

Q & A

Office of Student Services & Amesbury SEPAC

Date: Wednesday, September 17, 2025

Location: AHS High School

Time: 6:30 - 7:30

Presenters: Martha Robinson, Director of Student Services & Heather Eigen, Assistant Director of Student Services



ESY 2025: *63 Staff & 6 Staff on Call to Sub*

1	On-Site Program Coordinator
1	BCBA
1	School Counselor
1	Nurse
16	Certified Teachers
1	Specialized Reading Instructor (Wilson Certified Paraprofessional)
1	Reading Specialist
1	SLP
1	SLP-A
1	OT
1	PTA
30	Paraprofessionals
6	Bus Drivers

2	Substitute Certified Teachers
2	Substitute Paraprofessionals
1	Substitute BCBA
1	Substitute Nurse

ESY 2025: *Programming Opportunities*

118 Students participated in some aspect of summer programming

- 8 Specialized Separate Program Rooms
- 2 Integrated Pre-K Rooms
- 3 Summer Skills Room
- 2 Specialized Reading Instructors
- 3 Tutoring Instructors
- 4 Related Service Providers

Off-site trips utilizing APS transport vans

ESY 2025: *Parent Survey*

Following the completion of summer 2025 ESY programming, a survey was sent out to the the families of students for whom ESY services were proposed:

- The survey included 8 questions.
- There were 42 respondents.
- Not all 42 respondents opted to answer all questions.
- Final data reported is based on responses as of 9/16.
- Survey was provided:
 - via email to families on 8/14
 - to SEPAC on 8/14 & 9/8
 - via email to families again following the holiday weekend

ESY 2025 Survey: Question #1

Distribution of Responses by Grade of Student

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	18-22
Responses	10	2	3	0	3	2	3	5	3	2	5	1	0	2	1

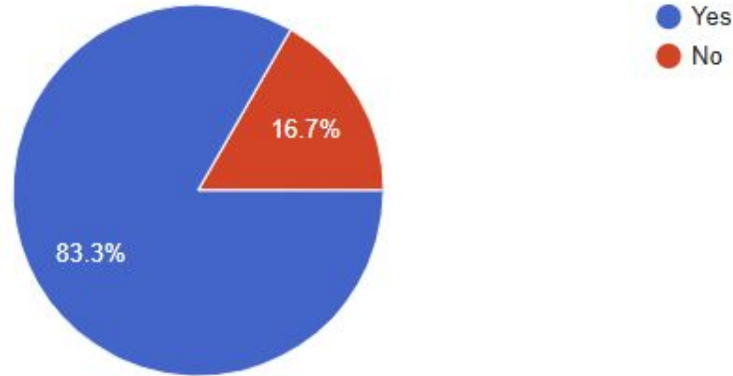
Respondents = 42

ESY 2025 Survey: Question #2

Did your child attend the 2025 ESY program

42 responses

 Copy chart



Distribution of Responses: Yes = 35 / No = 7 (42 Total)

ESY 2025 Survey: Question #3

If your child DID NOT attend ESY, please share the reasons why?

5 responses

Didn't like the schedule

they went to the boys and girls club

Logistically, it was very difficult due to transportation. Her summer camp was out of district.

He has half days. This was too early for him.

N/A

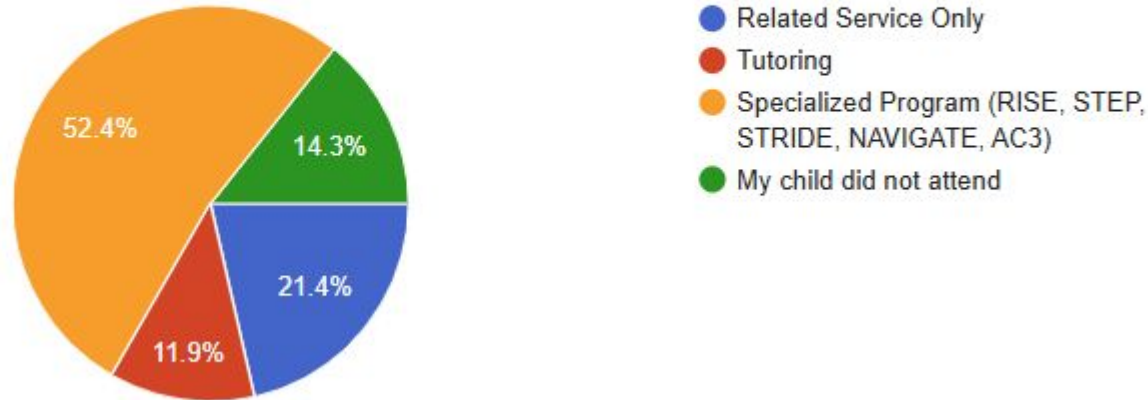
Distribution of Responses: 5 total

ESY 2025 Survey: Question #4

Please indicate which program your child attended?

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42 responses



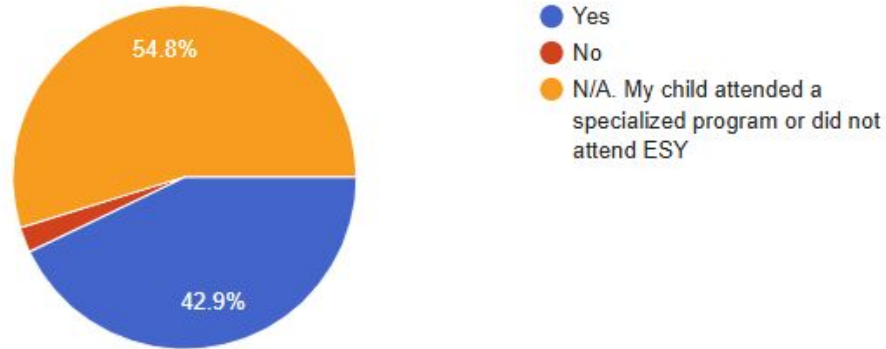
Distribution of Responses: Related Services Only = 9 / Tutoring = 5 / Specialized Programs = 22 / Did not Attend = 6 (42 Total)

ESY 2025 Survey: Question #5

For the 2025 ESY, tutoring groupings were based on academic needs/levels. Did you find this model to be more beneficial to your child's needs?



42 responses



Distribution of Responses: Yes=18 / No=1 / Specialized Programs=23 (42 Total)

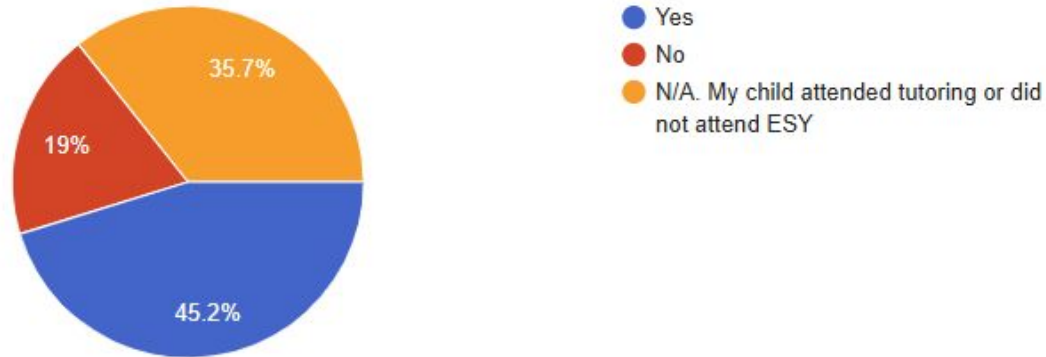
ESY 2025 Survey: Question #6

For the 2025 ESY, timing for specialized programs was piloted from 4 shorter days to 3 longer days.

Did you find this model to be more beneficial to your child's needs?

42 responses

 [Copy chart](#)



Distribution of Responses: Yes = 19 / No = 8 / NA = 15 (42 Total)

ESY 2025 Survey: Question #7

For the 2025 ESY, timing for specialized programs was piloted from 4 shorter days to 3 longer days.

Did you find this model to be more beneficial to your child's needs?

If you indicated NO, please share your thoughts with us?

11 responses

I consulted with our developmental pediatrician and came to the conclusion that routine and consistency on a daily basis are more important than a longer day.

My child only went 2 days a week. I felt it should have been at least 3 days with more hours.

4 days would have helped kept up with a routine

no the schedule did not work for us so we were only available to go one day unfortunately

Yes it was beneficial

Wish days were consecutive

Distribution of Responses: Responses 1 - 6 (11 Total)

ESY 2025 Survey: Question #7

For the 2025 ESY, timing for specialized programs was piloted from 4 shorter days to 3 longer days.

Did you find this model to be more beneficial to your child's needs?

If you indicated NO, please share your thoughts with us?

11 responses

It wasn't that it wasn't more beneficial but the lack of communication on the time change from previous years was really disappointing. We weren't notified until the Thursday prior to the start of class. My son believed he was finally able to attend a summer program like his peers, only to find out that he couldn't because the hours of school had changed. Had communication been better we could have avoided his aggravation and saved non-refundable money, because as any parent knows you have to sign up for things early or you miss out.

We only had 2 days per week - I have no complaints I think it was fine for his age!

For my student, who craves consistency, the three day a week was difficult for us to maintain a routine.

It was not a longer day for my child. 3 days, 3 hrs long.

N/A

Distribution of Responses: Responses 7 - 11 (11 Total)

ESY 2025 Survey: Question #8

Share your thoughts? How can we improve for next year?

22 responses

She loves to go to ESY, that really helped her with her routine

Transportation: based on the pick up and drop off times we observed, it seemed impossible that our student was present for the full program (arriving late / departing early). We also didn't hear from transportation until the second day of the program - they did not provide services on the first day of the program. Earlier communication to confirm the driver and pick up/drop off schedule would be better.

Better integration with parks and rec programs.

Better communication with teaching staff: we did not receive communication about what our student was working on or notes on behavioral challenges. It would be helpful to learn who is teaching the programs prior to program start.

A broad desire for the summer program to expand its date range and schedule. It is very limited.

Our student loved his days at 'camp'. Thank you!

We are big fans of 3 days with 4 hours.

Distribution of Responses: Responses 1 - 3 (22 Total)

ESY 2025 Survey: Question #8

Share your thoughts? How can we improve for next year?

22 responses

The tutoring model provided was wonderful and very helpful, ensuring my daughter maintained her skills over the summer.

The specialized teaching was helpful for my daughter. She enjoyed the work but it was also helpful in retaining what she learned the past year

It would have been better to have more hours and 1 more day available for the STEP pre school

longer day at a better time 11-11:45 was not ideal

More communication as to what they are learning or activities they participate in.

I would like to see an extended day for three days/week. Perhaps 3x5/6hrs. Also, information about programming for the delay/better communication about what my child is doing during the day.

Please make sure that all adults working with students are aware of their dietary needs. My son with Celiac was given gluten and I was informed by staff they were never told of any students needs. This is very dangerous and careless.

Distribution of Responses: Responses 4 - 10 (22 Total)

ESY 2025 Survey: Question #8

Share your thoughts? How can we improve for next year?

22 responses

I think if it was 4 days, but still 4 hours each day, would be more beneficial.

Two 45 min reading sessions was not enough for my student and she didn't move forward in any reading levels

Consecutive days

I'm not really sure what my child did for the ESY 2025. He was only there Monday & Wednesday mornings for 1 month. It didn't feel like enough to prevent regression. He seemed to be playing in a pool everyday also which isn't very "school like" or structured so not sure it helped him.

Communication needs to be better.

My daughter enjoyed the program very much we are so grateful for all

First experience with ESY and very happy with how it went!  misses school already

Distribution of Responses: Responses 11 - 17 (22 Total)

ESY 2025 Survey: Question #8

Share your thoughts? How can we improve for next year?

22 responses

Tutoring was great, very helpful, I felt like my daughter came out of each session with greater knowledge than in the past when she attended 1/2 day programs.

My son is usually part for STRIDE and didn't attend ESY because, as a student moving into high school with ASD, it was too challenging for him to attend at Shay. If it were at AHS we would have attended, as it would have been an excellent transition opportunity.

I'd like to see the program go to 4 days again. I'd also like to have a little more direct feedback from the classroom staff at mid way and then at the end so I know what may need to be addressed in the coming school year, if anything.

Communicate better with staff and parents. Staff seemed to not know what was going on. Ms Stenson was a huge help especially those first 2 weeks. I wish summer was used more as a time to help the kids learn how to socialize better and work on skills that they didn't during the year (more life skills like how to take public transportation, financial budgeting, etc

It was helpful to have no breaks from July 7 to August 7. The break as was the case was somewhat disruptive as kids had to re establish patterns

Distribution of Responses: Responses 18 - 22 (22 Total)

ESY 2025: *Programming Plan*

Dates summer 2026 ESY: July 6th - August 6th

Programming Anticipated:

- *Specialized / Separate Program Rooms (PK - AC3)*
- *Summer Skills Programs*
- *Specialized Reading Instruction*
- *Tutoring in Reading & Math*

Would like to expand opportunities for on-site activities:

- *End of ESY art show*
- *On site “field-trips” tied to skills and language rich experience*

Updates & News:

January 2024: *Needs Assistance Status (NA)*

- District notified of Disproportionality Status
 - Based on a five-year cohort data back to 2019
- Two flagged areas:
 - Higher rates of drop-out for sub-group of students with disabilities (SWD)
 - Lower rates of graduation for SWD subgroup
- Fall 2024/Winter 2025 working group attending two off-site sessions to review data, conduct a Root Cause Analysis and draft an Action Plan
 - DESE representative and consulting agency, SPED Solutions[®] facilitated
 - Found that local data was inconsistent with DESE data
 - Questions arose as to how this could happen as DESE literally pulls data from district's student information systems
 - Action Plan submitted to DESE on February 27, 2025
- District-wide Registrar will also oversee the withdrawal process of all students to assure all required aspects of process and follow up are documented.

Updates & News:

May 2025: *Need Intervention (NI)*

- District notified of Disproportionality Status of “Needs Intervention” (NI)
 - Based on MCAS data from spring 2024
- Three flagged areas:
 - 4th Grade Reading
 - 8th Grade Reading
 - 8th Grade Math
- Off-site meeting has just been confirmed for October 16th
 - Central Office and building-based leadership will attend (4)
 - Additional faculty to join working group
- Additional off-site session in January
 - March 2026 - Action Plan to be finalized, submitted and implementation started
- Funding this work
- 2nd year status \Rightarrow requires at least 2% of the FY26 FC240 funds to be allocated to M3 Project
 - How to use these funds will be integral in supporting the Action Plan

Updates & News:

Update Parents Notice & Procedural Safeguards (DESE: 5/25) - Sent on 8/18/25

Sending “rejected IEPs” to the BSEA - *When an IEP is not received back in 30 days following the date of provision is considered rejected by DESE; Districts are supposed to send notice of each rejected IEP to the BSEA. This particular practice is going to be monitored for compliance by department administrators with the assistance of Team Facilitators. What does that mean for parents?*

- *You may receive a “reminder” letter from the Team Facilitator approximately one week before the 30 day date on the front of the N1/Proposal.*
- *You may receive a notice from the BSEA that the District reported a rejected IEP.*
- *Do not be concerned - we can/should still work to resolve any non-consensus through Team Process.*

Updates & News:

Clarification regarding the Provision of IEP Following a Meeting - DESE issued updated clarification re: MA state regulations. Previously a Team could have up to 10 school days following a meeting to issue the IEP. This provision has been revoked by DESE and Districts are now expected/required to provide parents with IEPs no later than five (5) school days following an IEP Meeting. What does this mean for parents?

Launching a New Web Site - On July 22nd the District launched a new website which has eased the process of loading and updating timely information for families across all departments. Special Education and SEPAC tabs are located under Students & Families. We appreciate constructive feedback of website users and the community.

Questions:

