



Principles from MHA's School-Based Mental Health Policy Report: A Guide for Districts and Policymakers

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About the Report

- Covers policy on mental health education, school mental health services, and mental health sick days
- Includes resources and advocacy tools
- 6 Guiding principles from research and stakeholders

Principle 1

Use a strengths-based, asset-driven approach.

Goals: wellbeing, resilience, connection, and inclusion

Shift from traditional health education framework.

Principle 2

Frame educational equity as health equity.

Emphasize the connection between learning and health, including mental health. Use an equity lens to improve educational and health outcomes for *all* students.

Principle 3

Empowering youth is a key measure of success.

Include youth in all stages of policy development.

Educate students on the legislative process to in order to engage them in policy change.

Principle 4

Work within or build on top of existing structures.

Using the framework that already exists in the state or district can help to build legislative and social momentum.

Principle 5

Consider implementation, evaluation, and ongoing innovation.

Provide adequate technical assistance, encourage innovation, and consider evidence-informed approaches and measurement of outcomes.

Principle 6

Leverage policy changes for a whole school/whole community/whole child approach.

Conduct comprehensive assessments, address gaps, and connect to community resources to improve student mental health, resilience and wellbeing.

Oregon HB 2191 and Youth Empowerment

- Bill added mental and behavioral health to existing legislation on excused school absences
- Passed in 2019
- Completely youth led process
- Importance of youth leadership

Similar Legislation

- Other states with similar legislation in place include Colorado, Maine, Utah, and Virginia
- Supporting youth-led movements

Looking Ahead

- Report is scheduled for release mid July