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3 Title: Ending Early School Start Times in Michigan
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5 Introduced by: Maria Tovar, MD, for the Michigan Academy of Sleep Medicine
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7 Original Author: Virginia Skiba, MD
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9 Referred To: Reference Committee E
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11 House Action: **APPROVED AS AMENDED**
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14 Whereas, insufficient sleep in adolescents can lead to poor academic performance and
15 tardiness; poor mental health including depression, anxiety and suicidal ideation; sleepiness; a
16 myriad of physical health issues including risk of obesity; as well as public health consequences
17 such as drowsy driving and increased vehicular crash rates, and
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19 Whereas, the American Academy of Sleep Medicine recommends 8-10 hours of sleep for
20 adolescents, the prevalence of short sleep duration among high school students in the national
21 Youth Risk Behavior Survey in 2015 was 72.7 percent, and
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23 Whereas, the sleep/wake cycle is delayed in adolescents due to alterations in the two
24 processes that regulate sleep: the circadian rhythm with development of a more evening-type
25 circadian phase preference and the homeostatic process with slower accumulation of sleep
26 pressure in adolescents; and around the time of pubertal onset, children experience a
27 physiologically delayed sleep phase of about two hours compared to their prior sleep schedule,
28 and
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30 Whereas, these circadian and homeostatic changes contribute to later sleep onset and later
31 morning awakening, with teenagers typically struggling to fall asleep before 11:00 p.m., so a
32 teenager who goes to bed around 11:00 p.m. would need to sleep until 7:30 a.m. or later to obtain
33 sufficient sleep; and therefore, adolescents with early school start times suffer not only from sleep
34 deprivation but also from circadian misalignment, and
35

36 Whereas, the American Medical Association, American Academy of Sleep Medicine, and
37 Society of Behavioral Medicine have put out statements to start middle and high school classes no
38 earlier than 8:30 a.m., and the American Academy of Pediatrics put out a statement urging high
39 school and middle schools to aim for start times that would allow students the opportunity to
40 achieve optimal levels of sleep, and
41

42 Whereas, in 2019 the state of California passed SB-328 requiring high schools to begin no
43 earlier than 8:30 a.m. and middle schools no earlier than 8:00 a.m., four other states have passed
44 laws to study healthy school start times, and thirteen other states have introduced legislation to
45 either study, encourage, or mandate later start times, and
46

47 Whereas, in 2015 the Centers for Disease Control and Prevention published school start
48 times for middle and high school students in the United States, and in Michigan only 7.9 percent of
49 schools had start times of 8:30 a.m. or later, and

50 Whereas, later middle and high school start times and earlier elementary start times have
51 minimal impact on younger students while benefiting older students with more sleep time and less
52 sleepiness; for example, a 2-year follow-up of a school district that changed to have high schools
53 start 70 minutes later and elementary school times 60 minutes earlier showed an increase in sleep
54 duration of 45 minutes for high school students and a reduction in daytime sleepiness of 11.6
55 percent, with minimal negative impact on elementary school students, and
56

57 Whereas, later high school start times lead to a reduction in car crashes; in one district in
58 Virginia crashes decreased from 31.6 to 29.6 events per 1,000 with main decrease related to fewer
59 distraction-related incidents and in another district in Kentucky the average crash rate for teenage
60 drivers decreased by 16.5 percent, while the state as a whole increased by 7.8 percent in the same
61 time period, and
62

63 Whereas, implementing delayed school start times is shown to increase sleep duration,
64 improve sleepiness and overall perception of sleep, improve concentration and attention, decrease
65 depression mood scores, lower frequency of headaches, decrease tardiness, presenteeism and
66 falling asleep in class and not adversely impact students being involved in sports and other
67 extracurricular activities, and
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69 Whereas, several districts in the state of Michigan have implemented later start times and
70 noted students feeling more rested and refreshed, improved academic performance, decrease in
71 tardiness, increased effectiveness of first period, fewer absences, fewer accidents, and lower rates of
72 depression and suicide; therefore be it
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74 RESOLVED: That MSMS encourage the Michigan Department of Education to educate
75 school districts, caregivers, and students on the harms of insufficient sleep and the benefits of later
76 school starts; and be it further
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78 RESOLVED: That MSMS supports legislative efforts for middle school and high school start
79 times that provide students the opportunity to obtain the physiologically required amount of sleep;
80 thereby, resulting in scholastic, psychological, and health benefits.
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83 WAYS AND MEANS COMMITTEE FISCAL NOTE: \$12,000-\$24,000 for regulatory and/or industry
84 advocacy.

Relevant MSMS Policy: None

Relevant AMA Policy:

Insufficient Sleep in Adolescents H-60.930

1. Our AMA identifies adolescent insufficient sleep and sleepiness as a public health issue and supports education about sleep health as a standard component of care for adolescent patients.
2. Our AMA: (a) encourages school districts to aim for the start of middle schools and high schools to be no earlier than 8:30 a.m., in order to allow adolescents time for adequate sleep; (b) encourages physicians, especially those who work closely with school districts, to become actively involved in the education of parents, school administrators, teachers, and other members of the community to stress the importance of sleep and consequences of sleep deprivation among adolescents, and to encourage school districts to structure school start times to accommodate the biologic sleep needs of adolescents; and (c) encourages continued research on the impact of sleep on adolescent health and academic performance.

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