

# Buice Center– ADAPT, STRIVE, and The BRIDGE

## Other 2018–19 Highlights...

- The BRIDGE at Buice Center, supported by North Metro Georgia Network for Educational & Therapeutic Supports (GNETS), was recognized by the Georgia Department of Education with Distinguished status for implementation of Positive Behavioral Interventions and Supports (PBIS) during the 2018–19 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.
- Buice Center celebrated African Black History Month with a Celebration Night for student and their families that included speeches, dance, food, and an art show.
- In January of 2019, the Board of Education renamed Northbrook Center. Now called the Buice Center, our school honors Mr. T. Carl Buice, a former school principal in GCPS.
- The STRIVE and ADAPT programs held two successful dances for the students, ages 18–21.
- The employment rate for STRIVE students was 68% for the school year.
- The percentage of BRIDGE student's returning to their home schools was 25%.
- Transition classes to support the BRIDGE program are located at Northbrook Middle School and Central Gwinnett High School.

## ADAPT and STRIVE Programs Student Data (2016–17 to 2018–19)

	School Year		
	16-17	17-18	18-19
<b>Enrollment</b>	243	271	279
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	12%	11%	12%
+Black/African American*	42%	45%	46%
+Hispanic or Latino, <i>any race</i>	16%	16%	18%
+Multiracial, <i>two or more races</i> *	3%	3%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	27%	25%	21%
Special Education	100%	100%	100%
ESOL	7%	7%	8%
Free/Reduced Lunch	51%	52%	53%
Average Attendance	91%	91%	91%

\*Not Hispanic or Latino

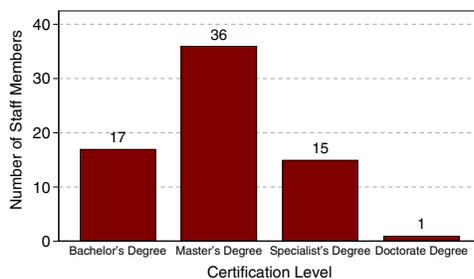
## The BRIDGE Program Student Data (2016–17 to 2018–19)

	School Year		
	16-17	17-18	18-19
<b>Enrollment</b>	93	75	69
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	4%	5%	6%
+Black/African American*	54%	47%	43%
+Hispanic or Latino, <i>any race</i>	13%	16%	17%
+Multiracial, <i>two or more races</i> *	0%	1%	0%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	29%	31%	33%
Special Education	100%	100%	100%
ESOL	10%	11%	6%
Free/Reduced Lunch	80%	73%	75%
Average Attendance	91%	90%	89%

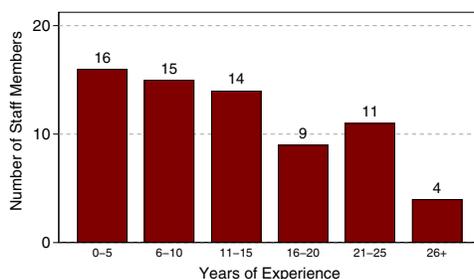
\*Not Hispanic or Latino

## 2018–19 Staff Data for Buice Center

### Staff Certification Level



### Experience in Education



*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.*

### Buice Center

1225 Northbrook Parkway • Suwanee, GA 30024  
(678) 542-2330 • [www.gcpsk12.org/BuiceCenter](http://www.gcpsk12.org/BuiceCenter)  
Kim Mankin, Principal

### Gwinnett County Public Schools

437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978  
[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)

### 2019 Gwinnett County Board of Education

Dr. Mary Kay Murphy (District III), 2019 Chairman;  
Louise Radloff (District V), 2019 Vice Chairman; Carole C. Boyce (District I);  
Steven B. Knudsen (District II); and Everton Blair, Jr. (District IV)  
J. Alvin Wilbanks, CEO/Superintendent

# Accountability Report Issued 2019–20

## 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 2018–19 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 2018–19 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. Using local and state 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 2019–20 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.**