April Sieple: Families of children with disabilities want the same as all other families. They want their children to belong, and they want to be part of the community.

Ashley Hilton: Your classroom is a success with inclusion if any random person walks in the classroom and you cannot differentiate between the students with disabilities, and the students without disabilities. They're learning together, playing together, learning from each other, and you can't tell which students have disabilities.

(children playing)

Paula Parsell: My child Easton is enrolled in the Pre-k program in Narrows, Virginia. Easton is also involved with the Pre-k program and as it's an inclusion based classroom. He was transitioned into this type of learning environment his first year where he was with other students and had a very difficult time around other children and in social situations. He has been in this program for three years, he's getting ready to graduate and move on to kindergarten. The first year that he was in the inclusion class he was easier to approach, he became a child that would approach others, and the educators were so important in that transition to try to get him comfortable where he wasn't able to communicate. So it was vital that he be in an inclusion classroom, and it changed our life.

Michele Thompson: Inclusion works in Giles County because we all believe the same thing; we believe that children belong in a high quality preschool program. This starts with our Superintendent to school principals, all the way down to every one of our teachers. We believe that it takes a team and this isn't something that just happens overnight. This is something that we have worked on for many, many years. We feel like that students deserve that opportunity to be with typical developing peers. What children can learn in a inclusion setting is absolutely amazing, not only do the children with disabilities learn from their peers, their peers learn from them.

Catherine Webb: Our classrooms are combined with children that bring many different strengths and challenges to create a community of learning. For some of our students we differentiate the way we instruct them. We try as a team to come up with the individual supports that will allow every student in that classroom to participate to grow and develop to their fullest potential.

(teacher and children talking) "Can you put in your hand, can you put it in Evie's hand, purple?" "Say thank you, can you say thank you?" “Thank you, thank you." "Will you give yellow to Nolan can you give him yellow?" "Good, Autumn can you say, thank you Nolan?" "Thank you."

Casey Weston: In Giles County we use the itinerant model, the itinerant model is basically where a

special education teacher travels throughout the county to work with students who need those services. I work with the teachers and co-teaching and finding strategies and solutions to work with the students and things that might help them better in the classroom.

Emily Phillips: I think a lot of what we do in preschool is about our teaching teams, and I think that we have to value the teaching team as a whole group. Our planning typically starts when at the beginning of the week we say, “what are the interests of the children?” “What are the goals that we're trying to achieve based on these interests?” Especially working with an itinerant teacher we take time to plan in the morning, deliberately planning and then we have more casual planning sessions throughout the day. If it's a check-in at lunch, if its a check-in after services, we use that time very seriously to make sure we're meeting the needs of all of our children.

Dr. Terry E. Arobogast. II: In Giles County inclusion is the expectation for all students. We know that inclusion provides our youngest students the best start. The evidence is surrounding me right now.

(children singing): "Thank you, thank you, thank you, everyone, thank you for all you've done!”

(clapping, cheering)