

# Accountability Report Issued 2020–21

## Buice Center



Kim Mankin, *Principal/Program Administrator*

Debbie Dees, *Assistant Superintendent*

### About Programs at the Buice Center

**ADAPT (Assisting Developing Adults with Productive Transitions)** is a functional life skills program with an emphasis in community participation. The program is designed to teach home living skills, vocational skills, and community skills to young adults with disabilities, allowing them to maximize their independence in adulthood. Students learn domestic, vocational, community, and social skills, as well as self-advocacy. Through scaffolded (supported) learning opportunities, students are able to transfer their skills from the classroom to the community. Within our building, we use a mock apartment with a kitchen and laundry, provide a recreation and leisure setting for social interaction, and offer a variety of vocational training opportunities. In the 2019–20 school year, we offered vocational skills training through our coffee shop— One Mean Java Bean— and our T-shirt press— Young Adult Print Shop. We also used a PAES Lab and Vocational Task Lab to finetune job-ready skills and interests. Up to four days a week, students can participate in community skills outside of our building at one of 30 job or leisure sites.

The **STRIVE (Supported Training and Rehabilitative Instruction in Vocational Education)** program is a community-based work skills program for students with special needs, with an emphasis on acquisition of adult independence. The mission and purpose of the program is to provide real-life work experiences for students with intellectual disabilities in real community-based businesses. During the 2019–20 school year, 46 STRIVE training sites across the district offered students training opportunities

in hotels, schools, restaurants, retail stores, fitness facilities, and warehouses. STRIVE is successfully building on early vocational skills by developing all areas that lead to successful employment. Of those students who turned 22 during the school year, aging out of the program, 28% obtained part- or full-time employment. Several other students still participating the program have obtained after- school and weekend employment.

The **BRIDGE (Building Relationships in Discipline, Goals, and Education)** program provides comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD) and others. The BRIDGE serves students through educational services and supports, academic instruction, behavioral intervention, therapeutic support (provided by in-house school psychologists, school social workers, and behavior specialists), collaboration with student's home school, and interagency and parental support. Our mission is to provide a safe, caring, therapeutic environment where students with educational, behavioral, and social challenges can best develop the skills and character necessary to rejoin their communities with success. We strive to provide individualized education that addresses students' unique learning styles, cultivates independent thought, and promotes the building of character so students can learn to be citizens of a culturally diverse society.

### Local school improvement connected to district's strategic direction

Gwinnett County Public Schools' accountability system for improving schools is called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school's progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance. With a waiver from federal requirements during the COVID-19 pandemic, the Georgia Department of Education did not administer state tests in the spring or produce related reports on school effectiveness. This abbreviated report

reflects available data from the 2019–20 school year. Using local data, school administrators, teachers, and parent advisory groups developed this year's Local School Plans for Improvement (LSPI) which outline our improvement goals and guide the work we will do throughout the 2020–21 school year to support student learning. These improvement plans are connected to the school district's strategic direction and our core business of teaching and learning. Find our school's LSPI on the website.

**Please review this report to learn more about our programs.**

# Buice Center– ADAPT, STRIVE, and The BRIDGE

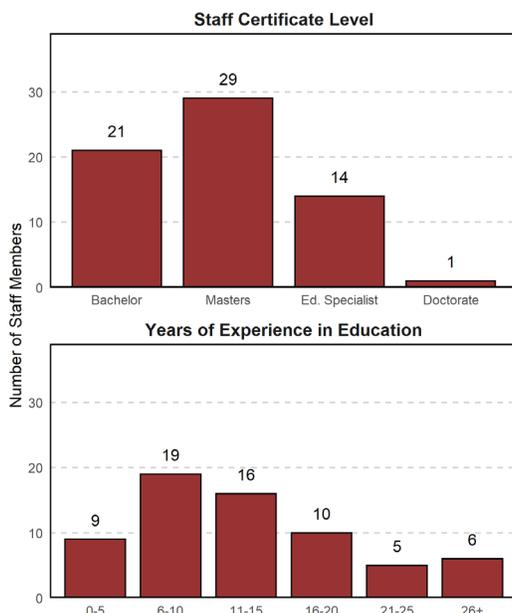
## ADAPT/STRIVE highlights:

- Buice Center held ceremonies to celebrate the completion of school for 70 ADAPT/STRIVE students.
- According to a survey, 60% of students were engaged in a postsecondary option such as part-time or full-time employment, vocational training, supported employment, or a day habilitation program to help young people attain, keep, or improve daily living skills.
- Eleven students improved vocational skills and transitioned to our STRIVE program. Sixteen students obtained part- or full-time employment.
- ADAPT launched partnerships with two new job sites—Home Depot and Hilton Garden Inn
- Our new greenhouse offered additional vocational opportunities for students to explore a career interest in horticulture.
- Students participated in three philanthropic opportunities. They gathered items for Save our Seniors, partnered with a non-profit pet clinic to donate needed items, and established a partnership with Balfour.

## BRIDGE Highlights:

- The BRIDGE program was recognized by the Georgia Department of Education with Distinguished status for implementation of Positive Behavioral Interventions and Supports (PBIS) during the 2019–20 school year. This is the highest level of recognition for PBIS implementation. PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.
- BRIDGE partnered with Northbrook Middle School and Central Gwinnett High School to support our transition students.
- During the year, 13% of our middle school and high school students were able to return to their home schools.

## 2019–20 Staff Data for Buice Center



## ADAPT and STRIVE Programs Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	272	280	295
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	11%	12%	10%
+Black/African American*	45%	46%	45%
+Hispanic or Latino, <i>any race</i>	16%	18%	20%
+Multiracial, <i>two or more races</i> *	3%	4%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	25%	21%	20%
Special Education	100%	100%	100%
English Learner**	0%	2%	2%
Gifted Eligible	0%	0%	0%
Free/Reduced Lunch	52%	51%	46%
Average Attendance***	91%	91%	91%

## The BRIDGE Program Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	75	69	84
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	5%	6%	5%
+Black/African American*	47%	43%	46%
+Hispanic or Latino, <i>any race</i>	16%	17%	20%
+Multiracial, <i>two or more races</i> *	1%	0%	1%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	31%	33%	27%
Special Education	100%	100%	100%
English Learner**	5%	3%	2%
Gifted Eligible	0%	0%	0%
Free/Reduced Lunch	73%	70%	64%
Average Attendance***	90%	89%	90%

\*Not Hispanic or Latino

\*\*Since 2017–18, the category for English Learners has reflected both students who qualify for services and those being monitored.

\*\*\*Based on in-school attendance through March 12, 2020. Students participated in online learning from March 16 to May 20.



*The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.*

### Gwinnett County Public Schools

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### Buice Center

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