

## *The Staff of the Educational Inclusionary Partnership Program—“EIPP”*



“The Educational Inclusionary Partnership Program” at Clark-Wilkins is currently enjoying its seventh year of operation under the direction of Lead Teacher, Allison Burnette, who works collaboratively with two teaching assistants, Karen Canning—who has been with the program since its inception, and Leslie Ashcraft—who has supported “EIPP” for five years. This program supports a wide range of students in grades Kindergarten through four who exhibit learning, behavioral, and/or social pragmatic difficulties. The staff members in this program work with all classroom teachers, special educators, related service providers, administrators, and families to provide appropriate supports to ensure learning success in the regular classroom and in settings such as the playground, cafeteria, and bus lines.



Through Mrs. Burnette’s leadership and direction, along with Mrs. Canning’s and Mrs. Ashcraft’s support, this valuable program provides staff members and students with the tools they need to be successful in a multitude of school settings. The supports provided through “EIPP” can be short or long-term, depending on the needs of students and staff members. EIPP staff also work diligently to address the topic of transition with students as they move from Clark to Wilkins and Wilkins to Amherst Middle School. The Educational Inclusionary Partnership Program has also expanded to the Amherst Middle School, where additional staff members at that location continue the programming and supports necessary to achieve student success during the middle school years.



The Educational Inclusionary Partnership Program serves as a model example of the additional supports and intervention that students and staff members can access at all three of Amherst’s public schools. Thanks to the dedication, hard work, and knowledge base of Mrs. Burnette, Mrs. Canning, and Mrs. Ashcraft, many of our students can achieve significant levels of success across all school settings while they attend Clark-Wilkins.