

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Buckey _____
 Evaluator: Meagan Taylor _____
Name
Signature
Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

The district, under Dr. Buckey's leadership, has demonstrated significant progress in a number of key focus areas. Specific examples include:

- Improved processes, such as human resources and budgeting
- Curriculum
- Use of data drive decision-making
- Leadership and career development
- Ensuring consistency of staffing and practices

Dr. Buckey is a fierce advocate for, and works diligently to provide, a safe and supportive environment for all students. Dr. Buckey is also an active and engaged member of the school community, often seen in classrooms, cafeterias, playgrounds, and at after-school events. Additionally, Dr. Buckey has developed positive, collaborative working relationships with town officials and community groups such as the rotary, and Sustainable Marblehead.

Further afield, Dr. Buckey has proactively engaged with professional groups such as MASS, NSIP, and the North Shore Superintendent's Roundtable (elected chair by his peers). These affiliations provide opportunities for leadership development, professional collaboration, and advocacy, all of which have a positive impact on the Marblehead school district stronger and more effective.

There is always opportunity for continued improvement. Looking forward, I encourage Dr. Buckey to continue with the positive practices he has implemented to-date, with a focus on growing the METCO program, increasing special education inclusion practices, continuing to enhance curriculum, and leadership development for all staff.

Superintendent's Performance Goals - Student Learning Goal



Goal:

During the 2022-2023 academic year, I will empower and design opportunities for students and educators to build foundational leadership capacity through opportunities for student voice, choice, representation and advocacy. In doing so I will further develop the diversity, equity and inclusion initiative from PFS while stabilizing and advancing the METCO program.

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3 I-D-2 I-D-4 II-C-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dr. Buckley made significant progress toward this goal. Dr. Buckley ensured the district actively sought student feedback through a variety of methods such as thought exchange, student engagement forums, and the youth risk behavior survey.

Dr. Buckley hired a new METCO director and worked diligently with her to stabilize this program. My hope is that Dr Buckley will continue to support Ms. Johnson in this role and in efforts to expand the METCO program in Marblehead, as this was a key area of focus identified in the PFS.

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - Professional Practice Goal

Goal:

Throughout the 22-23 school year, I will continue to build strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. I will continue developing skills in strategy & budget development, data analysis, and instructional leadership.

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey met this goal and delivered on the corresponding key actions. Dr. Buckey completed his final year in the NSIP, was elected the chair of North Shore Superintendent's Roundtable (NSSRT) by his peers and attended many industry conferences. All of these activities provided opportunities for Dr. Buckey to collaborate with mentors/peers and advance his leadership skills and practices to the direct benefit of the Marblehead school district.

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 1

Goal:

Using Instructional Rounds during the 2022-2023 academic year, I will collaborate with the leadership team and educators to strengthen instructional practices with a focus on equity and inclusion. This work will include the implementation of targeted interventions and supports for all students, including professional development for educators.

Superintendent's Performance Goals - District Improvement Goal 1

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal 1	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey has made significant progress towards this goal. Dr. Buckey and his team conduct rounds in each school building to gain feedback and assess instructional practices throughout the district. Aligning scope and sequence to ensure consistency has also continued to be a focus this year. Continued focus on delivering exemplary curriculum and instruction should remain a key focus for Dr. Buckey as they continue to build on the strong foundation they have developed.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 2



Goal:

During the 2022-23 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by varied outreach efforts.

Superintendent's Performance Goals - District Improvement Goal 2

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey met this goal and delivered on the corresponding key actions. An area of strength for Dr. Buckey is his engagement throughout the district and community. He is often seen in school buildings and classrooms and he attends many school events, such as school plays, band performances, athletic events, as well as community-sponsored events and meetings. Dr. Buckey provides regular updates to the school community, as does his leadership team, through a variety of tools - for example, the weekly superintendent update, regular building-level updates, frequent posts to Twitter, and numerous media interviews. Dr. Buckey also continues to foster positive and collaborative working relationship with town leaders. Dr. Buckey has continued to host Superintendent Coffees, which provide the community informal two-way discussion on various topics. In addition, Dr. Buckey implemented Thought Exchange as a tool to gather useful feedback from the community, students, and staff.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Curriculum and instruction have been a key area of focus for the district this year. Under Dr. Buckey's leadership, Assistant Superintendent Murphy has continued her work to ensure all content areas have a clear scope & sequence and consistent standards-based lessons. In addition, the use of iReady and MyPaths provides teachers with the necessary data to develop individualized learning plans to meet students where they are at and enhance their learning. Dr. Buckey encourages data-based decision-making. There are several examples of this throughout the year, including the selection of the ELA curriculum. Dr. Buckey has provided summarized output, and corresponding action plans from instructional rounds, assessment tools, and MCAS data to developed educational practices that continue to foster student achievement.				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): <p>Dr. Buckley led a comprehensive, open, and collaborative budget process. This process was lauded by the town Finance Committee and referenced as a role model for other town departments.</p> <p>Dr. Buckey has worked diligently to ensure our students and staff are safe - both physically and mentally. He leads the safety and wellness advisory committees that includes both school and community leaders to ensure our policies and practices are effective and collaborative. For example, the implementation of increased school zone safety measures throughout the town.</p> <p>Dr. Buckey has created a culture of upward mobility for staff. Under Dr. Buckey's mentorship both the Assistant Superintendent and High School Principal have achieved their career goal of attaining Superintendent positions. In addition, Dr. Buckey has ensured that new staff are seamlessly integrated into the district and supported to meet the high standards he models.</p>				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

An area of strength for Dr. Buckey is his engagement throughout the district and community. He is often seen in school buildings and classrooms, and he attends many school events, such as school plays, band performances, athletic events, as well as community-sponsored events and meetings. Dr. Buckey provides regular updates to the school community, as does his leadership team, through a variety of tools - for example, the weekly superintendent update, regular building-level updates from principal, frequent posts to Twitter, and numerous media interviews. This year Dr. Buckey implemented the State of District update during each school committee meeting to highlight initiatives within the district. He has also ensured that parent and student participation in administrative positions, such as the high school principal and assistant superintendent searches.

Dr. Buckey also continues to foster positive and collaborative working relationship with town leaders. Superintendent Coffees were a successful addition to Dr. Buckey's community engagement plan. In addition, Dr. Buckey engaged in various community committees and boards, such as the Rotary and the Green Marblehead Committee.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): <p>Dr. Buckey fosters a commitment to high standards across the district and is a role model for staff. Despite limited funding, Dr. Buckey has continued to make progress in inclusive and equitable practices to ensure that all students and staff feel supported and safe within our schools.</p> <p>Dr. Buckey hired a METCO Director and supported her work in stabilizing this program. An area of focus for next year should include continued support of Ms. Johnson in her role and efforts to further advance the METCO program in Marblehead. Further development of inclusive practices for all students should also remain a priority for Dr. Buckey next year.</p>				