

# Personal Device Policy

At Namao, we strive to create a supportive and nurturing learning environment that encourages positive social interactions and fosters academic excellence. We ask students **not to use devices (e.g., cellphone, smart watches, etc.) that impact academic learning throughout the day** to achieve these goals.

- Students must store their devices in their lockers for the entire school day. This includes both breaks.
- Students must have a lock on their locker to ensure their device is safe.
- Per the Technology Use Agreement, the school is not responsible for the loss of personal items.

Research has shown that excessive use of technology can lead to decreased social skills, poor academic performance, and mental health issues (Twenge, Campbell, & Martin, 2018). In contrast, limiting screen time can improve social connections, academic skills, and overall mental health (Grand Canyon University, 2018). Limiting use during socialization (e.g., recess) can improve face-to-face communication and strengthen social bonds (Grand Canyon University, 2018).

By eliminating the use of devices unrelated to academic use during school hours, we hope to cultivate a more positive and supportive school community while promoting healthier habits and enhancing academic performance (Lepp et al., 2015). We appreciate your cooperation in creating a better learning environment for all.

***If your device is not stored in your locker during school hours, including break periods, a parent or guardian must retrieve it from the school office. This is necessary to ensure a safe and focused learning environment for all students.***

***Thank you for your understanding and cooperation.***

## References

- Grand Canyon University. (2018, May 8). How Cellphones Affect Communication Skills. [Blog post]. Retrieved from <https://www.gcu.edu/blog/gcu-experience/how-cellphones-affect-communication-skills>
- Lepp, A., Barkley, J. E., & Karpinski, A. C. (2015). The relationship between cell phone use, academic performance, anxiety, and satisfaction with life in college students. *Computers in Human Behavior*, 43, 210-217. <https://doi.org/10.1016/j.chb.2014.10.053>
- Twenge, J. M., Campbell, W. K., & Martin, G. N. (2018). Decreases in psychological well-being among American adolescents after 2012 and links to screen time during the rise of smartphone technology. *Emotion*, 18(6), 765-780. <https://doi.org/10.1037/emo0000403>
- Rosen, L. D., Carrier, L. M., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior*, 29(3), 948-958. <https://doi.org/10.1016/j.chb.2012.12.001>
- Sturgeon Public School Division. (2021). 870: Exhibit 2: Technology Resources Responsible Use Protocol Students