He cannot produce original work without AI assistance and cannot articulate what he contributed.
- His sense of identity exists primarily online — he is curated rather than known.
- He is uncomfortable with silence, hard questions, or time without a screen.
- He is not sure what he actually thinks about anything — opinions arrive pre-formed from feeds.

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: Beginning of senior year and before college applications are submitted

Drafted with AI assistance, then reviewed and edited by Browning faculty and staff. Developed and revised with our community over the past year.