

MEMORANDUM

TO: Board of Education

FROM: Regenerate Counseling and Thrive Therapy School-Based Mental Health Services

DATE: June 4, 2025

SUBJECT: Overall Summary of School-Based Mental Health Services

This memo provides an overall summary of the school-based mental health services offered during the current academic year, highlighting key data points and outcomes.

This school year, our services have received a total of 94 mental health referrals, with 92 of these originating via the QR code system. We actively engage with families to ensure access to support, noting that approximately 8 referrals ultimately declined services, and in only one known instance, a parent did not consent to counseling.

Referral sources for the 92 QR code responses indicate:

- School counselors initiated the majority of referrals at 53.3% (49 referrals).
- Self-referrals by students accounted for 43.5% (40 referrals).
- Parent/Guardian referrals made up 22.8% (21 referrals).
- School staff referred 16.3% (15 referrals).
- Teachers referred 5.4% (5 referrals).
- Other referral sources (each at 1.1%) included calls from past schools, insurance companies, concerned grandmothers, case managers, therapists, DCFS, Bethany foster care workers, school deans, and Rosecrance in Moline.

Analysis of the reasons for referral (based on 90 responses) reveals the most prevalent concerns:

- Anxiety: 65.6% (59 referrals)
- Self-esteem: 34.4% (31 referrals)
- Anger: 25.6% (23 referrals)
- Adjustment issues: 23.3% (21 referrals)
- Impulsive/distracted behaviors: 23.3% (21 referrals)
- Achievement/academic concerns: 24.4% (22 referrals)
- Grief/loss: 20% (18 referrals)
- Social issues: 20% (18 referrals)
- Difficulty making transitions: 15.6% (14 referrals)

- Abuse: 7.8% (7 referrals)
- Suicidal ideations: 7.8% (7 referrals) Other noted reasons (each at 2.2% or less) include danger to self/others, depression, stress, students asking for help, personal issues, parental consent concerns, self-harm, abandonment, school-related stress, family issues, outside factors, trauma, and existing IEPs for emotional concerns.

Regenerate Counseling is currently managing 30 open cases, providing ongoing support to students addressing a diverse range of concerns. Of the 15 cases that have been closed, 7 were successfully resolved, 3 involved students who moved out of the district, 1 transitioned to online services, and 2 experienced attendance issues that impacted continued engagement.

Thrive Therapy currently supports between 50–60 students addressing a diverse range of concerns, including anxiety symptoms, depression, peer interactions, family relationships, work-related stress, and trauma, all of which can significantly impede academic progress.

Beyond these statistics, our services directly address complex student needs. For example, we provided intensive support to a set of siblings navigating a traumatic family situation, where one parent is also a district employee. This involved collaborative efforts with school staff and the family to establish better boundaries and create safety plans, resulting in improved attendance and grades for both students. This aligns with a previous success story shared, for which consent to share was obtained.

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Our comprehensive approach is vital in fostering a supportive school environment that promotes student well-being and academic success. This broad scope of services includes:

- **Direct Student Support:** Providing individualized assistance to students.
- **Consultation and Collaboration:** Regularly consulting with school staff to develop strategies for addressing student struggles and participating in IEP meetings alongside staff, students, and families to ensure integrated support.

- **Service Coordination:** Facilitating coordination with external mental health providers and community resources to ensure students and families receive appropriate wraparound services.
- **Crisis Response:** Providing consultation and support to crisis teams and resource officers during critical incidents.
- **Parental Support:** Offering direct support and guidance to parents/guardians as needed.
- **Community Engagement:** Presenting at district initiatives, such as this year's Parent Academy, with a focus on strengthening parent-child relationships.
- **Specialized Programming:** Leading the Utime Club, an after-school program specifically designed to enhance students' social skills and address anxiety symptoms.
- **Professional Expertise:** Maintaining current knowledge and specialized skills through continuing education in evidence-based therapeutic modalities, including Dialectical Behavioral Therapy (DBT), Cognitive Behavioral Therapy (CBT), and Prolonged Exposure Therapy (PE).