



AMESBURY *Massachusetts*

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Submission information

Form: [Volunteer Application for Elected Positions](#) [1]
Submitted by Anonymous (not verified)
July 12, 2020 - 10:28pm
172.68.54.206

Name

Selim Begis

Home Address

25 Whittier St

Mailing Address (if different)

[REDACTED]
[REDACTED]

Which elected position are you applying for?

School Committee

Please explain why you would like to serve on a particular Board, Commission or Committee.

My name is Selim (Sal) Begis and my wife and I moved to Amesbury in 2013. As we plant our roots deeper into this community and as our twin boys prepare to enter Kindergarten at Cashman this fall, I believe that it is time to give back to this amazing community.

The School Committee is the perfect fit for me, as it will allow me to provide an important service to Amesbury, while directly influencing the education of my children.

I am the son of parents who legally immigrated from Turkey ~50 years ago and a first-generation college graduate. My wife earned a PhD in nutrition and is currently a professor at the University of New Hampshire and the director of the dietetics program. Education is clearly important to us and we chose to move to Amesbury because we knew that our children would receive a solid education through Amesbury Public Schools.

I first became involved with Amesbury Public Schools during the summer of 2019 when I volunteered to be the treasurer of the "Yes to AES" committee. Now I am interested in expanding my service to this community by joining the Amesbury School Committee. My wife and I have discussed the time commitment and we are prepared to provide the time and energy that this committee deserves.

Please briefly describe your education and any relevant work or life experience or other activity which, in your opinion, would be beneficial in carrying out the responsibilities of this office. If necessary, attach additional sheets or your resume.

As a member of the Amesbury School Committee, I will contribute a unique combination of enthusiasm, diligence, leadership, collaboration, diversity, and appropriate humor. I will also bring valuable knowledge and skills that I gained through working in the financial services industry for the past 24 years.

I earned a bachelor's degree in finance from SUNY Brockport in 1996. As a college athlete and member of the SUNY Brockport football team, I learned how to juggle and prioritize responsibilities, communicate effectively, lead, and be a productive team member. I also learned patience and humility. Now that I am a working professional, a husband, and a father of twin boys, I've had the opportunity to reinforce all of these skills.

My expertise is in risk management and I currently hold the position of Deputy Head of Risk at Steward Partners Global Advisory. I work closely with a diverse group of financial advisors to ensure that they are efficient and productive, while maintaining compliance of industry regulations. I have established effective communication skills, including attentive listening and clear and concise oral and written interactions. My industry includes strong personalities and I have developed an expertise in collaborating with even the most challenging colleagues. I consider this to be one of my finest characteristics and one of the primary reasons why I have advanced in my field.

As I climbed the corporate ladder, I had the opportunity to navigate various challenges, such as company mergers, global and domestic financial crises and an ever-changing regulatory environment. I have participated in the hiring and termination of employees and supervised many individuals. These experiences taught me many things, but most importantly I learned the significance of teamwork. I recognize that teamwork does not always involve the same methods or ideas. It often requires significant debate and compromise. But an effective team will deliver the best possible results. As a member of the School Committee, I will be an effective team member who will keep an open mind, speak up, respect my colleagues, and always maintain a high level of professionalism.

Working on the "Yes to AES" project allowed me to learn more about Amesbury Public Schools. I enjoyed interacting with other committee members as well as various community leaders. I respect the views of all individuals, even if they are different from my own. I am a community member who can work with individuals with different political backgrounds and my opinion on topics reviewed by the School Committee will not be swayed by my political affiliation. I will always keep an open mind and maintain a professional demeanor during and outside of School Committee meetings, as well as on social media.

My nationality includes Turkish and Uzbek descents. I was raised Muslim in a primarily Christian and Jewish town in Long Island, New York. English was a second language for my parents, who struggled to help me with homework and communicating with my teachers. Thus, ensuring that Amesbury Public Schools maintains an environment that supports diversity and inclusion and the various educational needs all students is important to me.

Collectively, my education, professional portfolio, and life experiences will allow me to be a reliable and productive member of the Amesbury School Committee.

Thank you for your time and consideration.

Upload additional information or resume.

[sal_begis_sc_resume_7.10.2020.doc](#) [2]

Please list any City offices you have held in Amesbury or elsewhere. Please share the name of the Office held, the date you were appointed or elected, and the date when your term expired.

N/A

Public service on a Board, Committee, or Commission can be demanding. Please indicate the realistic time commitment you are willing and able to make.

6+ hours per week

Additionally, please describe any standing commitments you may have which might conflict with set meeting schedules.

None at this time.

How did you hear about the vacancy on this City Board, Committee or Commission?

Council, Board, Committee or Commission Meeting

Electronic Signature

Selim Begis

Date

July 12, 2020

SAL BEGIS

25 Whittier St • Amesbury, MA 01913 • [REDACTED] | [REDACTED]

SUMMARY

Highly knowledgeable and experienced regulatory compliance professional with over 20 years of experience in the financial services industry. Collegial and collaborative team player with the ability to manage multiple tasks. Strategic-thinker, analytical, problem solver and resourceful self-starter.

LICENSES:

Series 4 Registered Options Principal
Series 7 General Securities Representative
Series 8 General Securities Sales Supervisor
Series 24 Registered Principal
Series 31 Futures Managed Funds Examination (expired through past firm)
Series 63 Uniform Securities Agent State Law
Series 65 Uniform Investment Adviser Law Examination

PROFESSIONAL EXPERIENCE:

Steward Partners Global Advisory, Andover, MA

6/17-Present **SVP/Partner-Deputy Head of Risk Management**

Risk Management & Compliance Monitoring

- Provide coaching and guidance on policies and procedures to promote risk awareness and a compliant environment
- Ensure proper procedures are in place to ensure that approvals are handled appropriately and timely
- Assist managers with the development, communication and maintenance of the Quarterly Risk Focus based on key trends i.e. FINRA or other regulator top areas of focus, that impact the firm and its clients
- Identify, escalate, and ensure resolution regarding any risk and compliance issues
- Liaise with appropriate parties regarding any client complaints and litigation
- Responsible for implementing, testing, monitoring, and enforcing relevant risk, supervisory and compliance policies, procedures and controls
- Assists with proactive client contact to in determining suitability and managing risk

Build & Maintain Relationships

- Maintain quarterly visitation schedule for major market branches and bi-annual for satellite offices (see appendix) to ensure visibility, connectivity and promote Firm culture through meaningful interaction and information sharing
- As part of branch visits conduct branch meetings to cascade relevant information on a timely basis, conduct individual FA and CAM meetings to discuss strategy, business practices, feedback and resource needs
- Develop, maintain and strengthen the relationship between risk/compliance and Advisors and CAMs by providing timely and effective advice and ensuring follow through and resolutions on any identified issues
- Proactively identify issues affecting the company through attendance at business, industry and regulatory events

Disaster Recovery & Business Continuity Planning

- Review and develop disaster recovery, crisis management, or business continuity plans.
- Develop emergency management plans for recovery decision making and communications, continuity of critical departmental processes, or temporary shut-down of non-critical departments to ensure continuity of operation and governance
- Manage third party vendors by conducting due diligence and maintaining approved vendor list

Audit Preparation & Remediation

- In partnership with manager, Divisional President and Operations Managers, responsible for branch audit preparation and results
- **Transition Management**

- Partner with Divisional Presidents and manager to review and approve any complex product/business arrangements e.g. international business, professional partnerships and ensure appropriate provisions are in place and appropriate monitoring is in place
- Assists with compliance related administration for all new hires

Team Building & Communication

- Lead by example by ensuring that the risk and compliance function is consistently achieving SPGA's objectives, maintaining a positive moral and reputation of fostering growth
- Proactively communicate relevant information, including new policies and procedures or other risk and compliance items, on a timely basis

Canaccord Genuity Inc., Boston, MA

4/11-6/17 **Principal- Deputy Chief Compliance Officer**

Institutional Investment Banking, Research and Central Functions

- Responsible for the oversight of the day-to-day compliance team within the Central Functions (non-trade desk) area.
- Responsible to administer all facets of the Control Room functions for the U.S. Investment banking activities, including coordination with local and global colleagues on cross-border situations. Review daily reports of activities and/or exceptions to identify conflicts and help ensure compliance with policies and regulations. Enhance the Watch List and Restricted List processes by coordinating with Investment Bankers and syndicate to ensure proper separation of Material Non-Public Information and among other things, timely entry of potential opportunities to internal system(s) and providing timely advice as needed with regard to requirements under firm policies
- Recommend policies in partnership with relevant business leaders.
- Actively identify risks and facilitate their mitigation to acceptable levels.
- Provide strong leadership and develop compliance staff.
- Drive regulatory and special projects and ad hoc assignments as required.
- Conduct new employee education, training and completed all necessary compliance functions for new registered and non-registered employees.
- Conduct forensic tests in various areas of the firm (i.e. marketing, public appearance, IT, Investment Banking, Information Security barriers, Operations).

Morgan Stanley Smith Barney, Boston, MA

11/05 – 4/11

Complex Risk Officer- Vice President

3/10 - 4/11

- Responsible for maintaining a control environment through observance of business ethics and practices and adherence to all applicable Federal, State and Local laws, internal policies, and other regulations within a complex with \$100mm in revenue and 174 financial advisors
- Escalated violations of firm and regulatory policies to Compliance/Legal Departments.
- Reviewed branch compliance and legal surveillance reports
- Prepared for and responded to audits and ensured that any audit findings were responded to and remediated.
- Provided direction on policies and procedures in order to uphold risk awareness and a compliant environment
- Supported in the groundwork for audits, and ensures that any audit findings were appropriately responded to and remediated through proper channels
- Performed monthly and quarterly reviews for potential risk items such as missing documentation, senior citizen accounts, suitability conflicts, concentrated accounts, large margin debits, etc.
- Reviewed outgoing correspondence including marketing and advertising for financial advisors
- Conducted continuing education sessions for internal employees including AML, Enhanced Due Diligence and syndicate
- Proactive in monthly client contacts to ensure client suitability and any risk involved
- Assist sales management on review of potential new financial advisor hires

Complex Service Manager-Vice President

11/05 – 3/10

- Provided operational services to approximately 90 financial advisors within the branch
- Managed the daily work flow of branch operations staff (fed wires, journals, outgoing/incoming checks, DTC's) and protect the firm from potential compliance issues
- Reviewed compliance and legal surveillance reports (i.e. funds movement, option strategy, managed accounts).
- Monitored mutual fund transactions for potential switching, breakpoint disclosures and commingling of different share classes/families

- Assisted in overseeing large active accounts and concentrated positions
- Reviewed and approved discretionary, express credit, option, new account paperwork and enhanced due diligence forms
- Processed trade errors and maintained error accounts
- Mentored 50 support and operational staff members and assist with cross training
- Reviewed risk management reports to ensure there are no compliance violations and to be proactive in potential client issues
- Reviewed branch audits and assist with implementing new policy and procedure with the recommendations of senior branch management and audit group
- Updated staff in changes of firm policies, regulatory rules and trends within the financial services industry.
- Reviewed self-audit of branch procedures
- Assisted with the coordination in the support of newly hired financial advisors

Linsco Private Ledger/LPL, Boston, MA

10/02 – 11/05

Compliance Analyst

- Conducted branch office audits within the eastern half of the United States to ensure compliance with State, NASD, SEC regulations and company policies
- Supervised over 100 Office of Supervisory Jurisdiction (OSJ) Branch Managers
- Monitored top producing independent financial advisors variable annuity and mutual fund transactions for suitability
- Assisted management with the monitoring of mutual fund switching, 1035 exchanges and breakpoint disclosures and all other variable annuity transactions
- Reviewed financial advisors outside business activities to ensure compliance with NASD Rule 3030
- Provided recommendations to Senior Management during recruitment of new financial advisors
- Researched and review all private security transactions to ensure compliance with NASD Rule 3040
- Responded to compliance related inquiries by financial advisors on a daily basis
- Mentored new compliance analysts and ensure understanding of company policies and industry regulations

Quick & Reilly- Fleet Boston Financial Firm, Lincoln, RI

2/98- 10/01

Suretrade.com-subsidiary of Quick and Reilly

Customer Service Supervisor

3/01-10/01

- Managed a team of 12-15 brokers to support client trading in all types of securities
- Acted as a liaison between brokers and customers to resolve operational issues
- Created daily metrics used to improve communication, customer service and wrap-up speed to increase efficiency
- Provided monthly quality assurance reports to Senior Management, QA Analysts and Registered Representatives

Co-Manager of Integration

1/01 – 3/01

- Responsible for integration of Suretrade.Com and Quick & Reilly teams
- Co-managed team of 25-30 representatives
- Assisted with the implementation of integration policies and procedures

Senior Customer Service Supervisor/ Syndicate Manager 9/99 – 1/01

- Monitored and assessed customer service calls for over 150 representatives in Corporate and satellite branch
- Managed the servicing and tracking of customer inquiries and ensured timely resolution of escalated client issues
- Corresponded with the Director of Operations and Branch Manager to ensure efficiency of Suretrade call centers
- Acted as mentor to middle level management
- Assisted in the implementation of a web-based program to develop a paperless tracking system for customer issues
- Coordinated the selling concession portion of Suretrade for Initial Public Offerings through Wit Capital, Robertson Stephens and Prudential
- Developed and created satellite call center in Scranton, PA

Trading Desk Supervisor

2/98 – 9/99

- Managed team of 20 brokers in the processing of on-line trades
- Supervised the processing and execution of over 33,000 trades daily, approved all outgoing correspondence and monitored all trading activity to ensure regulatory requirements were satisfied
- Resolved trade disputes with retail clients and vendors
- Reviewed and approved all trades in excess of established parameters
- Recommended equity and position limits in active trading accounts
- Researched expansion opportunities in an effort to improve core online trade products and service offerings

Morgan Stanley Dean Witter and Discover, Melville, NY

5/97 – 2/98

Financial Advisor

- Completed the Morgan Stanley Dean Witter and Discover training and development program
- Generated new business and prepared financial analysis of new and existing client portfolios

EDUCATION

State University of New York, College at Brockport

Bachelor of Science in Business Administration, Concentration in Finance, May 1996

Computer Skills

Proficient in Microsoft applications, Compliance 11, Global Relay Email Review, NextGen, FCI, Reuters, Thomson One, CMS Systems.

COMMUNITY SERVICE

Yes to AES Committee, Amesbury, MA

Treasurer-Advocate for new Elementary school.



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[Home](#) > [Volunteer Application for Elected Positions](#) > [Webform results](#) > Submission #14

Submission information

Form: Volunteer Application for Elected Positions [1]
Submitted by Anonymous (not verified)
June 26, 2020 - 11:28am
98.217.132.132

Name

Richmond Dawson

Home Address

45 Macy St. Unit C206

Mailing Address (if different)

[REDACTED]

Which elected position are you applying for?

School Committee

Please explain why you would like to serve on a particular Board, Commission or Committee.

As a resident of Amesbury for the past 16 years and the parent of a child (going into 6th grade) who attends Amesbury schools, I feel that it is my responsibility to help ensure the best for the children of our town. As this past year as shown, we are facing uncertain times and we need a variety of people on the school committee to help navigate the uncertain waters. Mostly, I want to help, I want to serve our community in a meaningful capacity that helps the town grow in positive ways - and we can do that by helping our children and our schools.

Please briefly describe your education and any relevant work or life experience or other activity which, in your opinion, would be beneficial in carrying out the responsibilities of this office. If necessary, attach additional sheets or your resume.

I have a Bach. degree in human development and education from Lesley University. I spent one year teaching English at a charter school. I spend a decade working for the Department of Early Education and Care prior to starting my real estate career. I parlayed my successful real estate business into my current position as a real estate coach at a growing brokerage. I think my ability to work with all people, to operate as part of a team, and to see the greater good in all situations are all valuable attributes that will benefit the school committee and Amesbury.

Upload additional information or resume.

Please list any City offices you have held in Amesbury or elsewhere. Please share the name of the Office held, the date you were appointed or elected, and the date when your term expired.

N/A

Public service on a Board, Committee, or Commission can be demanding. Please indicate the realistic time commitment you are willing and able to make.

6+ hours per week

Additionally, please describe any standing commitments you may have which might conflict with set meeting schedules.

N/A

How did you hear about the vacancy on this City Board, Committee or Commission?

Social Media

Electronic Signature

Richmond Dawson

Date

June 26, 2020



Published on Amesbury MA (<https://www.amesburyma.gov>)

[Home](#) > [Volunteer Application for Elected Positions](#) > [Webform results](#) > Submission #18

Submission information

Form: [Volunteer Application for Elected Positions](#) [1]
Submitted by Anonymous (not verified)
July 21, 2020 - 11:46am
172.68.54.192

Name

Abigail Jurist Levy

Home Address

115 Friend Street

Mailing Address (if different)

[REDACTED]
[REDACTED]

Which elected position are you applying for?

School Committee

Please explain why you would like to serve on a particular Board, Commission or Committee.

My husband and I moved to Amesbury in 2016, and we knew from the beginning that it was the best move we could have made. I have been searching for a way to give back to Amesbury but with a very demanding full-time job that included a 1.5 hour commute each way, my plate was full. I am now on the cusp of retirement with a much-reduced work schedule and no more commute. Joining the School Committee would give me a chance to serve the town that I have become so fond of, a chance to get to know Amesbury in a way that only serving on a town board or committee can offer, and the satisfaction of putting the knowledge and skills I've accumulated over my 40+ year career in education to use in service of Amesbury's students and educators.

I expect that the coming year will be full of difficult decisions when the School Committee will have to choose one option among several that are all imperfect. As an education policy analyst and researcher I've advised and observed education leaders at the school, district, and state levels navigate challenges like these; and as a leader of STEM Programs at EDC with an annual budget of \$10M and a staff of 45-65, I've been in this situation myself. I know the territory and the heartache it can provoke when everyone's justifiable needs and requests cannot be met. I've had to navigate challenging staffing situations, and implement policies I didn't agree with. I advocate for what I believe to be in the best interests of children's education, I'm not afraid to ask a naïve question, I accept a loss graciously, and I take a win with humility.

Please briefly describe your education and any relevant work or life experience or other activity which, in your opinion, would be beneficial in carrying out the responsibilities of this office. If necessary, attach additional sheets or your resume.

I have attached my resume, and offer these additional comments:

1. My husband and I raised, educated, and launched three children – all outside of Amesbury (in Maynard and Acton, MA). So although I don't have a deep knowledge of our schools, traditions, and the people who make things tick – I am an enthusiastic and quick learner and I will bring fresh eyes and ears to the work of the School Committee.
2. Over my 20+ years at EDC, I raised many millions of dollars to fund projects that tackle some of our most persistent challenges in education such as teacher turnover, effective strategies for supporting teachers, preparing principals to be effective education leaders, sustaining education reform, effective use of technology in the classroom, and engaging families in their children's education. I will be happy to apply my experience raising money through state and federal grants and contracts, and contributions from foundations and industry to Amesbury's public schools.
3. When our children were in school, I was very involved in our towns' education system. I was a parent representative on a superintendent search, I led a successful Prop #2 override that provided additional funds for our schools, and I led a successful town vote to regionalize our district (Maynard) with Acton and Boxboro. As you can imagine, this was a highly contentious issue, and the town was deeply divided. Immediately following the vote, I began reconciliation efforts to bring the community back together.
4. I have worked alongside educators and academics, and served as a bridge between the two. My driving motivation has always been to ask questions that will generate knowledge useful to educators in the field, and policies and practices that will enable educators to do their best work.

Upload additional information or resume.

[ajlevy_7-2020.pdf](#) ^[2]

Please list any City offices you have held in Amesbury or elsewhere. Please share the name of the Office held, the date you were appointed or elected, and the date when your term expired.

NA

Public service on a Board, Committee, or Commission can be demanding. Please indicate the realistic time commitment you are willing and able to make.

6+ hours per week

Additionally, please describe any standing commitments you may have which might conflict with set meeting schedules.

My EDC work occasionally requires travel. In the past this has typically meant 2-4 trips per year. I expect that travel in the coming year will be considerably reduced. Travel dates can usually be managed to avoid scheduling conflicts.

How did you hear about the vacancy on this City Board, Committee or Commission?

City Website

Electronic Signature

Abigail Jurist Levy

Date

July 21, 2020

Abigail Jurist Levy, Ph.D.
115 Friend Street, Amesbury, MA 01913
[REDACTED]

Professional Preparation

Tufts University and The School of the Museum of Fine Arts	Art Education	B.F.A.–1978
The Heller School for Social Policy, Brandeis University	Management of Human Services	M.M.–1993
	Child, Youth, & Family Policy	Ph. D.–2003

Appointments

1998–Present	Education Development Center, Inc.: Distinguished Scholar and Director of the Coalition for Elementary Science; EDC Liaison, STEM Education Coalition; Co-Director, STEM Portfolio; Senior Research Scientist and Principal Investigator; Research Scientist; Senior Research Associate
2019	Member, Board on Science Education, Committee on Assessing the Science Activation Program; Member, STEM Thinkers Committee, Education Commission of the States
1993 – 1998	Corporation for Business, Work and Learning; Manager, Research and Evaluation
1990–1993	Independent Research and Policy Analyst; selected projects Maynard Public Schools, Framingham Public Schools, Goodman Research Group, Women’s Educational and Industrial Union
1981 – 1983	Boston Partners in Education; District Coordinator
1979 – 1981	East Boston Social Centers; Assistant Program Director
1978 – 1979	Art teacher, Saugus Public Schools

Honors

2011	Recipient, Journal of Research in Science Teaching (JRST) Award for the article: <i>Inquiry-Based Science Instruction—What is it and does it matter? Results from a research synthesis years 1984 to 2002.</i>
2010	NSTA Research Committee; ASTE; NARST, and NSELA award for Models of providing science instruction in the elementary grades: A research agenda to inform decision makers, <i>Science Educator</i> . 17(2), 1–18, as one of nine articles for 2010 summer reading list.

Selected Publications & Presentations

- DeLisi, J., Kook, J., Levy, A. J., Winfield, L., & Fields, E. (2020). An Examination of the Features of Science Fairs That Support Students’ Understandings of Science and Engineering Practices. *Journal of Research in Science Teaching*. In press.
- Marco-Bujosa, L. M., Levy, A. J., & McNeill, K. (2020). A case study exploring the identity of an in-service elementary science teacher: A language teacher first. *Research in Science Education*, 50(1), 79–98.
- McCoy, A., Levy, A. J., Frumin, K., Lawrenz, F., Dede, C., Eisenkraft, A., Fischer, C., Fishman, B., Foster, B. (2019). From the inside out: Teacher responses to the AP curriculum redesign. *Journal of Science Teacher Education*. 1-18. doi: 10.1080/1046560X.2019.1685630.

- Winfield, L. & Levy, A. J., (2018). The Cost of Middle School Science Fairs. *Manuscript submitted for review*.
- Frumin, K., Dede, C., Fischer, C., Foster, B., Lawrenz, F. Eisenkraft, A., Fishman, B., Levy, A., McCoy, A. (2018). Adapting to large-scale changes in Advanced Placement Biology, Chemistry, and Physics: The impact of online teacher communities. *International Journal of Science Education*, 1-24. doi: 10.1080/09500693.2018.1424962
- Fischer, C., Fishman, B., Dede, C., Eisenkraft, A., Frumin, K., Foster, B., Lawrenz, F., Levy, A., McCoy, A. (2018). Investigating relationships between school context, teacher professional development, teaching practices, and student achievement in response to a nationwide science reform. *Teaching and Teacher Education*.
- DeLisi, J., Fields, E., Levy, A.J. & Kook, J. (2018). Approaches for conducting middle school science fairs: A landscape study. Annual meeting of the American Education Research Association (AERA). April 14, 2018
- DeLisi, J. & Levy, A.J. (2018). Exploring Approaches to the Implementation of Middle School Science Fairs. Paper presentation. Annual meeting of the National Association for Research in Science Teaching, March 11, 2018
- Fischer, C., Foster, B., McCoy, A., Eisenkraft, A., Levy, A.J., Fishman, B., Dede, C., Frumin, K., Lawrenz, F. (2017). National curriculum revision and teacher professional development: The understanding professional development and adoption variation related to revised advanced placement curriculum (PD-RAP) project. Poster presented at the European Science Education Research Association Annual Conference, Dublin, Ireland.
- Fischer, C., Fishman, B., Levy, A., Eisenkraft, A., Dede, C., Lawrenz, F., Jia, Y., Kook, J., Frumin, K., & McCoy, A. (2016). When do students in low-SES schools perform better-than-expected on a high-stakes test? Analyzing school, teacher, teaching, and professional development characteristics. *Urban Education*, 1-35. doi: 10.1177/0042085916668953
- Levy, A. J., Eisenkraft, A. & Fields, E. (2016). Just-in-time professional development: The Active Physics Teacher Community In C. Dede, A. Eisenkraft, K. Frumin & A. Hartley (Eds.), *Teacher learning in the digital age: Online professional development in STEM education* (pp. 109-126). Cambridge, MA: Harvard Education Press.
- Levy, A.J., McCoy, A, Frumin, K. Eisenkraft, A., Dede, C., Fishman, B., Fischer, C., Lawrenz, F., Jia, Y. (2016, April). *AP Redesign for Science: Teachers Perspectives on their Schools' AP Culture and Implications for Student Success*. Paper presented at the meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Marco-Bujosa, L. M. & Levy, A. J. (2016). Caught in the Balance: An Organizational Analysis of Science Teaching in Schools With Elementary Science Specialists. *Science Education*. doi: 10.1002/sce.21239
- DeLisi, J., Levy, A.J., Fields, E., Kook, J., McMahan, T., Nordstrom, L., Ouellet, K., & Pasquale, M. (2016). Models of School-Based Science Fairs. Paper presentation. Annual meeting of the National Association for Research in Science Teaching (NARST), Baltimore, MD.
- Fischer, C., Fishman, B., Levy, A. J., Eisenkraft, A., Dede, C., Lawrenze, F... McCoy, A. (2015). *When low-SES students perform better-than-expected on a standardized test: The role of teacher professional development*. Paper Presentation. Annual meeting of the American Educational Research Association (AERA), April 16-20, 2015.
- Levy, A.J., Jia, Y., Marco-Bujosa, L., Gess-Newsome, J., Pasquale, M. (2015). Science specialists or classroom teachers: Who should teach elementary science? *Science Educator*, 24(2), 1-12.
- Kastens, K. & Levy, A. J. (2014). For Science Standards, Begin at the Beginning. *Education Week*, 33(28).
- Levy, A. J. (2013, August 27). Elementary science specialists and classroom teachers: Quality, quantity, and cost of science teaching. Presentation to the Boston Public School administration.
- Levy, A.J., Joy, L., Ellis, P., Karelitz, T.M., Jablonski, E. (2012). Estimating teacher turnover costs: A model, methodology and reflection. *Journal of Education Finance*. 38(2), 102-109.

- Levy, A.J., Joy, L., Ellis, P., Karelitz, T.M., Jablonski, E. (2011). Estimating Teacher Turnover Costs: A Model, Methodology and Reflection. Paper presented at the Association for Education Finance and Policy (AEFP) 2012 Annual Conference, Boston, MA.
- Fields, E., Levy, A.J., Karelitz, T.M., Martinez-Gudapakkam, A., & Jablonski, E. (2011). Professional development in science: If you offer it, will they come; and if they come, will it matter? *Phi Delta Kappan*. 93(8), 44–46.
- Karelitz, T.M., Fields, E., Levy, A.J., Martinez-Gudapakkam, A., & Jablonski, E. (2011) No Teacher Left Unqualified: How Teachers and Principals Respond to the Highly Qualified Mandate. *Science Educator*. 20(1), 1-11.
- Minner, D., Levy, A. J., & Century, J. (2010). Inquiry-based science instruction—What is it and does it matter? Results from a research synthesis. *Journal of Research in Science Teaching*, 47(4), 474-496.
- Fountain, A. R., & Levy, A. J. (2010). *NASA informal education: Final report*. Prepared for National Aeronautics and Space Administration Office of Education. Award No. NNH08CD70Z-NNH09CF52D.
- Levy, A. J., Ellis, P., Joy, L. Y., Jablonski, E., & Karelitz, T. *The Causes and Costs of Turnover for Science and Other Teachers*. 2009. Paper presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO.
- Levy, A.J., Karelitz, T.M., Fields, E., Martinez-Gudapakkam, A., & Jablonski, E. (2009). Teaching Qualifications and Teaching Assignments: How They Influence Teachers’ Professional Development Choices. The MSP Learning Network Conference. Washington, D.C.
- Levy, A. J., Pasquale, M. M., & Marco, L. (2008, Fall). Models of providing science instruction in the elementary grades: A research agenda to inform decision makers. *Science Educator*. 17(2), 1–18.
- Ellis, P., Grogan, M., Levy, A. J., & Tucker-Seeley, K. (2008). Developing the “*Compendium of strategies to reduce teacher turnover in the Northeast and Islands Region*”: a companion to the database (Issues & Answers Report, REL 2008–No. 052). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
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- The Inquiry Synthesis Project, Center for Science Education, Education Development Center, Inc. (2004, April) (Co-author). *Technical report 2: Conceptualizing inquiry science instruction*. Retrieved from EDC web site: <http://www.cse.edc.org/work/research/technicalReport2.asp>.
- Levy, A. J., Minner, D. D., & Century, J. R. (2004, April). *Describing inquiry science instruction in existing research: A challenge for meta-synthesis*. Poster session presented at the National Association for Research in Science Teaching Bi-annual Conference, Vancouver, British Columbia.
- Levy, A. J. (2003, July). *Employers who have retained welfare workers: How are they different from the rest?* Paper presented at the 43rd National Conference of the National Association for Welfare Research and Statistics, San Diego, CA.
- Century, J. R., & Levy, A. J. (2002). Sustaining your reform: Five lessons from research. *Benchmarks*, 3(1), 1–7.

- Levy, A. J., & Century, J. R., (2001, November). *The role of philosophy in sustaining hands-on elementary science programs*. Presented at the Sixth International History, Philosophy, and Science Teaching Organization Conference.
- Levy, A. J., & Century, J. R., (2001, March). *Sustaining Your Hands-On Science Program: Findings from Research*. Presented at the National Science Teachers Association Annual Convention. St. Louis, MO.
- Levy, A. J. (1999). The Massachusetts Welfare to Work Program: How Well Will It Serve Its Customers? *New England Journal of Public Policy*, 15(1), 51-64. Available at: <http://scholarworks.umb.edu/nejpp/vol15/iss1/5>.
- Levy, A. J. (1994). The school improvement industry: A case study of Framingham. *The New England Journal of Public Policy*, 10(1), 77–85.

Selected Research Projects

- 2018– **Lead Founder:** Coalition for Elementary Science, a partnership of EDC and New England science leaders. The Elementary Science Summit, the Coalition’s inaugural event on 11/30/18, was attended by 100+ educators, administrators, business leaders, higher education and informal education leaders to increase the quantity and improve the quality of elementary science education.
- 2014– **Principal Investigator:** *What Can We Learn from Middle School Science Fairs?* This 4-year, \$2M study will field a national survey to document and describe science fair models and their design elements in Phase 1. In Phase 2, by examining the science fair experiences and outcomes among a sample of approximately 2,800 sixth-grade students participating in 40 science fairs in 20 middle schools located across the country, we will measure the impact that SF participation has on students’ mastery of science and engineering practices, and on their interest in science and future science education and careers; and identify the costs of implementing a school-based science fair, and the most cost-effective elements of the science fair experience.
- 2013– **Co-Principal Investigator:** Supporting Large Scale Change in Science Education: Understanding Professional Development and Adoption Variation Related to the Revised Advanced Placement Curriculum (PD-RAP), 4-year study, \$3M, funder–National Science Foundation. A study of the professional development choices of 20,000 AP science teachers as they adapt to the College Board’s revised AP curriculum, and associations with their students’ subsequent AP exam scores.
- 2010– **Co-Principal Investigator:** *Community College Pathways to STEM Education and Occupations for Women*, 3-year study; \$520K; funder–National Science Foundation. Early findings from this research suggest that women’s lack of participation in community college engineering and CSET programs stems from a lack of institutional attention, guidance, and support for women’s entrance into male-dominated fields of study.
- 2009– **Principal Investigator:** *Elementary Science Specialists and Classroom Generalists: Are There Differences in Science Instruction, Student Achievement, and Cost?* 3-year study; \$1M; funder–National Science Foundation. A study comparing the quality, quantity, and cost of providing science instruction to elementary students by classroom teachers, science specialists, and a combination of both. This project developed a model of elementary schools’ culture of science, and found that elementary principals’ investments of time and resources in science instruction accounted for 10% of the variance in 5th grade students’ science achievement scores; and a high value placed on

science learning accounted for 15% of the variance in students' engagement in science learning. When science specialists had their own classroom, they took on a leadership role for science in their school, in contrast to classroom teachers or science specialists with no classroom.

- 2009 **EDC Project Director:** *NASA Informal Education Program evaluation*, in collaboration with Abt Associates. An overview of NASA's 54 programs serving the informal community nationwide, and an evaluation of five programs' progress toward their stated goals, use of NASA resources and materials, reach into their respective communities, development of strategic partnerships, and sustainability.
- 2009 **EDC Project Director:** Evaluation of the *Massachusetts Department of Elementary and Secondary Education's American Recovery and Reinvestment Act Title II-D Technology Competitive Grant Program*, a statewide initiative funding 28 projects comprised of 55 school districts and/or charter schools, focusing on increasing the effective use of technology by K-12 teachers in order to improve tiered instruction, student outcomes in English language arts, mathematics, and science, and for English language learners across the content areas. In collaboration with The Donahue Institute.
- 2004–2010 **Principal Investigator:** research associated with the *Boston Science Partnership*. 5-year study; \$1.3M; funder—National Science Foundation Math-Science Partnership grantee. Analysis of teachers' instructional time identified expected and unexpected patterns in the demonstration of the school district's pedagogy across teachers' level of experience, qualifications, and grade band. Analysis of teachers' qualification and employment data identified relationships between participation in professional development and teacher licensure, teacher retention, and student outcomes.
- 2008–2009 **Principal Investigator:** *Opportunity to Learn Science Audit*. A state scan of Massachusetts high schools resources, opportunities, and investments in science. Funder—Rennie Center for Education Research & Policy
- 2007–2009 **Principal Investigator:** Broad Institute Education Outreach Program Evaluation
- 2004–2009 **Principal Investigator:** *Teacher Retention: Causes, Consequences, and How Some Urban Middle and High Schools are Making Progress*. 4-year study; \$300,000; funder—National Science Foundation. Analysis of the cost of teacher turnover at the school and district level identified significant cost categories for the district, and differences in investment patterns between high and low turnover schools. Differences in school practices suggest possible explanations for low-turnover schools' success.
- 2001–2006 **Co-Principal Investigator:** *Has Inquiry Made a Difference? A Synthesis of Research on the Impact of Inquiry Science*. 5-year study; \$1M; funder – National Science Foundation. New methodologies for synthesizing qualitative and quantitative research examining the impact of inquiry science on student outcomes were developed. The study found evidence of the significant and positive impact of inquiry science instruction on student learning from quantitative, comparative studies, which was supported by evidence from qualitative, comparative studies.
- 2006–2007 **Project director:** *Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region*. Funder—REL-NEI/Institute of Education Science. Findings from the research literature on teacher turnover were applied to generate a database of district- and state-level retention policies and programs that have been implemented with the intention of reducing teacher turnover. The database transfers research to a tool that can be used by practitioners and policy makers to inform their decisions and connect them to program leaders in other locales.

1998–2001

Senior Research Associate: *Science Education and Systemic Change: The Challenge of Sustaining Reform*. 3-year study; funder–National Science Foundation. National study of sustained science reform efforts in nine districts, which generated a new definition of sustainability that applies directly to education. A set of factors that influence sustainability at the school and district level was confirmed.

Collaborators & Other Affiliations

Arthur Eisenkraft
Christos Zahopoulos
Hannah Sevia
Julie Gess-Newsome

University of Massachusetts Boston
Northeastern University
University of Massachusetts Boston
Oregon State University-Cascades



Published on *Amesbury MA* (<https://www.amesburyma.gov>)

[Home](#) > [Volunteer Application for Elected Positions](#) > [Webform results](#) > Submission #13

Submission information

Form: Volunteer Application for Elected Positions [1]
Submitted by Anonymous (not verified)
June 24, 2020 - 2:48pm
73.61.22.58

Name

Thomas Olsen III

Home Address

5 Lonvale Ln

Mailing Address (if different)

Apt 131



Which elected position are you applying for?

School Committee

Please explain why you would like to serve on a particular Board, Commission or Committee.

I would like to serve the School Committee because I want to get more involved in politics. I recently graduated from Lesley University and would love to start my career in politics. I am also interested in serving the City Council and Housing Authority. I need to get involved with my community and want to better the people I serve and have a lot of time on my hands currently because I have no job. I want to provide hope for people who lost it a long time ago including myself. I did not graduate high school and was able to push myself through community college and then a university and unfortunately have seen little to no change in my life. I think that the position in the School Committee would be a great way for me to get involved with the schools and also my community and would appreciate it greatly if I was considered for any position.

Please briefly describe your education and any relevant work or life experience or other activity which, in your opinion, would be beneficial in carrying out the responsibilities of this office. If necessary, attach additional sheets or your resume.

I have an associates degree in drug and alcohol rehabilitation and a bachelors degree in art therapy. I am passionate about politics and believe I would make a great candidate for any position. I believe education is the most important aspect of life and it hurts me that it is ran just like any other business. Our education system is broken and the public school system failed me. Luckily I succeed in college because I wanted to make a change for me but mostly I wanted to help others. I am at heart a people person and want to help people with their problems because people are greater than

profits. I am very organized and can work well under pressure and just want to make a difference. I moved to Amesbury last November and enjoy living here and it would mean the world to me if I could take it even further and get involved with my local politics.

Upload additional information or resume.

tom_resume_2020.doc [2]

Please list any City offices you have held in Amesbury or elsewhere. Please share the name of the Office held, the date you were appointed or elected, and the date when your term expired.

N/A

Public service on a Board, Committee, or Commission can be demanding. Please indicate the realistic time commitment you are willing and able to make.

6+ hours per week

Additionally, please describe any standing commitments you may have which might conflict with set meeting schedules.

N/A

How did you hear about the vacancy on this City Board, Committee or Commission?

City Website

Electronic Signature

Thomas J Olsen III

Date

June 24, 2020

Thomas Joseph Olsen III

5 Lonvale Lane #131, Amesbury MA, 01913
[REDACTED]

PROFESSIONAL PROFILE

I have knowledge of the recovery and art community and want to help others improve their lives through my human service related skills. I want to begin my career relating to human services and provide people with guidance. I graduated in May 2020 with my Bachelors Degree in Art Therapy and I want to gain experience in a related field.

EDUCATION

Lesley University, Cambridge, MA May 2020
Bachelors in Science in **Art Therapy**
GPA: 3.66

North Shore Community College, Danvers, MA September 2014-May 2017
Associates in Science in **Drug & Alcohol Rehabilitation**
GPA: 3.66

WORK EXPERIENCE

Intern, Community Art Center, Cambridge, MA September 2019-December 2019

- Shadowed teachers and learned techniques to gain attention of children
- Prepared and facilitated art groups for children
- Promoted discussions about art and hands-on activities
- Engaged children with art and ensured a nurturing environment

Security Guard, Hunter Protective Services, Burlington, MA August 2017- January 2018

- Secured and made periodic rounds of different sites
- Observed and evaluated any suspicious activities
- Communicated to management concerns about safety and security

Case Management Intern, TSS, Lynn, MA September 2016-May 2017

- Completed Biopsychosocials, treatment plans, and progress notes
- Worked with clients one-on-one
- Facilitated clinical groups and provided a supportive environment

Recovery Specialist, Recovery Centers of America, Danvers, MA January 2017-May 2017

- Participated in direct patient care including facilitating groups
- Monitored patients frequently
- Completed proper document of patient behavior and incident report forms

RECOGNITIONS

- Dean's List Recipient
- Sigma Alpha Pi Honor and Leadership Society (NSCC) Spring 2015

OTHER SKILLS

- Basic Computer Skills
- Strong Communication Skills

RECEIVED

By City Clerk at 9:36 am, Jul 24, 2020



AMESBURY *Massachusetts*

Published on *Amesbury MA* (<https://www.amesburyma.gov>)[Home](#) > [Volunteer Application for Elected Positions](#) > [Webform results](#) > Submission #19**Submission information**

Form: [Volunteer Application for Elected Positions](#) [1]
Submitted by Anonymous (not verified)
July 24, 2020 - 9:06am
172.68.54.212

Name

Stanley Schwartz

Home Address

105 Highland Street

Mailing Address (if different)

[REDACTED]

[REDACTED]

Which elected position are you applying for?

School Committee

Please explain why you would like to serve on a particular Board, Commission or Committee.

I am unwaveringly committed to public education. I believe that my experiences in Education, leadership, and management, including having served on the Amesbury School Committee, will benefit the District, especially during these unprecedented times. I believe that I can help this Committee and our community address the many difficult decisions before us.

Please briefly describe your education and any relevant work or life experience or other activity which, in your opinion, would be beneficial in carrying out the responsibilities of this office. If necessary, attach additional sheets or your resume.

I have an Undergraduate degree from SUNY Binghamton (Biological and Philosophical Foundations of Education: Approaches to Human Growth and Development) and a Graduate degree from Wheelock College (Early Childhood Education) and many years of experience in the field. Please refer to the attached for more information.

Upload additional information or resume.[stan_schwartz_2020.pdf](#) [2]**Please list any City offices you have held in Amesbury or elsewhere. Please share the name of the Office held, the date you were appointed or elected, and the date when your term expired.**

In addition to service on the Amesbury School Committee (see the attached), for three years during the mid-1990s, I served on the Post Audit and Oversight Committee of the Municipal Council (also chairing this group) and the Middle School Council, including two years as co-chair.

Public service on a Board, Committee, or Commission can be demanding. Please indicate the realistic time commitment you are willing and able to make.

6+ hours per week

Additionally, please describe any standing commitments you may have which might conflict with set meeting schedules.

None

How did you hear about the vacancy on this City Board, Committee or Commission?

Social Media

Electronic Signature

Stanley Schwartz

Date

July 24, 2020

Stan Schwartz
105 Highland St.
Amesbury, MA 01913

SUMMARY and PROFESSIONAL PROFILE

Mission-driven, innovative, and visionary professional with a unique combination of teaching, management, leadership skills and experiences in a range of community-based organizations and programs including Community Action, Head Start, and United Way.

Leadership and Management Experience includes senior program and operations experience in early education, preschool, school age, and mental health organizations.

Teaching Experience includes working with learners across the age and program spectrum, in a variety of settings.

RECENT PROFESSIONAL EXPERIENCE

Middlesex Community College

2009 - present

Adjunct Faculty, Education Department

Courses include Supervised Field Placement; Developmental Disabilities; Child Growth and Development; Health, Safety and Nutrition in Early Childhood; Guiding Children's Behavior; Introduction to Early Childhood Education (online and classroom). Member of course redevelopment team for Introduction to Early Childhood course; completed training to develop online courses; developed online Introduction to Early Childhood Education online course; member of team that developed and implemented CDA training.

Consultant

2007 - present

Implementing technology solutions and web-based applications for assessment, professional development, and marketing in nonprofit and early education programs; development of course materials for specific Early Education projects.

United Way of Massachusetts Bay, Boston, MA

2004 - 2007

Director, Healthy Child Development

CONTRIBUTIONS AND ACCOMPLISHMENTS: Project manager for "Making it Work," a United Way/Schott Foundation report on Workforce Development. Implementation of a capacity-building project on utilizing research-based assessment tools in early education programs. Provided leadership in data analysis and development of data collection tools for the Healthy Child Development team.

Tri-City Mental Health Center, Medford, MA

2003 - 2004

Director of Administrative Services

CONTRIBUTIONS AND ACCOMPLISHMENTS: Leadership in managing installation of information technology, telecommunications and facility management systems, including technical support and training for voice over IP and voice mail systems at multiple sites in Lowell, Lynn, Malden, Medford, and other locations.

Community Teamwork, Inc., Lowell, MA

1991 - 2003

Project Manager: Multi-Data Base Systems Integration

2002 - 2003

CONTRIBUTIONS AND ACCOMPLISHMENTS: Developed and documented procedures for providing required annual reports to the Commonwealth. Established a framework and protocols for data integration, analysis, and reporting for the organization, the second largest community action agency in Massachusetts.

Assistant Director/Deputy Director, Director Child Development Department/Division of Child and Family Services 1991 - 2002

CONTRIBUTIONS AND ACCOMPLISHMENTS: Established case management system, full-day childcare, and Early Head Start services. Provided invaluable planning, grant, and budgetary support resulting in the purchase and renovation of facility licensed for over 500 children, significant program expansion, and consolidation of Child Development and Family Life Services departments into the Division of Child and Family Services. Oversaw the implementation of technology systems for child and family data collection, annual grant submission, financial reporting and other reporting requirements, and ensuring compliance with automated federal financial systems.

OTHER PROFESSIONAL EXPERIENCE

Community Action, Inc. *Head Start Director* 1987 – 1990

Job Options, Inc. *Child Care Center Director* 1985 – 1987

Lynn Economic Opportunity
Community Service Resource Developer 1985

Head Start Director 1980 – 1985

Tewksbury Community Education *Computer Instructor* 1995 – 1998

Amesbury Middle School *Special Education Tutor* 1990 – 1991

North Shore Community College *Family Day Care Trainer* 1979 – 1980

Stride Rite Children’s Center *Head Teacher* 1978 – 1979

Melrose Day Care Center *Teacher* 1976 – 1978

PUBLIC SERVICE and COMMUNITY LEADERSHIP:

Amesbury School Committee 2001 – 2015
First appointed to fill a vacancy in December 2000, successfully ran for re-election in 2001, 2003, 2007, and 2011.

Mass Association for the Education of Young Children 2009 - 2011
Board member

EDUCATION

MS. Ed, Early Childhood Education, 1977
Wheelock College, Boston, MA

B.A., Biological and Philosophical Foundations of Education: Approaches to Human Growth and Development 1975

SUNY at Binghamton

City of
Amesbury
Massachusetts

RECEIVED

20 JUL 20 AM 11:26

AMESBURY CITY CLERK

City Hall • 62 Friend Street • Amesbury, MA 01913 • (978) 388-8100 • Fax (978) 388-8150



APPLICATION TO FILL A VACANCY ON AN ELECTED CITY BOARD, COMMITTEE, OR COMMISSION

The city appreciates your interest in serving on one of its Boards, Committees, or Commissions. Please complete this form and return it to the City Clerk's Office in City Hall.

Name: Henry J. Sullivan

Home address: 60 Merrimac St # 806 Amesbury, MA 01913

Mailing address (if different): _____

Please indicate which Board, Committee, or Commission you are applying to be appointed to:

- Housing Authority
- Board of Library Trustees
- City Council
- Planning Board
- School Committee

1. Please explain why you would like to serve on a particular Board, Committee, or Commission. If necessary attach additional sheets.

As a former middle school educator I have a background that is valuable and vital to understand the needs of the city regarding education. I was a science and English teacher for 6 years. I hold a masters degree in education from Suffolk University. While I am no longer an educator I still refer to myself as one in conversation.

2. Please briefly describe your education, relevant work, life experience, or other activity which in your opinion would be beneficial in carrying out the responsibilities of this office. If necessary, attach additional sheets/your resume.

As previously stated I have a master degree in education and I was a junior high school (7th and 8th grade) teacher of English and Science. I have 30 plus years experience in business as an insurance analyst.

3. Please list any city offices you have held in Amesbury or elsewhere. Please include your title of office, date of appointment or election, and when your term expired.

None

4. Public service on a Board, Committee, or Commission can be demanding. Please indicate the realistic time commitment you are willing and able to make.

1 hour per week

2-4 hours per week

4-6 hours per week

other *As many AS needed*

5. How did you hear about the vacancy on this City Board, Committee, or Commission?

Council, Board, Committee, or Commission meeting

newspaper

city website

social media

word of mouth

other: _____

APPLICANT'S STATEMENT AND SIGNATURE: I hereby submit this as my application for the position I have indicated on the front of this form. I understand that my completion of this form in no way assures appointment. All Board, Committee, and Commission vacancies will be filled by citizens deemed most qualified to serve in a particular capacity. I also understand that in the event that I am appointed to a position, my activities will be governed by the Massachusetts Conflict of Interest Law (M.G.L. c 268A), the Massachusetts Open Meeting Law (M.G.L.c.39), the Massachusetts Public Records Law (M.G.L. c. 66), the Massachusetts Campaign Finance Law (M.G.L. c 55), the Amesbury City Charter and ordinances, and all other applicable federal, state, and local laws or regulations.

Signature: Henry J. Sullivan Date: 7/17/2020



AMESBURY *Massachusetts*



Published on *Amesbury MA* (<https://www.amesburyma.gov>)

[Home](#) > [Volunteer Application for Elected Positions](#) > [Webform results](#) > Submission #15

Submission information

Form: [Volunteer Application for Elected Positions](#) [1]
Submitted by Anonymous (not verified)
July 7, 2020 - 2:01pm
162.158.62.65

Name

Jeffrey Williams

Home Address

21 Fern Ave

Mailing Address (if different)

[REDACTED]
[REDACTED]

Which elected position are you applying for?

School Committee

Please explain why you would like to serve on a particular Board, Commission or Committee.

My daughter is a student at AMS. I believe that education is the foundation of our community. I believe I have the background and experience to represent the students and families of our community.

Please briefly describe your education and any relevant work or life experience or other activity which, in your opinion, would be beneficial in carrying out the responsibilities of this office. If necessary, attach additional sheets or your resume.

My undergraduate degree is in Elementary and Early Childhood education. Certified in Kindergarten to eighth grade. I have taught technology education courses for all ages. I worked with schools for many years of my career as an IT director and general manager in the School Portrait industry. I currently work as a technical analyst for Parker Hannifin corporation. Please view my LinkedIn profile for more background on me at <http://linkedin.com/in/jeff-williams-091330b>

Upload additional information or resume.

Please list any City offices you have held in Amesbury or elsewhere. Please share the name of the Office held, the date you were appointed or elected, and the date when your term expired.

None

Public service on a Board, Committee, or Commission can be demanding. Please indicate the realistic time commitment you are willing and able to make.

6+ hours per week

Additionally, please describe any standing commitments you may have which might conflict with set meeting schedules.

I am the current president of the Amesbury Girls Youth softball league

How did you hear about the vacancy on this City Board, Committee or Commission?

Social Media

Electronic Signature

Jeffrey Williams

Date

July 7, 2020