

BULLITT COUNTY PUBLIC SCHOOLS



ASTRA BEHAVIORAL HEALTH

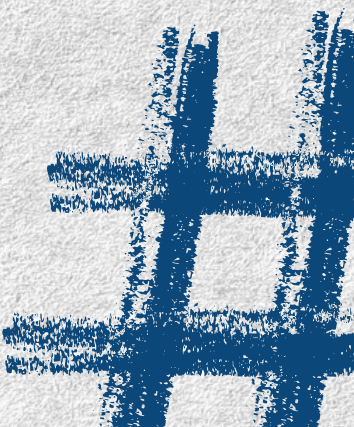
Bridging Student Success and Mental Health for K-3
Students
April 14, 2025



BCPS MENTAL HEALTH SERVICES CURRENT STATUS



- AWARE Grant and Stronger Connections Grant (increased state and local partnerships from 2018 to present)
- Licensed Social Workers in Each Area of the District
 - Improved crisis support
 - Case Management and Support
 - Increased Collaboration between local agencies
 - IOP (Intensive Outpatient Program) for Middle and HS Students at BAC
 - Partnerships with 7 Outside Agencies for 1-1 and Group Services for Students
 - FLEX Program for at-risk seniors at 2 highest at-risk high schools.
 - Care Solace - care coordination service for Students, staff, and families
 - Bluegrass Behavioral Health Services for Children - preschool push-in support provided by an agency located in Georgetown, KY





THE DATA:

A CRITICAL NEED FOR INTENSIVE SUPPORT

- ☒ In this past school year, at least 20 Students met the criteria to be hospitalized at one facility but declined due to location barriers.
 - ☒ Criteria: threat to harm self or others, in active crisis state, or has a plan to harm self or others.
- ☒ 30 Students Hospitalized at the Elementary Level
 - ☒ Students that met criteria and was admitted to an inpatient facility (The Brook, UL Peace Hospital, Lincoln Trail Behavioral Health or Kosair Psychiatric, or another agency in the state or local area)
- ☒ Early Intervention is crucial for supporting elementary students in crisis
- ☒ Many BCPS elementary principals have reported a number of students needing assistance and more targeted support for mental health



WHAT IS ASTRA?


Erica Hayes

Danielle Minter



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ASTRA & BCPS COLLABORATION MODEL

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- A blue and white illustration of an open book with horizontal lines on its pages.
- A model is already established in Breckinridge County.
 - Astra is currently seeking a location in the Shepherdsville area, which offers a centralized approach for the district.
 - This program is designed to address behavioral health symptoms, enhance functionality, and facilitate the reintegration of students into a regular school routine.
 - The emphasis is on interventions such as behavior management, coping skills, and conflict resolution.





ASTRA & BCPS COLLABORATION MODEL

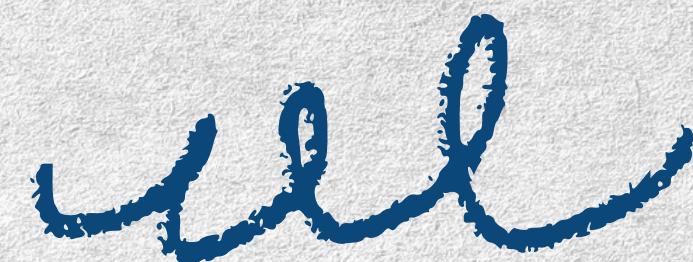
STUDENTS

- Intensive Mental Health Treatment/ Social Emotional Development
- Improved Relationships / Toolkit for Conflict Management
- Up to 24 students (12 students / 2 classrooms)
- Half of the day is academic and half is therapeutic
- The student focus is K-3rd grade



STAFF

- BCPS - 1 Full-Time Dual-Certified (SpEd & Elem Certification)
- BCPS - 1 Full-Time Health Instructional Assistant
- Instructional Coach, Digital Learning Coach, School psychologist, etc. and other curricular supports will be assigned as a shared responsibility with other schools
- Astra - Licensed and Certified Treatment Clinicians
- Astra - CSA



ASTRA & BCPS COLLABORATION MODEL

SUPPLIES & FURNITURE

- BCPS will provide supplies and curriculum materials for students
- Furniture may be supplied by both, depending on surplus items available. Astra will cover if none are available.
- Supplies and supplemental materials will be provided by both BCPS and Astra

FOOD & TRANSPORTATION


- Transport students to Astra location then back to home school
- Students are transported to and from school on normal bus
- Food will be provided by the BCPS Food Services dept from the closest elementary school (delivered)



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SERVICES PROVIDED BY ASTRA

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- 1 Behavioral Health Therapist and a CSA staff member
 - Assessments provided by the clinician by set criteria as determined by Astra
 - Space/location as well as furniture and security cameras
 - Services will align with IEPs or 504 plans
 - Programming will continue during breaks and summer, ensuring ongoing support for students.
 - Astra will follow all policies and procedures and will comply with all FERPA and HIPPA regulations.
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TESTIMONIALS



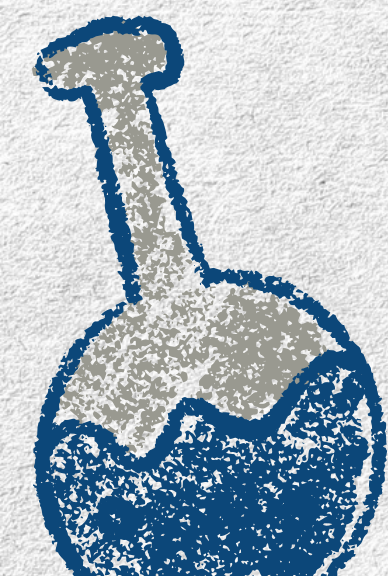
I had known this particular student for a long time. She began her school journey with me in kindergarten. She was such an outgoing little girl then. I was her homeroom teacher in 5th grade as well. She struggled socially at that point and just seemed very depressed. She was reserved, quiet, struggled with hygiene, and was self-harming. I was told she had suicidal thoughts. She left my class and attended our day treatment program and improved. It really benefited her and helped her with social interactions, personal hygiene, and just communicating with her peers and teachers. She seemed like a different child when she returned.

-Mrs. Nicki Williams, Teacher at Irvington Elementary School



The partnership with Day Treatment, and Mrs. Erica Hayes, has been a game changer for several of my students. This has been an important resource to support students academically, behaviorally, and emotionally. I've watched students have success in this setting (and they were not successful in a regular classroom setting). One example is a current student who is attending day treatment. This student attended day treatment for an extended period of time based on needs for academics and behaviors. This student was not experiencing success in a regular classroom. The smaller class size, the therapy students receive, the extra support provided academically, behaviorally, and emotionally is exactly what this child needs. This program helps bridge the school setting to the home setting and provides tools for families beyond classroom walls. This opportunity has been a huge win for our students, school, and district!

-Ms. Renee Wright, Principal at Custer Elementary School



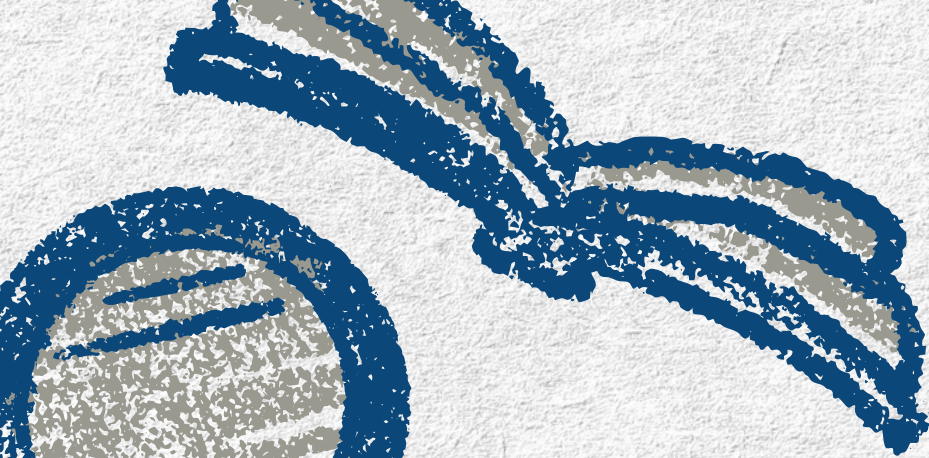
MORE TESTIMONIALS



I am a foster and adoptive parent for children with high needs, most of which have been in psychiatric hospitals, residential facilities, or changed foster homes several times due to their behaviors and high needs. During the last 3 years I have had 5 children in my home that went to Hardinsburg Day Treatment at different times. The therapists and assistants are amazing and have really helped all the kids both at school and at home. We have dealt with a range of issues including aggression, self harming, trauma related issues, destroying property (at home and at school), running away, defiance, and kids that have struggled behaviorally in school. Day Treatment has made significant changes for all the kids that have lived in my home that completed the program. They were able to fit in, make friends, work on school work, and get the intensive therapy that they needed and the staff supported us (and continue to support us) as a family. They continue to help us even after the kids finish the program. The therapists are always a message away if we need them. I recommend day treatment all the time and I think every county should have it for kids that need it.

Parent





BENEFITS FOR BCPS



- Reduction in Out-of-Home Placements and Inpatient Hospitalization
- Decrease in Hospital Readmissions
- Upper grades - Classroom Readiness
- Improved Social and Emotional Well-being: Students experience enhanced social interactions and emotional resilience, contributing to a more positive school environment.
- Enhanced Academic Performance: With students better prepared and supported, academic achievements tend to rise, reflecting a stronger grasp of curriculum and skills.
- Increased Family Engagement: Families become more involved and engaged in their children's education and well-being, fostering a supportive home-school connection.
- Greater Access to Resources: Students and families gain access to a broader range of resources and services, ensuring comprehensive support for diverse needs.
- Strengthened Community Partnerships: Schools build stronger ties with community organizations, enhancing the overall support network available to students and families.





WHAT ASTRA IS NOT

We are
BCPS

- An alternative School
- Principals do not "send" students to this program; needs are determined by intake criteria set by a licensed clinician
- An inpatient facility
- A long term placement



MEASURING SUCCESS

- Increased Student Success in the Regular Classrooms
- Decreased Hospitalizations
- Smoother Transitions from Inpatient Facilities to Regular School Environment
- Increased Family Engagement
- Improved relationships with Families

