

# School Mental Health

## REPORT CARD

2025

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## Acknowledgements

Inseparable works to advance policy solutions that reflect the belief that the health of our minds and bodies is inseparable. Our four primary areas of focus are:

- Ensuring access to mental health care;
- Promoting school and youth mental health;
- Improving crisis response; and
- Expanding the mental health workforce.

This report aims to equip policymakers with the tools they need to bring comprehensive school mental health systems to their communities, so that every child has the opportunity to thrive.

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**This report card would not have been possible without the deep collaboration of our partner organizations from the Hopeful Futures Campaign.**

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# School Mental Health

## REPORT CARD

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# Youth Mental Health in America

## OUR VISION

**Every school has the tools and resources needed to promote student wellbeing so that every child has the opportunity to thrive.**

**It is well known that many youth in America are struggling, and most who have mental health conditions are not receiving the care they need.** Children and their families often do not know who to turn to, and they are frequently faced with financial barriers, delays in accessing care, and a lack of appropriate mental health care providers.

Providing access to mental health supports where children spend much of their time - in schools - helps students build resilience and coping skills. It also connects students who have mental health concerns and their families to the care they need sooner. School-based support not only improves short and long-term outcomes for the student, it also reduces barriers, like transportation and cost, that prevent many youth from getting the care they need in the community. For many students, schools are the primary place they access mental health services.

**More than  
20%  
of youth**

**experienced at least  
1 major depressive  
episode in the  
past year<sup>1</sup>**

**More than  
HALF  
of youth**

**with major depression  
did not receive mental  
health treatment<sup>2</sup>**

<sup>1,2</sup> Mental Health America, [State of Mental Health in America, 2024](#).

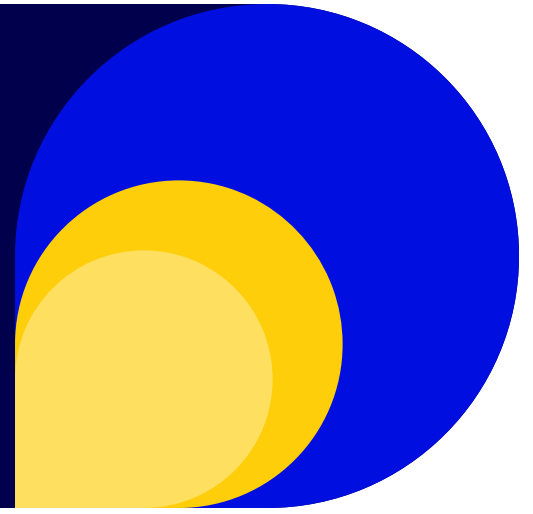
**School-based mental health services are one of the most effective tools we have to improve children’s health and wellbeing.** Fortunately, states across the country have expanded school mental health supports in recent years, and the latest data indicate these efforts are having a positive impact. Yet, more needs to be done to continue positive trends and reduce disparities in access to mental health care. All students should have access to resources proven to promote mental wellbeing and a learning environment where they have the opportunity to flourish.

**States are uniquely positioned to ensure students have access to the appropriate resources and supports they need by adopting policies and leveraging sustainable funding models that allow for continuity and quality.**

**This report is designed to support state policymakers with effective policy solutions that help:**

- **Promote mental wellbeing for all students**
- **Identify students at risk and intervene early**
- **Provide mental health care and support to students who need it**

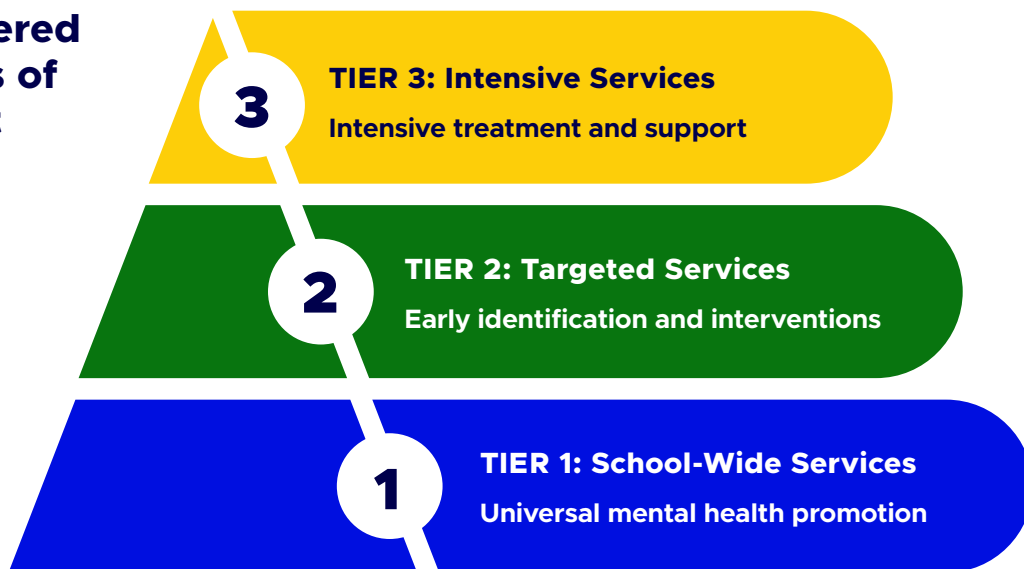
# Supporting the Mental Wellbeing of All Students



Schools can play an important role in supporting youth mental wellbeing by offering a safe and supportive learning environment that all students benefit from, and by connecting children who have mental health challenges to the more customized care they may need. What's more, offering mental health support in schools reduces stigma and improves access to care, especially for students from underserved or rural communities.

Centered on prevention, Multi-Tiered Systems of Support (MTSS) is a simple, proven framework to help schools partner with students, families, and communities in providing an array of mental health instruction and supports that meet the varying needs of each student.

## Multi-Tiered Systems of Support



**Tier 1**

**Tier 1 promotes mental health among all students** and includes teaching mental health literacy, creating a healthy school climate, and developing healthy coping and life skills.

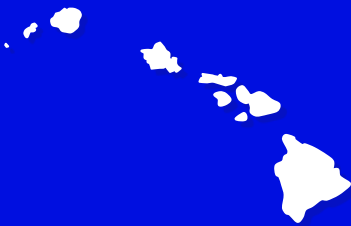
**Tier 2**

**Tier 2 supports help students experiencing mild to moderate mental health conditions**, often through small group interventions, coaching, or skill-building.

**Tier 3**

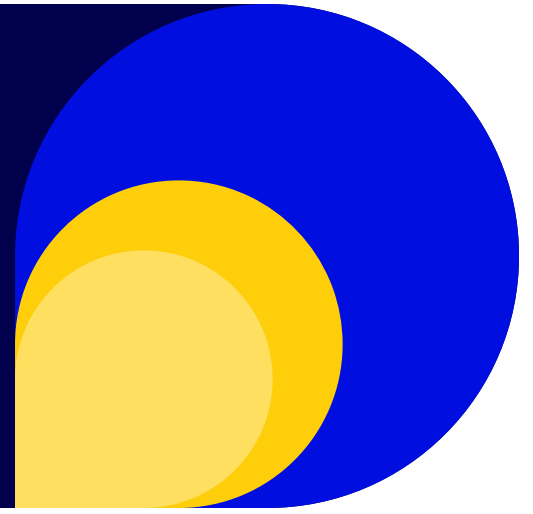
**Tier 3 provides more intensive treatment and supports for students with more complex needs**, and may include coordination with community professionals or providing school-based or school-linked mental health services.

**State Spotlight  
on Hawaii's  
Multi-Tiered  
System of  
Support**



**HAWAII'S** Here to HELP initiative supports students and families through eight priorities, including fostering safe and supportive learning environments, teaching mental health education and literacy, providing mental health screenings and connections to care, offering trauma-informed training and suicide prevention, and engaging families and communities with guidance and support. The state ensures all students can access needed services by investing in workforce development and degree programs for school mental health professionals, and by equipping school personnel with training and education on mental health awareness. Further, the Hawaii Department of Education established Nā Hopena A'ō or HĀ, a department-wide framework to honor the qualities and values of the indigenous language and culture.

# School Mental Health: Policies That Work



Comprehensive school mental health systems are one of the best avenues to support the wellbeing of our children, and it takes effective policy to ensure schools are equipped to offer these supports and have an adequate workforce to deliver the services and care students need.

**Policymakers can grow and maintain these systems by adopting policies outlined in the six areas listed below.**

Facilitate  
a Mentally  
Healthy School  
Climate

Promote  
Mental  
Wellbeing

Emphasize  
Early  
Intervention

Improve  
Connections to  
Mental Health  
Services

Bolster  
the School  
Mental Health  
Workforce

Ensure  
Sustainable  
Financing



# Facilitate a Mentally Healthy School Climate

Creating a mentally healthy school climate means implementing policies and practices that support wellbeing for everyone. This includes allowing students and staff to take time for their mental health; training educators to recognize and respond to mental health needs; and establishing a school culture that promotes kindness and a sense of belonging. When mental wellness becomes ingrained in the school environment, students are more likely to succeed and teachers are better equipped to inspire and educate, contributing to a supportive and productive school community.

## Policy Recommendations

- **Permit excused absences for mental health and offer the student and their parent or caregiver information on mental health support following two or more absences**
- **Adopt regular training and coaching of teachers and school staff on mental health, suicide prevention, and substance use disorders**
- **Expand mental health supports for teachers and school staff**
- **Implement alternatives to exclusionary discipline (e.g. suspension and expulsion), such as referrals to counseling or behavioral supports**
- **Update anti-bullying and harassment policies to ensure they effectively address emerging trends in harmful behaviors**

## State Examples

## Facilitate a Mentally Healthy School Climate

### Excused Absences for Mental Health



**DELAWARE** [HB 3](#) (2023) permits two excused mental health absences for a student. Any student taking more than two excused absences must be referred to a mental health specialist.



**LOUISIANA** [HB 353](#) (2023) allows students up to three excused absences per school year for mental health reasons and ensures they can make up missed work. After the second absence, the student must be referred to school support personnel.

### Training and Coaching for Teachers and School Staff



**ALABAMA** [HB 97](#) (2021) provides mental health awareness training for all K-12 employees as part of their annual training.



**ILLINOIS** [HB 4653](#) (2024) ensures that teachers and school personnel receive trauma-responsive training to enhance understanding and action in support of students impacted by trauma.



**COLORADO** [HB 1406](#) (2024) creates a school-based mental health support program to provide training, resources, and support to the educator workforce on evidence-based skill-building and interventions that promote mental health and wellbeing.

## State Examples

## Facilitate a Mentally Healthy School Climate

### Alternatives to Exclusionary Discipline



**CALIFORNIA** encourages other means of correction before suspension, such as community service, counselor referrals, study and guidance team plans, anger management/prosocial behavior programs, restorative justice, positive behavioral interventions and supports, and after school programs.



**MAINE** ensures school boards focus on positive and restorative interventions that are consistent with evidence-based practices, rather than set punishments for specific behavior and zero-tolerance practices.

### Anti-bullying and Harassment



**ARKANSAS** requires school districts to offer programs that help prevent bullying and implement group conflict resolution services. The state also requires all licensed school personnel to receive training on bullying prevention and the relationship between bullying and the risk of suicide.



**CONNECTICUT** has a multi-pronged approach to curb bullying and harassment, including preventative measures that incorporate positive behavioral interventions, comprehensive training programs for teachers and staff, anonymous reporting mechanisms, and mental health supports for affected students.

## State Spotlight on Cell Phones in School

Frequent cell phone use has been linked to poor mental health and reduced in-person socialization. Smart phones can also reduce students' cognitive capacity, with notifications disrupting focus and attention. However, when used appropriately, cell phones can promote interactive classroom learning and can serve as a communication tool in the event of a school-wide emergency.

While there is limited data available on the impact of school cell phone bans and restrictions, this is a policy area that has gained traction in state capitols in recent years. As of December 2024, eight states have passed state-wide policies to ban or restrict cell phone use in schools, 14 states have introduced legislation, and 10 state education departments have issued recommended policies or pilot programs. This builds on the 76% of public schools that have already prohibited non-academic use of cell phones during school hours.



**FLORIDA** passed a phone ban for K-12 classrooms that prohibits cell phone use during class time and blocks access to social media for all devices on school WiFi. Florida also has resources for educators to teach K-12 students how to identify misinformation online.

**OHIO'S** ban requires every school district to create and implement policies restricting cell phone use at school, but it includes exceptions for students who use cell phones to monitor a health condition or for learning accommodations.

**VIRGINIA** Executive Order 33 requires districts to gather community input on cell phones in schools; develop their definition of “cell phone-free education;” and publish implementation plans and policy guidance to inform phone policies.

Pilot programs, administered by the education departments in **ARKANSAS** and **DELAWARE**, allocate funds for students to use lockable magnetic phone pouches during school hours.

Schools are also adopting approaches to curb cell phone use and encourage in-person engagement. In **SPOKANE, WASHINGTON**, schools are ramping up extracurricular activities and community events to compete with phones after hours through EngageIRL, an initiative for youth and families.

# Promote Mental Wellbeing

There are many concrete things states can do to support student wellbeing. Age-appropriate mental health literacy education increases understanding of mental health conditions and promotes help-seeking behavior. Similarly, “skills for life success” curricula help students develop healthy decision-making and relationship skills and self-awareness. Together, these programs foster greater academic achievement and equip students to succeed in life.

Schools also have an important role to play in addressing youth suicide. States can support schools in developing and utilizing a comprehensive suicide prevention, education, and postvention plan.

## Policy Recommendations

- **Promote skills for life success**
- **Require age-appropriate mental health education in grades K–12**
- **Increase suicide prevention awareness and training for students**
- **Direct schools that issue student ID cards to include the 988 Suicide and Crisis Lifeline or other crisis help lines**

## Understanding Skills for Life Success and Mental Health Education

### Skills for Life Success

#### PRIMARY FOCUS

Developing competencies and promoting skills like:

- ✓ Self-awareness
- ✓ Self-management
- ✓ Responsible decision-making
- ✓ Social awareness
- ✓ Relationship skills

#### SUPPORTS

Emotional development and self-regulation

Skills for life success can also increase student success in school, and improve attitudes and engagement.



### Mental Health Education

#### PRIMARY FOCUS

Mental health literacy regarding topics like:

- ✓ Mental health conditions
- ✓ Prevalence
- ✓ Signs and symptoms
- ✓ Treatment options
- ✓ Available resources
- ✓ Stigma and its impact

#### SUPPORTS

Knowledge of mental health conditions and impacts

Mental health education also decreases stigma and increases help-seeking behaviors and sense of self-efficacy.

## State Examples

## Promote Mental Wellbeing

### Skills for Life Success



**CALIFORNIA** [AB 1479](#) (2023) establishes a program for local educational agencies to provide evidence-based Tier 1 preventative interventions, including supports that promote positive behaviors and relationships, and coping skills for stress and anxiety.



**UTAH** [HB 16](#) (2023) provides block grant funding for evidence-based early intervention and prevention programs in education, such as positive behavioral plans and resiliency-building skills.

### Mental Health Education



**DELAWARE** [HB 301](#) (2022) requires the state's Department of Education, with the approval of the State Board of Education, to establish and implement statewide mental health education programs for K–12.



**UTAH** [SB 171](#) (2022) requires the State Board of Education to develop an age-appropriate youth brain health curriculum, updated annually, that's made available to elementary and secondary schools, parents and guardians, and youth-serving organizations.

### Suicide Prevention Awareness and Training for Students



**KENTUCKY** [SB 2](#) (2024) mandates evidence-based suicide prevention training for students and staff, requiring two lessons each school year for students in grades 6–12 and a minimum of one hour of high-quality training for school district employees with direct contact with students in grades 4–12.

## State Examples

## Promote Mental Wellbeing

### Suicide Prevention Awareness and Training for Students *(continued)*



**RHODE ISLAND** [SB 31](#) (2021) requires annual suicide awareness and prevention training for all personnel hired or contracted by the school district, as well as for all students in grades 6–12.



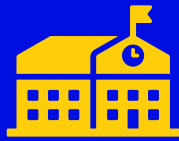
**UTAH** [HB 481](#) (2023) requires a school to provide suicide prevention materials and information, including information on firearm and medication safety, to a parent of a child who has threatened suicide and to parents of students involved in an incident of bullying or other abusive conduct.

### Crisis Help Line Information on Student IDs

Several states, including [Colorado](#), [Delaware](#), [Iowa](#), [Minnesota](#), [New York](#), [Oklahoma](#), [Tennessee](#), [Texas](#), [Virginia](#), and [West Virginia](#) require public schools and institutions of higher education to add 988 and other crisis/help lines to student identification cards.



## State Spotlight on Student Wellbeing



### Later school start times



### Access to recess and physical activity



### Youth peer support

Beyond traditional mental health supports, states can ensure students are set up for success by promoting programs shown to improve mental wellbeing, including implementing later start times in high schools to allow students to get more sleep, and expanding access to recess and physical activity. For example, **FLORIDA** enacted HB 773 (2023) requiring schools to start instruction no earlier than 8 a.m. for middle schools and no later than 8:30 a.m. for high schools, which allows students to get better quality sleep and improves their mental and physical wellbeing.

Additionally, states can promote the use of youth peer support in schools and communities, as well as through call and text lines. Youth peer support specialists help students navigate services, provide one-on-one coaching, and facilitate recovery by sharing their own personal experiences. Youth peer support helps improve outcomes for young people experiencing mental health struggles and can play an important role in the broader school mental health system.

Eighteen states allow Medicaid billing for youth peer support services. In **PENNSYLVANIA**, youth were closely involved in the development of a youth peer support specialist training and education program to ensure peers have the skills and support they need to be successful.

# Emphasize Early Intervention

Early intervention is key to helping youth before their problems become more serious. Research shows that the earlier a person gets effective support, the better the outcomes. One of the best ways to spot problems early is to provide school mental health screenings. Just as early identification of vision challenges can lead to the simple but life-changing intervention of glasses, the early identification of mental health struggles can lead to life-changing or even life-saving support for a young person with challenges.

Other policies also play critical roles in early intervention, including requiring an MTSS framework for school mental health services; promoting family and caregiver engagement; and providing safe ways for students to report concerns and get support from mental health professionals.

### Policy Recommendations

- **Require every school district to adopt an MTSS or Positive Behavioral Interventions & Supports framework for delivering school mental health services to students**
- **Facilitate safe means for reporting mental health concerns, such as through a digital platform**
- **Provide annual mental health screenings**
- **Engage families and caregivers in supporting youth mental health**

## State Examples

## Emphasize Early Intervention

### MTSS Framework



**CALIFORNIA** [AB 2711](#) (2024) ensures that students who voluntarily disclose substance use to seek help are protected from suspension or expulsion, promoting a supportive approach over punitive measures. This bill aligns with MTSS to create safer school environments and encourage early intervention for students' mental health and substance use concerns.



**MICHIGAN** [SB 0568](#) (2024) promotes the MTSS framework across schools to provide structured support for students' academic and mental health needs. The legislation also emphasizes professional development for school staff to effectively deliver these tiered services.



**VIRGINIA** [HB 6001](#) (2023) ensures that all school districts implement the MTSS framework for mental health services. Additionally, the Virginia Tiered System of Supports includes family engagement and universal mental health screenings as part of its approach to school-based mental health.

### Safe Reporting



**DELAWARE** developed an app, [Safe DE](#), for students, families, and school staff that includes a crisis text line and mental health education and resources. The app enables students to confidentially voice a concern or ask for help for themselves or others.



**WASHINGTON** [HB 1580](#) (2023) establishes a children's crisis response system with a digital component to report concerns, improve access to mental health support, and facilitate rapid response to students in crisis.

## State Examples

## Emphasize Early Intervention

### Mental Health Screenings



**COLORADO** [HB 23-1003](#) (2023) creates a mental health screening program available to public schools serving grades 6–12. The legislation requires use of an evidence-based screening tool and specifies responses related to screening results.



**LOUISIANA** [HB 353](#) (2023) requires the Department of Education to develop a pilot program in three school systems to implement trauma-informed mental health screenings and provide related mental health services.

### Family and Caregiver Engagement



**MINNESOTA** Providers may use funding from [school-linked mental health grants](#) to support families in meeting their child’s needs, including navigating health care, social service, and juvenile justice systems.

### Additional Resources

States can also leverage existing resources to support families and caregivers as they look to improve their child’s wellbeing. For example, the National Council for Mental Wellbeing provides [Youth Mental Health First Aid](#) courses for adults, and NAMI offers a [free education program](#), available in-person and online, for parents and caregivers of youth experiencing mental health conditions.

## State Spotlight on Supporting School Safety and Crisis Response in Utah

SafeUT is an app designed to help keep schools and students safe. It allows students, families, caregivers, and educators to submit confidential tips on concerns like bullying, school safety threats, and violence. Tips are triaged by trained professionals who alert school administrators and others, as necessary. It also has chat and phone call features that allow users to speak with a master's level counselor or connect with the Utah Crisis Line (with the same staff as the 988 Suicide & Crisis Lifeline) for a wide range of concerns, such as self-harm, life challenges, and drug and alcohol problems. All services are provided at no cost, 24/7, every week of the year.

Established in 2015 through **UTAH SB 175**, SafeUT is nationally recognized for its effectiveness in saving lives and de-escalating potential school threats by having mental health professionals, rather than law enforcement, respond first.

### SafeUT's Impact in 2023

**885,519+**  
students  
with access to the app

**30,503 total chats**  
started with SafeUT  
counselors

**9,204 total tips**  
submitted from K-12  
and higher education,  
including parents/  
guardians and educators

# Improve Connections to Mental Health Services

While school-based professionals are critical to support students with low to moderate mental health concerns, it is also important for districts to coordinate linkages with the community when a student needs more intensive and specialized services. For example, a student might be dealing with an eating disorder, but there might not be a trained specialist in the district. However, through a connection made by a district mental health coordinator, the student can be connected to an expert provider in the community or via telehealth.

Additionally, states may find it helpful to create dedicated positions within the state to facilitate coordination between the state education agency, Medicaid agency, and other child-serving agencies to support the implementation of effective school mental health programs. Dedicated state-level staff can also help provide guidance to districts on ways to enhance school-linked services and improve connections to community-based care.

## Policy Recommendations

- **Implement school-linked telemental health programs to supplement school-based services or provide access in under-staffed schools**
- **Facilitate school-linked mental health programs that provide access to community mental health professionals on school grounds**
- **Require school-based health centers to provide onsite mental health expertise or access to mental health services via telemental health**
- **Fund school or school district coordinators to facilitate school, community, and family connections**
- **Fund state-level positions to coordinate across agencies and support local education agencies in implementing school mental health programs**

## State Examples

## Improve Connections to Mental Health Services

### School-Linked Telemental Health Programs



**COLORADO** [SB 24-001](#) (2024) makes permanent the “I Matter” program, which offers free telemental health services to Colorado youth.



**TEXAS** [SB 11](#) (2019) establishes telemental health services for at-risk children and youth through the Texas Child Health Access Through Telemedicine (TCHAT) program. The program supports local school districts in identifying and assessing mental health needs and providing access to services.



**WASHINGTON** [SB 5187](#) (2023) funded a pilot program for rural school districts to provide students with access to mental health professionals using telemedicine. Aimed at addressing geographic barriers and workforce shortages, this program also allowed funding to be used for copays or fees for telemedicine visits if not covered by a student’s public or private insurance.

### School-Linked Community Mental Health Services



**FLORIDA** [HB 5101](#) (2024) requires school districts to create mental health programs with direct hires and partnerships with local mental health providers, focusing on early identification and support for students in need.



**VIRGINIA** [SB 1043](#) (2023) directs the Department of Education to create a model memorandum of understanding between school boards and community mental health services providers that sets parameters for the provision of mental health services for students.

## State Examples

## Improve Connections to Mental Health Services

### School-Based Health Centers



**CALIFORNIA** offers a grant program to help school-based health centers provide mental health services.



**MARYLAND** allows for Medicaid reimbursement of mental health services provided through school-based health centers.

### School-Based Mental Health Coordinators



**ALABAMA** [HB 123](#) (2022) mandates each school district and independent school system to employ a mental health service coordinator.



**FLORIDA** [HB 899](#) (2022) requires each district school board to identify a mental health coordinator responsible for overseeing the coordination, communication, and implementation of student mental health policies and procedures.



**MARYLAND** [SB 1265](#) (2018) requires each school district to appoint a mental health service coordinator to collaborate with local providers, social services, and other entities that provide mental health services.



**NORTH DAKOTA** [SB 2149](#) (2019) directs each school district to designate a behavioral health resource coordinator. The state also established the [Behavioral Health in Education: Resources and Opportunities \(B-HERO\) Technical Assistance Center](#) in 2021 to help school resource coordinators better support students, families, school staff, and communities.



## State Examples

## Improve Connections to Mental Health Services

### State Mental Health Coordinators



**ILLINOIS** [SB 724](#) (2023) establishes a Children’s Behavioral Health Transformation Officer to lead interagency efforts to support youth with complex mental health needs.



**MISSOURI** [HB 2002](#) (2024) provides funding for a state-level school-based mental health coordinator.

# Bolster the School Mental Health Workforce

School psychologists, social workers, counselors, and other school health professionals are the cornerstone of comprehensive school mental health systems. They are particularly critical supports for rural and lower-income students, who may only have access to mental health services in schools.

The ratio of students to school mental health professionals is an important component of schools' ability to provide the supports that help students thrive. States should strive to meet the following nationally recommended ratios of school mental health professionals to students:

- **School psychologists - 1 : 500**
- **School social workers - 1 : 250**
- **School counselors - 1 : 250**

States that wish to improve their ratios should invest in policies that attract new professionals into the field and help retain existing professionals, like offering stipends or loan forgiveness programs; streamlining licensure and credentialing requirements; or creating alternative pathways to entering the field.

## Policy Recommendations

- **Improve the ratios of school psychologists, school social workers, and school counselors**
- **Establish and fund a school mental health workforce development program, including through training and education programs for school-based mental health professionals and by creating pathways for youth**
- **Establish and fund loan repayment and other financial incentive programs to help recruit and retain school-based mental health professionals**
- **Ease administrative barriers to entering the field, including by improving and streamlining licensure and credentialing requirements**
- **Provide technical assistance to school staff around youth mental health best practices**

Additionally, states may find it helpful to establish a dedicated technical assistance center to support schools in mental health service delivery. These centers provide advice and resources to schools on everything from individual cases to selecting suicide prevention training curricula.



### **Addressing Substance Use Disorders in Youth**

Adolescents are at greater risk of developing an addictive disorder than adults, yet programs tailored to effectively treat youth are few and far between. To expand capacity, states can provide higher reimbursement rates for programs and providers who meet specialized clinical practice standards for adolescent substance use treatment.

## State Examples

## Bolster the School Mental Health Workforce

### Ratios of School Mental Health Professionals



**DELAWARE** [HB 200](#) (2024) improves the ratios of students to school-based mental health professionals in high schools to meet a requirement of one school counselor, social worker, or licensed clinical social worker per 250 students, and one school psychologist per 700 students. Previously enacted legislation required these ratios in elementary and middle schools. The bill also creates a reimbursement program to encourage current school employees to gain certifications or professional licensure in critical need mental health areas.



**FLORIDA** [HB 5101](#) (2024) directs each school district to establish a mental health assistance program that includes hiring additional school-based mental health providers to enhance student-to-mental health staff ratios.

### Workforce Development Programs



**COLORADO** [SB 22-181](#) (2022) requires the Behavioral Health Administration to develop a comprehensive mental health workforce plan, which includes the expansion of peer support roles and telehealth for school-based services.



**MINNESOTA'S** [Student Support Personnel Workforce Pipeline](#) program offers grants to help cover the cost of attendance for students enrolled in accredited degree programs to become licensed school psychologists, school nurses, school counselors, and school social workers. The grants may also be used for wraparound services and other supports to help students complete their degree.



**NEBRASKA'S** [package of bills](#) (2022) expands and invests in the Behavioral Health Education Center of Nebraska, which financially supports graduate residency and internship training, and increases access to school mental health for youth in rural and underserved areas.

## State Examples

## Bolster the School Mental Health Workforce

### Workforce Development Programs *(continued)*



**NEVADA** AB 37 (2023) establishes the Behavioral Health Workforce Development Center of Nevada, which is tasked with developing and implementing a state-wide plan to strengthen and expand the mental health workforce, particularly in rural, frontier, and underserved urban communities.



**NEW MEXICO** HB 2 (2023) appropriates \$2 million for pilot residency programs for principals, school counselors, and school social workers.

### Loan Repayment and Financial Incentives



**DISTRICT OF COLUMBIA** B25-0055 (2023) creates a scholarship program at the University of the District of Columbia for residents pursuing counseling or social work licensure, with a commitment to work in eligible schools or facilities for three years in exchange for financial assistance.



**MASSACHUSETTS** manages the Expanded Behavioral Health Student Loan Repayment program, which provides loan forgiveness awards to behavioral health workers, including those in schools, in exchange for four years of service.



**MICHIGAN** offers stipends of up to \$15,000 to students who are pursuing a mental health degree and have secured an approved internship in one of a variety of settings, including public schools.



**NEW JERSEY** provides student loan redemption and incentive grants for mental health professionals, with benefits of up to \$180,000 for participants in the program who focus on children and adolescents.

## State Examples

## Bolster the School Mental Health Workforce

### Licensure and Credentialing



**COLORADO** [SB 23-004](#) (2023) helps address school workforce needs by allowing schools to hire licensed social workers, psychiatrists, and marriage and family therapists without needing a special services license, thus streamlining entry into school-based roles for mental health professionals.



**UTAH** [SB 26](#) (2024) expands the number and type of licensed and credentialed behavioral health providers and updates licensure requirements to make it easier to enter the field.



**VIRGINIA** [SB 1043](#) (2023) allows school boards to employ professional or clinical psychologists, social workers, and counselors to work in schools under temporary, provisional licenses while they work towards completing requirements for full licensure.



**WEST VIRGINIA** [HB 4591](#) (2024) adds the state to the Interstate Compact for School Psychologists, easing license reciprocity for Nationally Certified School Psychologists across compact states.

### School Technical Assistance



**MARYLAND'S** [School Mental Health Response Program](#) supports, enriches, and enhances the work of school personnel by providing professional support and consultation services; developing a learning community of practice; and offering training and professional development opportunities for districts and schools regarding mental health concerns.



**NEW JERSEY'S** [Enhancing School Mental Health Services Project](#), a collaborative effort between the New Jersey Department of Education and the Rutgers Center for Comprehensive School Mental Health, supports the implementation of comprehensive school mental health systems across the state through training and technical assistance.

# Ensure Sustainable Financing

Sustainable financing for school-based mental health services is critical to ensuring schools can adequately support students in need. By expanding school Medicaid programs, states can bring in additional federal revenue to help fund school mental health resources that serve students and families in their communities as funding from federal COVID-19 relief programs expires.

To achieve the maximum benefit of the federal matching funds, state Medicaid programs should cover school mental health services for all Medicaid-enrolled students. Since state Medicaid agencies are required to update their state plans by June 2026 to align with new CMS guidance for school-based services, there is a unique opportunity to ensure coverage of all school mental health professionals and medically-necessary Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) services, and to reduce unnecessary red tape.

Because of the complexities of Medicaid, it is also important that states employ dedicated staff at the state education and Medicaid agencies to coordinate effective implementation of the school Medicaid program. Additionally, states can leverage commercial insurance to better support school-based mental health by requiring them to cover these services for students.

## Policy Recommendations

- **Ensure the state Medicaid plan covers school-based mental health services, including preventative and telehealth services, for all Medicaid-enrolled students**
- **Update the state Medicaid plan, as needed, to allow all school mental health providers to bill Medicaid, including youth peer supports**
- **Allow youth to receive needed mental health services without a formal diagnosis under the state Medicaid plan**
- **Ensure commercial health insurance supports school-based mental services**

## State Examples

## Ensure Sustainable Financing

### Medicaid Coverage of School-Based Services for All Medicaid-Enrolled Students



**ALASKA** [HB 344](#) (2024) allows the Alaska Department of Health to enter into agreements with school districts to pay for eligible school-based mental health services for Medicaid students.



**CONNECTICUT** [SB 2](#) (2023) requires the Commissioner of Social Services to provide Medicaid reimbursement for school-based suicide risk assessments and mental health evaluations and services. It also allows for Medicaid state plan amendment, if necessary, and requires reimbursement be set at a level that ensures an adequate pool of providers.

### Medicaid Coverage of Certain Mental Health Services without a Formal Diagnosis



**COLORADO** [SB 23-174](#) (2024) allows Medicaid to cover certain behavioral health services for youth under 21 without a formal diagnosis. It supports youth in accessing timely support and helps address mental health needs before they escalate.



**CALIFORNIA** and **MASSACHUSETTS** administratively allow Medicaid coverage of mental health services for youth without requiring a diagnosis if they display symptoms during an assessment period.



### Commercial Coverage of School-Based Mental Health Services



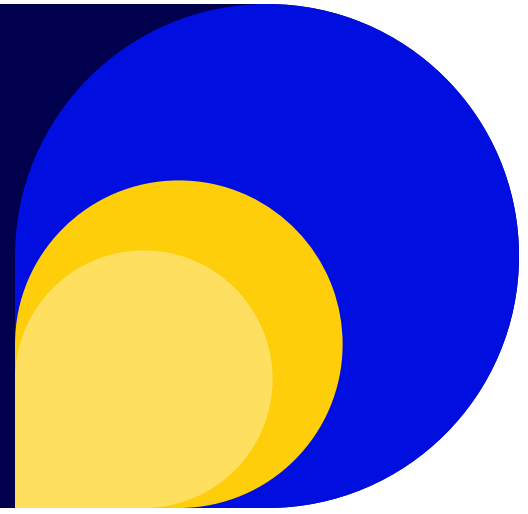
**ARIZONA** [SB 1523](#) (2020) precludes an insurer that issues a health plan in Arizona from denying any claim for mental health or substance use disorder benefits for youth solely because the service was provided in a school or other educational setting.



**CALIFORNIA** [AB 133](#) (2021) requires health insurance plans to cover mental health and substance use disorder treatment delivered at schools.



# State Snapshots












## Metrics/Definitions

Inseparable’s state snapshots capture each state’s progress in meeting nationally recommended staffing levels for school mental health professionals, as well as its progress in adopting a range of state policies that support student mental health.

**States are measured against the following metrics:**

### Facilitate a Mentally Healthy School Climate






POLICY GOAL	SCORING
Excused mental health absences	 Full credit if state statute or K–12 state guidelines require mental health absences to be excused
	 Partial credit if state permits excused absences
	 No credit if not enacted
Training teachers and staff	 Full credit if state statute requires mental health and suicide prevention training on a regular basis
	 Partial credit for only suicide prevention training and/or administrative/K–12 guideline requirements
	 No credit if not enacted
Alternatives to exclusionary discipline	 Full credit if state statute or K–12 guidelines require districts to use alternatives to out-of-school suspension
	 Partial credit if state statute or K–12 guidelines encourage districts to use alternatives to out-of-school suspension
	 No credit if not enacted or in guidelines

If you have additional or updated information you would like included, please email us at [info@inseparable.us](mailto:info@inseparable.us).

### Promote Mental Wellbeing

**POLICY GOAL**




**SCORING**

<b>Skills for life success</b>	 Full credit if state statute or K-12 state guidelines require life skills competencies
	 No credit if not enacted or in guidelines
<b>Mental health literacy education</b>	 Full credit if state statute or K-12 state guidelines require mental health literacy education that includes mental health, suicide prevention, and substance use disorders
	 Partial credit if enacted only for certain grades or only covers suicide prevention and substance use disorders
	 No credit if not enacted or in guidelines

### Promote Mental Wellbeing

**POLICY GOAL**







**SCORING**

<b>Mental health screenings</b>	 Full credit if state statute requires annual mental health screenings for at least six grades
	 Partial credit if requirement is for less than six grades or establishes a pilot program
	 No credit if not enacted or in guidelines

### Improve Connections to Mental Health Services

**POLICY GOAL**

**SCORING**

<b>School telemental health program</b>	 Full credit if state statute establishes a school telemental health program
	 Partial credit if the program is a pilot or regional
	 No credit if not enacted in statute
<b>School-linked mental health services program</b>	 Full credit if state statute establishes a program or policy to increase access to community providers in schools
	 Partial credit for pilots, programs, partnerships, or other agency efforts that are not in statute
	 No credit if no policy or program

### Improve Connections to Mental Health Services *(continued)*

#### POLICY GOAL

#### SCORING

School mental health coordinators or leads



Full credit if state statute requires every district or school to have a mental health lead or coordinator of services



Partial credit if only for substance use disorder coordination



No credit if not enacted

### Bolster the School Mental Health Workforce

#### POLICY GOAL

#### SCORING

Workforce development program for school-based mental health professionals



Full credit if state statute requires efforts to recruit, retain, and/or build a pipeline of school-based mental health professionals



Partial credit if the state has made efforts to recruit, retain, and/or build a pipeline of other mental health professionals



No credit if no policy or program

Loan repayment for school-based mental health professionals



Full credit if state statute includes loan forgiveness for school-based mental health professionals



Partial credit if only applicable for certain school-based professionals or settings, or establishes pilot programs



No credit if not enacted

### Ensure Sustainable Financing

#### POLICY GOAL

#### SCORING

Medicaid coverage of school-based services for all Medicaid-enrolled students



Full credit if state covers school-based mental health services for all Medicaid-enrolled students



Partial credit if state has applied for CMS approval or enacted only for certain students



No credit if not enacted

No formal diagnosis requirement for services



Full credit if state statute or administrative regulations do not require a student to receive a formal diagnosis to receive mental health services through the state Medicaid plan



No credit if not enacted



# Alabama

## STATE SNAPSHOT

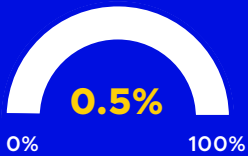
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### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

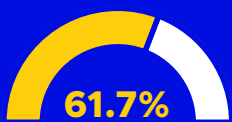
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
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# Alaska

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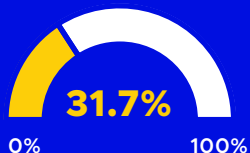
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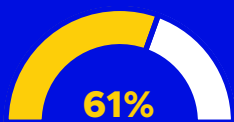
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# Arizona

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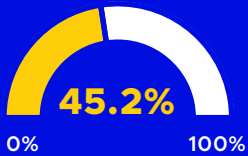
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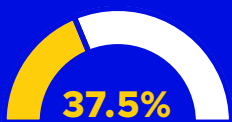
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# Arkansas

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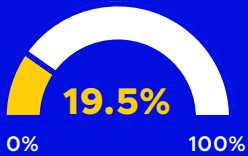
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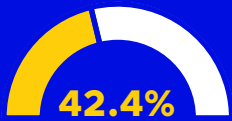
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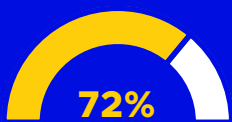
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#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

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Partial	
Not enacted	

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# California

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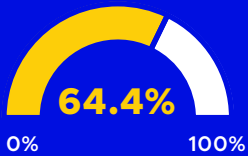
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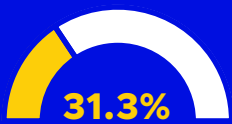
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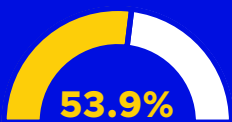
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### Policy Progress

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**Partial**   
**Not enacted**

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# Colorado

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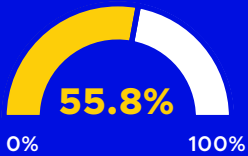
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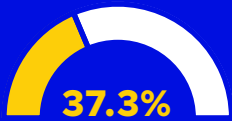
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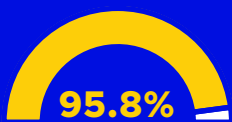
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### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

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**Partial**   
**Not enacted**

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# Connecticut

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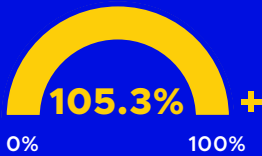
## School Mental Health Report Card

### School Mental Health Professionals

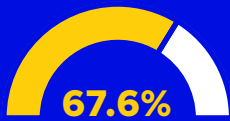
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■ Percent of goal met  
+ Exceeds goal

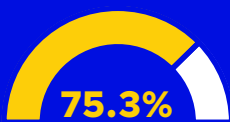
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### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted

Partial

Not enacted

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# Delaware

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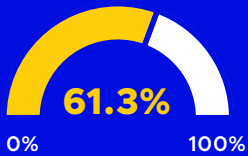
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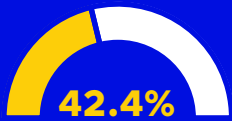
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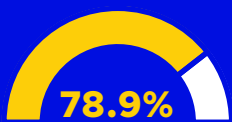
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### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

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# District of Columbia

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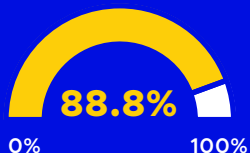
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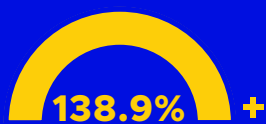
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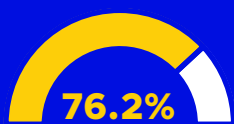
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\*\* Washington, DC's school mental health workforce development program is federally funded.

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# Florida

## STATE SNAPSHOT

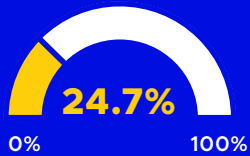
# School Mental Health Report Card

### School Mental Health Professionals

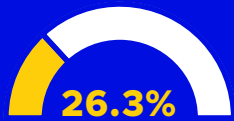
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

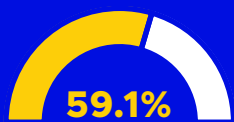
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
<b>Emphasize Early Intervention</b>	Mental health screenings	
<b>Improve Connections to Mental Health Services</b>	School telemental health program	
	School-linked mental health services program	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals	
	Loan repayment for school-based mental health professionals	
<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# Georgia

## STATE SNAPSHOT

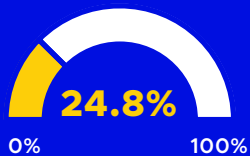
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

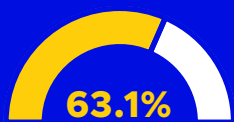
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Hawaii

## STATE SNAPSHOT

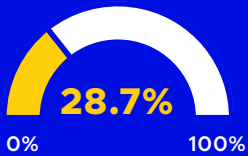
## School Mental Health Report Card

### School Mental Health Professionals

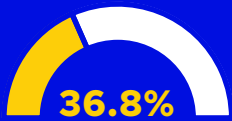
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**
  
**Partial**
  
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Idaho

## STATE SNAPSHOT

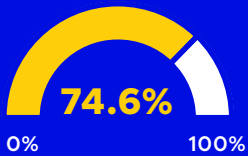
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

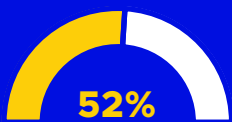
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Illinois

## STATE SNAPSHOT

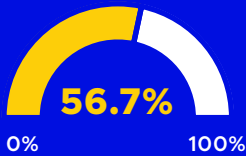
# School Mental Health Report Card

### School Mental Health Professionals

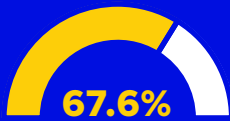
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

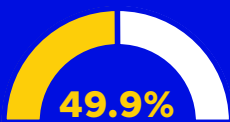
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
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# Indiana

## STATE SNAPSHOT

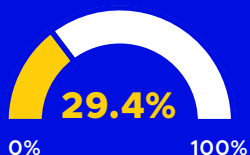
# School Mental Health Report Card

### School Mental Health Professionals

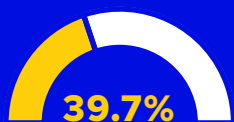
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

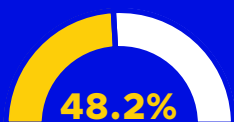
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Iowa

## STATE SNAPSHOT

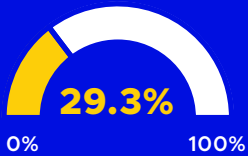
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

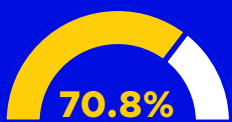
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Kansas

## STATE SNAPSHOT

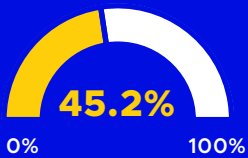
# School Mental Health Report Card

### School Mental Health Professionals

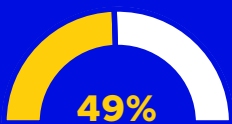
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

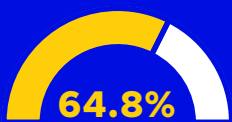
#### School Psychologists\*



#### School Social Workerst



#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# Kentucky

## STATE SNAPSHOT

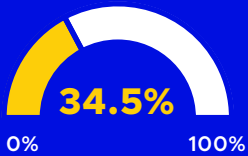
# School Mental Health Report Card

### School Mental Health Professionals

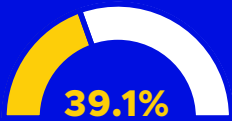
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

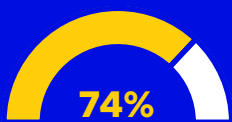
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Louisiana

## STATE SNAPSHOT

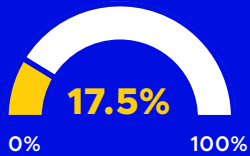
### School Mental Health Report Card

#### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

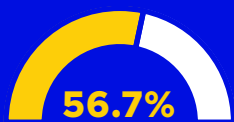
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



#### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Maine

## STATE SNAPSHOT

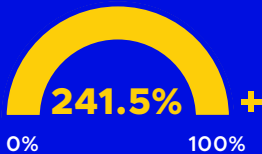
# School Mental Health Report Card

### School Mental Health Professionals

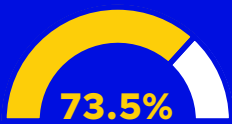
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met  
+ Exceeds goal

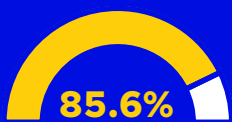
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted

Partial

Not enacted

Facilitate a Mentally Healthy School Climate	Excused mental health absences	
	Training teachers and staff	
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# Maryland

## STATE SNAPSHOT

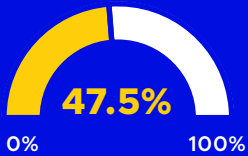
# School Mental Health Report Card

### School Mental Health Professionals

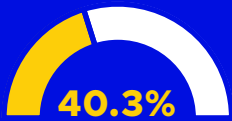
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

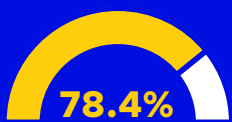
#### School Psychologists\*



#### School Social Workerst



#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Massachusetts

## STATE SNAPSHOT

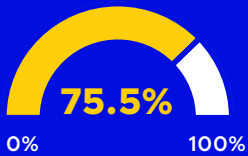
### School Mental Health Report Card

#### School Mental Health Professionals

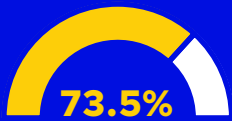
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

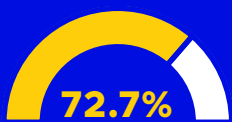
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



#### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
<b>Emphasize Early Intervention</b>	Mental health screenings	
<b>Improve Connections to Mental Health Services</b>	School telemental health program	
	School-linked mental health services program	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals	
	Loan repayment for school-based mental health professionals	
<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# Michigan

## STATE SNAPSHOT

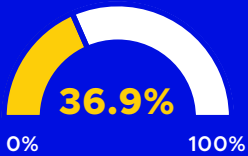
# School Mental Health Report Card

### School Mental Health Professionals

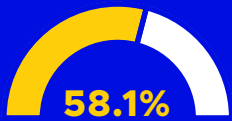
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

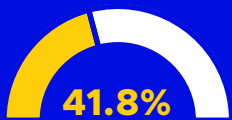
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# Minnesota

## STATE SNAPSHOT

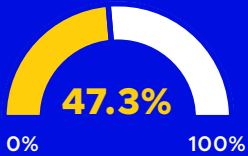
# School Mental Health Report Card

### School Mental Health Professionals

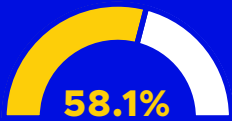
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

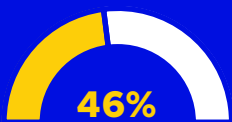
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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‡ American School Counselor Association, 2022-23.

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# Mississippi

## STATE SNAPSHOT

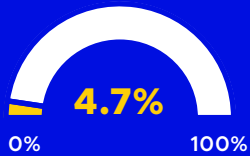
# School Mental Health Report Card

### School Mental Health Professionals

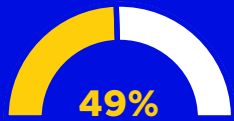
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

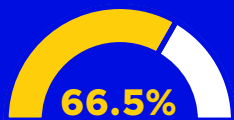
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
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<b>Improve Connections to Mental Health Services</b>	School telemental health program**	
	School-linked mental health services program	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals	
	Loan repayment for school-based mental health professionals	
<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\*\* Mississippi is using federal Elementary and Secondary School Emergency Relief (ESSR) funding, allotted through the Coronavirus Aid Relief and Economic Security (CARES) Act, to implement an in-school telehealth and teletherapy program statewide.

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# Missouri

## STATE SNAPSHOT

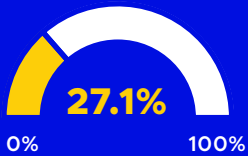
# School Mental Health Report Card

### School Mental Health Professionals

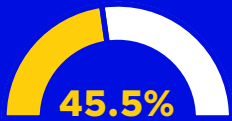
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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	Alternatives to exclusionary discipline	
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	No formal diagnosis requirement for services	

\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# Montana

## STATE SNAPSHOT

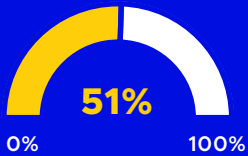
# School Mental Health Report Card

### School Mental Health Professionals

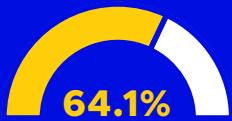
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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# Nebraska

## STATE SNAPSHOT

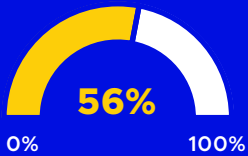
# School Mental Health Report Card

### School Mental Health Professionals

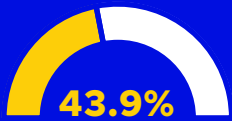
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

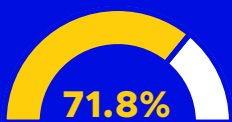
#### School Psychologists\*



#### School Social Workerst



#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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	School-linked mental health services program	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals	
	Loan repayment for school-based mental health professionals	
<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\*\* Nebraska is using a SAMHSA grant to implement telehealth technology in rural schools.

\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# Nevada

## STATE SNAPSHOT

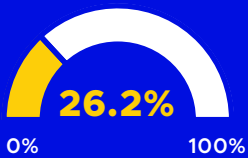
# School Mental Health Report Card

### School Mental Health Professionals

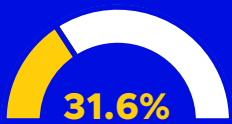
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

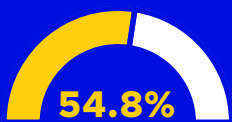
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
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# New Hampshire

## STATE SNAPSHOT

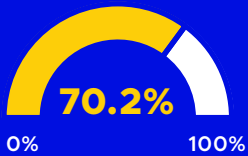
## School Mental Health Report Card

### School Mental Health Professionals

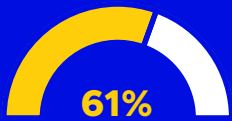
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met  
+ Exceeds goal

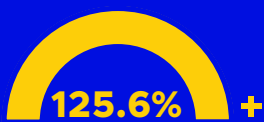
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted   
 Partial   
 Not enacted

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# New Jersey

## STATE SNAPSHOT

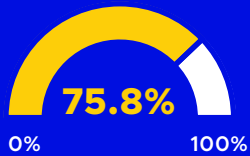
# School Mental Health Report Card

### School Mental Health Professionals

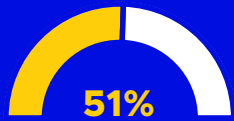
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

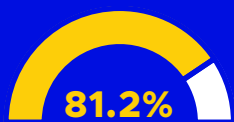
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

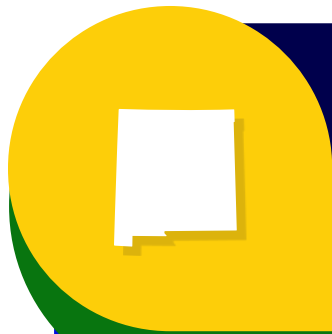
<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
<b>Emphasize Early Intervention</b>	Mental health screenings	
<b>Improve Connections to Mental Health Services</b>	School telemental health program	
	School-linked mental health services program	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals	
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<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
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# New Mexico

## STATE SNAPSHOT

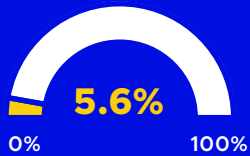
# School Mental Health Report Card

### School Mental Health Professionals

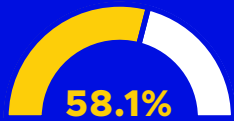
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

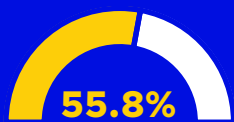
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
<b>Emphasize Early Intervention</b>	Mental health screenings	
<b>Improve Connections to Mental Health Services</b>	School telemental health program	
	School-linked mental health services program	
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	Loan repayment for school-based mental health professionals	
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# New York

## STATE SNAPSHOT

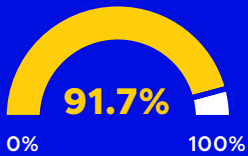
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

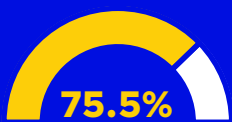
#### School Psychologists\*



#### School Social Workerst



#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# North Carolina

## STATE SNAPSHOT

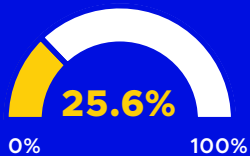
### School Mental Health Report Card

#### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

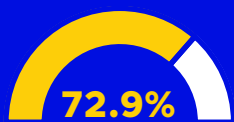
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



#### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted

Partial

Not enacted

Facilitate a Mentally Healthy School Climate	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
Promote Mental Wellbeing	Skills for life success	
	Mental health literacy education	
Emphasize Early Intervention	Mental health screenings	
Improve Connections to Mental Health Services	School telemental health program	
	School-linked mental health services program	
	School mental health coordinators or leads	
Bolster the School Mental Health Workforce	Workforce development program for school-based mental health professionals	
	Loan repayment for school-based mental health professionals	
Ensure Sustainable Financing	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# North Dakota

## STATE SNAPSHOT

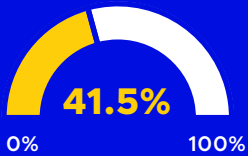
# School Mental Health Report Card

### School Mental Health Professionals

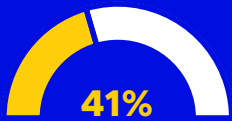
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
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# Ohio

## STATE SNAPSHOT

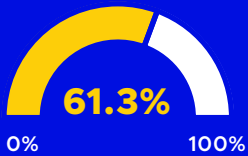
# School Mental Health Report Card

### School Mental Health Professionals

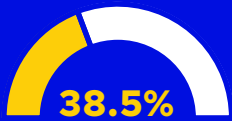
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

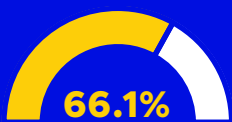
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
<b>Emphasize Early Intervention</b>	Mental health screenings	
<b>Improve Connections to Mental Health Services</b>	School telemental health program	
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<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
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# Oklahoma

## STATE SNAPSHOT

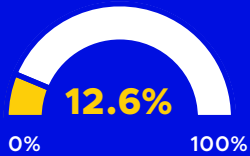
# School Mental Health Report Card

### School Mental Health Professionals

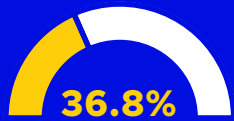
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

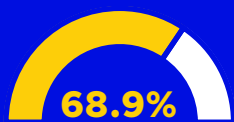
#### School Psychologists\*



#### School Social Workerst



#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
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<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
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# Oregon

## STATE SNAPSHOT

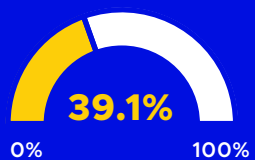
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

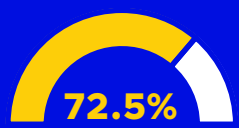
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
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<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

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# Pennsylvania

## STATE SNAPSHOT

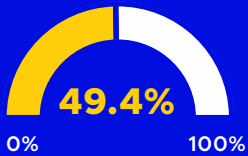
### School Mental Health Report Card

#### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

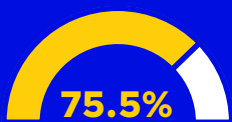
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



#### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# Rhode Island

## STATE SNAPSHOT

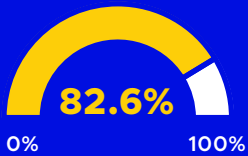
# School Mental Health Report Card

### School Mental Health Professionals

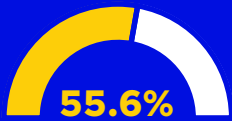
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

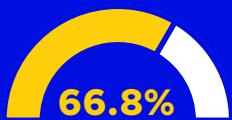
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**

**Partial**

**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# South Carolina

## STATE SNAPSHOT

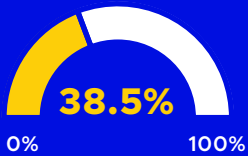
### School Mental Health Report Card

#### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

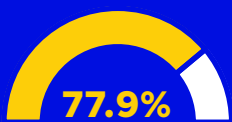
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



#### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# South Dakota

## STATE SNAPSHOT

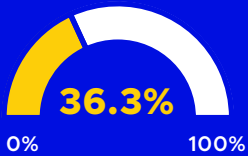
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

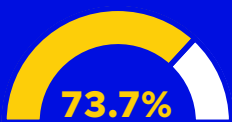
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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# Tennessee

## STATE SNAPSHOT

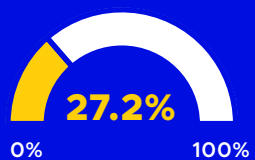
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

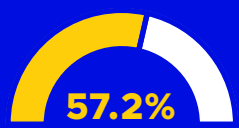
#### School Psychologists\*



#### School Social Workerst



#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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<b>Improve Connections to Mental Health Services</b>	School telemental health program	
	School-linked mental health services program**	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals	
	Loan repayment for school-based mental health professionals	
<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\*\* Tennessee's Department of Mental Health & Substance Abuse Services funds local community health centers to provide many schools with access to School-Based Behavioral Health Liaisons, which - with parental/caretaker consent - provide assessments, referrals, and some direct services.

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# Texas

## STATE SNAPSHOT

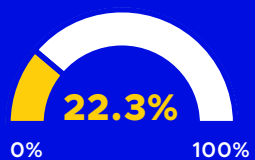
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

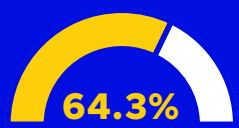
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

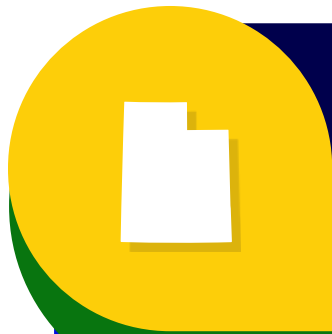
State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
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	School mental health coordinators or leads	
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	No formal diagnosis requirement for services	

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# Utah

## STATE SNAPSHOT

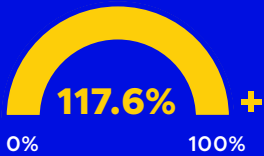
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met  
+ Exceeds goal

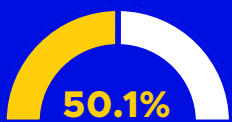
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted

Partial

Not enacted

Facilitate a Mentally Healthy School Climate	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
Promote Mental Wellbeing	Skills for life success	
	Mental health literacy education	
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Ensure Sustainable Financing	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

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# Vermont

## STATE SNAPSHOT

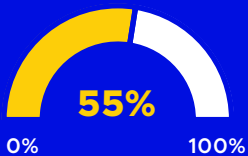
# School Mental Health Report Card

### School Mental Health Professionals

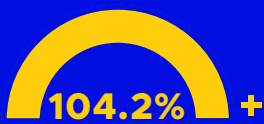
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met  
+ Exceeds goal

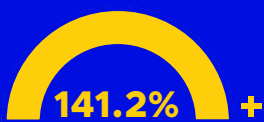
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted

Partial

Not enacted

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
<b>Emphasize Early Intervention</b>	Mental health screenings	
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<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# Virginia

## STATE SNAPSHOT

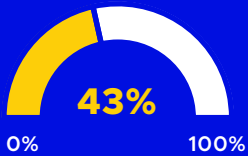
# School Mental Health Report Card

## School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

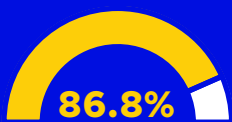
### School Psychologists\*



### School Social Worker†
















### School Counselors‡



## Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted** 

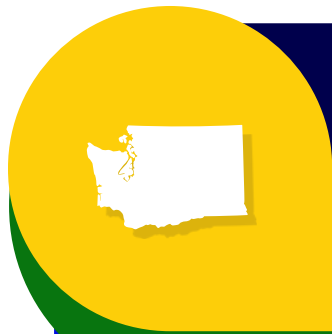
<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
	Mental health literacy education	
<b>Emphasize Early Intervention</b>	Mental health screenings	
<b>Improve Connections to Mental Health Services</b>	School telemental health program	
	School-linked mental health services program	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals	
	Loan repayment for school-based mental health professionals	
<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
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# Washington

## STATE SNAPSHOT

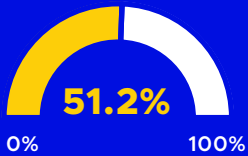
# School Mental Health Report Card

### School Mental Health Professionals

State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

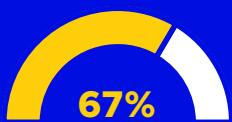
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
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# West Virginia

## STATE SNAPSHOT

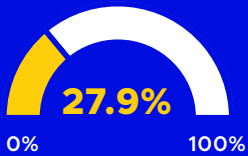
## School Mental Health Report Card

### School Mental Health Professionals

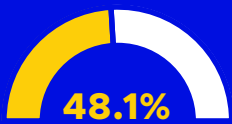
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

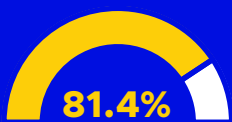
#### School Psychologists\*



#### School Social Worker†



#### School Counselors‡



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

**Enacted**   
**Partial**   
**Not enacted**

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
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\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# Wisconsin

## STATE SNAPSHOT

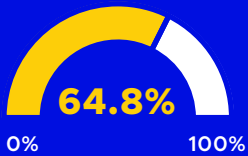
# School Mental Health Report Card

### School Mental Health Professionals

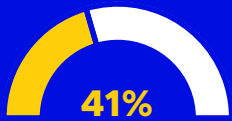
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

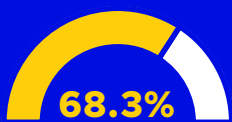
#### School Psychologists\*



#### School Social Workerst



#### School Counselors†



### Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted	
Partial	
Not enacted	

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
	Training teachers and staff	
	Alternatives to exclusionary discipline	
<b>Promote Mental Wellbeing</b>	Skills for life success	
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	School-linked mental health services program	
	School mental health coordinators or leads	
<b>Bolster the School Mental Health Workforce</b>	Workforce development program for school-based mental health professionals**	
	Loan repayment for school-based mental health professionals	
<b>Ensure Sustainable Financing</b>	Medicaid coverage of school-based services for all Medicaid-enrolled students	
	No formal diagnosis requirement for services	

\*\* The University of Wisconsin-Madison (in partnership with the University of South Florida, University of Iowa, and University of California, Santa Barbara) was awarded a federal contract with the U.S. Department of Education to institute the Mental Health Personnel Technical Assistance Center.

\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

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# Wyoming

## STATE SNAPSHOT

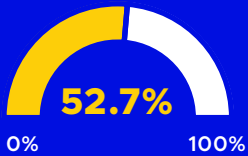
# School Mental Health Report Card

## School Mental Health Professionals

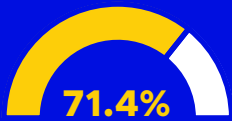
State's progress in meeting nationally recommended minimum school mental health staffing levels.

■ Percent of goal met

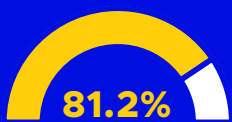
### School Psychologists\*



### School Social Workerst



### School Counselors†



\* National Association of School Psychologists, 2025.

† National Center for Education Statistics, 2020-21.

‡ American School Counselor Association, 2022-23.

## Policy Progress

State's progress in enacting policies that grow and support school mental health systems.

Enacted

Partial

Not enacted

<b>Facilitate a Mentally Healthy School Climate</b>	Excused mental health absences	
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	Alternatives to exclusionary discipline	
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	No formal diagnosis requirement for services	

\*\* Wyoming's Care Coordination program - carried out through a national technology platform - connects students and staff to mental health care providers.

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