

## Kentucky 2012 Special Education Teacher of the Year

*Congratulations,  
Jennifer Reker!*

We are proud to announce that a JCPS Exceptional Child Education (ECE) teacher was selected as the **2012 Kentucky Special Education Teacher of the Year!** Jennifer Reker, an ECE teacher at Noe Middle School, was named Kentucky Special Education Teacher of the Year after being selected to be Jefferson County's Exceptional Child Education Teacher of the Year on September 15th. Representatives from the ECE Department surprised Jennifer at a Noe faculty meeting with a cake and balloons to celebrate her winning the Jefferson County award. JCPS then submitted her name as a nominee to KDE and the Kentucky Council of Exceptional Children (KYCEC), where she was selected as one of only three teachers statewide vying for the state level honor.



Jennifer was announced as the winner at the CEC conference luncheon in Louisville on November 22nd. We are so proud of her and this accomplishment. Jennifer will now represent Kentucky in the national CEC Teacher of the Year competition.

An eight year veteran teacher, Jennifer earned her Bachelor's Degree from Bellarmine University and Master's Degrees from the University of Louisville and Bellarmine University. During her years at Noe, she has served in numerous capacities as a self-contained, resource, and collaborative teacher. Jennifer has also proven herself as a teacher leader by serving as the Literacy Lead and Classroom

Assessment for Learning Team since 2009, and is a member of the District Literacy Development Team for KCAS Standards.

Jennifer felt drawn to special education after research as a sociology undergraduate uncovered the alarming number of incarcerated individuals that were functionally illiterate. This discovery prompted her to

pursue a Master's Degree in special education as a means of reversing this trend. Her desire to make a positive impact in the lives of struggling students is evident in her commitment to supporting student learning without sacrificing high expectations. She is passionate about differentiating her instruction in ways that do not compromise the rigor of the content, but offers scaffolds for students to find an appropriate access point. Jennifer takes advantage of every moment of teaching time, such as utilizing mundane classroom situations like lining up for lunch to informally assess student learning. According to Ms. Reker, "There is no downtime in my classroom."

One of the aspects that set Jennifer Reker's teaching apart is her ability to build strong relationships with her students through honesty and respect. She meets individually with all of her students and calls their parents to share data on their current levels and to set goals for improvement. Students are given the option to come early or stay after school for additional tutoring with her to better help them accomplish their goals. In addition to this, she dedicates many hours to planning engaging lessons that incorporate best practices and different learning styles. Her hard work and commitment to high standards is what truly makes her an Exceptional teacher!

## The Role of the Speech-Language Pathologist in the Response to Intervention Framework

Response to Intervention (RTI) is a multi-tiered approach to providing intense instructional opportunities to struggling learners. The purpose of RTI is to provide quality instruction for all students, with focused interventions for students who struggle, and frequent monitoring of each student's response to the interventions. Questions often arise about the role of the school-based speech-language pathologist (SLP) within the RTI framework. This article will attempt to respond to the most frequently asked questions.

### • What role should SLPs assume in RTI?

RTI is a regular education initiative, so the role an SLP should assume is best described as consultative. Appropriate use of an SLP within the RTI framework may include conducting speech and language screenings, assisting in developing an intervention plan to address a suspected communication disorder, and collaborating with other educators to determine if the communication needs of struggling students are being met within specific tiers of intervention. The student's classroom teacher is the implementer of the

recommended intervention strategies, while the SLP's role is consultative with a focus on building capacity among the general education teachers.

- **Can an SLP be the implementer of RTI strategies by working with a student(s) or small group of students who are suspected of having a communication disorder, in an effort to remediate targeted communication skills?**

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# The Role of the Speech-Language Pathologist in the Response to Intervention Framework

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Working with a student(s) in this manner is no different than providing therapy; therefore, it would be considered a violation of LRE (and can be considered a provision of special education services without the consent of the parent/guardian). SLPs cannot “pull students” for interventions if the students do not have an Individual Education Program (IEP) for speech-language services.

Naturally, if time permits, an SLP can do whole-class “language lessons” with entire classrooms of students in an effort to improve overall development of listening and/or speaking skills. However, “if it looks like therapy,” it should not be done without an IEP. To do otherwise would be to bypass the ECE referral process. On the other hand, if an SLP is working within a classroom **with a student who has an IEP**, other students may receive incidental benefit and that’s okay!

Of note: SLPs whose salaries are federally funded can **only** provide services to students with IEPs. In other words, federally funded SLPs cannot provide “whole-class instruction” unless there is a student with an IEP in the classroom whose needs are being addressed by the whole-class instruction. Students receiving incidental benefit from the SLP’s service to students with an IEP are **not** counted on the SLP’s caseload.

## • How long must interventions be implemented prior to referral?

It is important to understand that we must not allow implementation of RTI strategies to cause a delay in services for students in obvious need of speech-language therapy. For example, it would be inappropriate to wait to begin a referral for a student who is nonverbal due to deafness. No amount of intervention is going to remediate deafness, so we should move quickly to determine what services are needed to support the educational needs of the student. In this case, the Admissions and Release Committee (ARC) would document the urgency for referral and assessment on the Conference Summary Form and the school would provide interventions concurrently with referral and evaluation activities. (“States and LEAs have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy.” OSEP Letter to State Directors of Special Education, January 21, 2011)



On the other hand, if a student has a w/r sound substitution, SLPs can provide strategies for the classroom teacher to implement in an effort to remediate the /r/ (e.g., auditory bombardment, auditory discrimination activities, highlighting targeted word in reading material, prompting, modeling). KDE does not specify how long strategies should be implemented. The amount of time for intervention should be based on the unique needs of each student and an analysis of the RTI data. Typically, teachers are asked to implement one or more intervention strategies for students who have a suspected communication disorder for a period of at least six weeks. In the scenario above, if the data shows that the student is beginning to show progress in acquisition of the /r/ phoneme, interventions should continue. If the data shows no improvement after a reasonable amount of time, the SLP and teacher may discuss the appropriateness of continuing interventions, changing interventions, or initiating a referral.

## • Should an SLP provide tiered interventions for students struggling with reading?

Statutes and regulations in licensure law define the scope of practice for SLPs. Additionally, 707 KAR 1:2002 defines a *speech or language impairment*, and the *Kentucky Eligibility Guidelines for Students with Speech or Language Impairment—Revised* establishes the method of determining the presence of a communication disability and eligibility for services. **Literacy/Reading is not listed as a category of disability for SLPs within any statute, regulation, or eligibility document**; therefore, the involvement of SLPs in literacy interventions should be with the intent of identifying or

treating a suspected co-existing communication disorder, not a reading disability. It is widely understood that there is a correlation between struggling readers and students who have delayed acquisition of speech/language skills; however, SLPs are not trained to address reading instruction. For struggling readers who are suspected of having a communication delay/disorder, the SLP may **consult** with the student’s teacher to **provide guidance** in

development of language skills, **conduct a screening** of speech and/or language skills, and assist the teacher in **monitoring** the effectiveness of intervention strategies. In other words, SLPs should not be addressing reading issues (except for providing information about speech/language issues that may relate to reading skill acquisition).

The following provides a suggested scenario of how SLPs participate in the RTI process:

- The teacher or parent expresses a concern regarding a student’s communication skills.
- The SLP screens/observes the student’s communication skills.
  - If the student **passes** the screening, the SLP provides information to the teacher/parent and no further steps are necessary.
  - If the student **fails** the screening, the SLP provides consultative services to the teacher/parent, helps design instructional strategies (RTI), and provides the teacher with data collection materials if needed.
- The teacher implements the recommended evidence-based strategies and takes data.
- The SLP periodically reviews data and consults with the teacher.
  - If the data shows that the student is making appropriate progress, interventions are continued (or discontinued if the concern is remediated).
  - If the data shows that the student is not making appropriate progress, the SLP discusses whether a referral should be made.

# How Do You Implement the IEP When You Are Not There?

By Erin Basham, ECE Resource Teacher

As ECE teachers, we have become masters of making adaptations and accommodations for struggling learners. We left college with a bag of strategies, and as we've attended professional development (PD) and seminars, read professional literature, and observed peers, we have added to that bag. But what happens when we're not around? How can we help ensure that our ECE students are successful in the ECE classroom **and** general education classroom? That's where the IEP comes in.

First, it's important that **all** teachers (general education teachers, special area/related arts/itinerant teachers, interventionists, and other ECE teachers) who work with an ECE student understand the IEP. It's one thing for teachers to receive a copy of an IEP, but do all teachers truly understand the IEP? When all teachers understand the IEP, they see more academic and social progress from the student.

ECE teachers can help other teachers understand the IEP by meeting with teachers to review the IEP (and Behavior Intervention Plan [BIP] if a student has one). Most teachers understand the meaning of a reader and scribe, but other accommodations, such as paraphrasing and prompts/cues, are not quite as clear. Even preferential seating can look different for each student. Having a conversation with teachers about the IEP can help paint a clearer picture of what ac-

commodations and specially designed instruction can look like in their classrooms. Some principals set up a special embedded PD or faculty meeting to allow teachers to meet. Collaboration grant money can also be used for this purpose.

"Then what?" you may ask. Even after all teachers understand the student's IEP, things happen throughout the school year. Sometimes ECE students' needs change. An Other Health Impaired (OHI) student fails English. A Specific Learning Disability (SLD) student starts displaying disruptive behaviors. It's not okay for ECE teachers to turn their heads and say, "That's not my problem. Those things aren't happening during ECE service time." Although it is true that ECE services cannot stand alone to educate the student and that general education plays a part in our students' progress, ECE teachers are a cog in the wheel of success for our students. If our ECE students are not successful, we must come together

to help resolve the concern. The resolution doesn't always mean an increase in ECE minutes. It may mean making sure all existing accommodations are in place. It may mean exploring new SDI or accommodations. There may be a new skill that needs to be covered during resource time.

Sometimes ECE teachers may need to consult with other teachers to determine if the behavior system is being carried out consistently or if it is in need of some tweaking. When such IEP concerns arise during the year, a staffing is often a great way to come up with a resolution. A staffing is made up of any staff involved with the student (general education teachers, ECE teachers, SLPs, counselor, assistant principal, and perhaps even the consulting teacher or Seven Counties therapist). It can be as large or as small as the need requires. Oftentimes, if teachers can put their heads **together** to get to the root of a problem, they can come up with a more successful solution.

## Five Things Classroom Teachers Should Know About Their ECE Students

- Summary of IEP goals and benchmarks
- SDI and SAS (accommodations)
- Health concerns
- ECE service minutes
- BIP

## Five Things ECE Teachers Should Know About Their ECE Students

- IEP (backwards and forwards)
- Health concerns
- BIP
- Grades in the general education classroom—are they passing?
- Behavior and work habits in the general education classroom

# What Instructional Assistants Need to Know

By Trish Gallagher and Dan Pike

In Jefferson County, Instructional Assistants (IAs) serve many students. Sometimes they work with students within ECE classrooms and sometimes in general education classrooms. No matter where they provide services, direction must be provided. When an IA begins working with a student or students, he or she should be trained on his or her role and, if necessary, for the situation, gaining specific training on the student. In *How to be a Para Pro* (2006), Diane Twachtman-Cullen states, "The quality of the service performed by the support person is directly related to the quality of the information and training s/he has received" (p. xi). So who holds the responsibility of training the IA? The ECE classroom teacher or the Teacher of Record (TOR) of the student is responsible for this preparation.

No one can expect IAs to come to JCPS with the training needed to implement the IEP.

What information is necessary for IAs before they start working with students?

- **IEPs:** IAs require information about student programs. They must understand their role within that program. If they implement Specially Designed Instruction or Supplemental Aids and Services, TORs are responsible for ensuring that they understand the procedures for meeting the student's needs. With instructional methodology, TORs must demonstrate the method and check often for fidelity of implementation. If the IA needs to adapt or modify, he or she will need training on how to do it and the TOR will need to approve any adaptations or modifications before they are given to the student.

- **Behavior Strategies:** Behavior strategies are the number one request when we train IAs. They need specific information on how to implement behavior plans within the classroom. If a child has a BIP, then the IA needs training on implementation of the BIP. If you implement a classroom behavior program, then the IA needs to understand it. IAs also require training on Positive Behavior Supports and the use of motivation. In order for them to work with students, they must understand behavioral strategies, so training in this area is necessary on the first day.
- **PD:** IAs are responsible for taking a certain number of hours of PD per school year, depending on their start date. Trainings for new IAs are offered throughout

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# What Is Video Modeling?

Video modeling involves demonstrating desired behaviors and role-playing through video images. The student watches a video exhibiting the student or another demonstrating the desired behavior and is then asked to imitate the behavior. The video focuses on the problem behavior or social event as in the case of a student with Aspergers. If video modeling is paired with peer mentoring, it is especially beneficial. For the student with ASD, video modeling supports the student by capitalizing on the natural tendency to imitate, and video modeling effectively reduces too much visual stimulus. Students with ASD usually need the strategy of “Looks Like/Sounds Like” rather than just being told what to do.

Impairments in social skills involving the attainment of the skill, fluency of the skill, or transference of the skill, have an impact on interactions with family, peers, and school. Video modeling involves real models of desired behaviors creating a concrete visual and can be played repeatedly, which is beneficial for students needing many repetitions.

Video modeling includes the following strategies:

Strategy	Application
Video prompting	Showing a video clip of one step of a task and then allowing the student to complete that step before the next step of the task is shown
In-vivo modeling	Traditional role-playing
Video Modeling	Creating a video of someone performing a target behavior and then showing the video to a student and prompting him or her to engage in the behavior
Video Self-Modeling	The video features the target student performing the desired correct behavior.

## Ten Steps to Video Modeling

1. Identify the targeted behavior.
2. Collect baseline data.
3. Choose competent peers to help create the videos.
4. Secure parent/guardian permission and student consent.
5. Prep the peer models.
6. Prepare the environment.
7. Create the video.
8. Intervention

9. Gather data.
10. Assess and reflect.

### 1. Identify the behavior to be introduced.

Observe the student and/or review data to decide on the targeted behavior. A resource for identifying prosocial skills is *Skillstreaming the Elementary Child* (McGinnis & Goldstein 1997), a book that breaks down 60 prosocial skills for the elementary student.

### 2. Collect baseline data.

Make collecting data easy. Some easy examples are putting a piece of masking tape on you and making tally marks, stapling a piece of paper under a watch and making tally marks, moving paper clips from pocket to pocket, and moving rubber bands from one wrist to another. Using an ABC form is a simple way to record antecedent and consequence. Baseline data will be needed in order to assess efficiency of the intervention.

### 3. Choose peers for actors.

Peer mentors act as actors role-playing and working in class to prompt the preferred behavior. Use age-appropriate peers so students can relate and “see” themselves.

### 4. Get permission from parents for the filming for both the student and the peer mentor.

### 5. Prepare the actors. Go through the social skills steps, and practice before taping. This may require several retakes.

### 6. Prepare the environment. If you can, film the video in the setting where the skill is most needed. For example, if the skill is playing a game with a peer around a table, try to film the video in the setting where the skill would take place. Film at a quiet time when other students are not present.

### 7. Create the video. Short, simple videos with clear steps have a stronger impact and are more likely to enable the student to master the skill.

### 8. Intervention—Explain the intervention to the student by talking about the skill and asking the student when/where he or she might use the skill. Help the student understand real-life uses for the skill. If the skill is playing without hitting, help the student understand how this skill can benefit him or her. Write the steps and/or use pictures to help the student

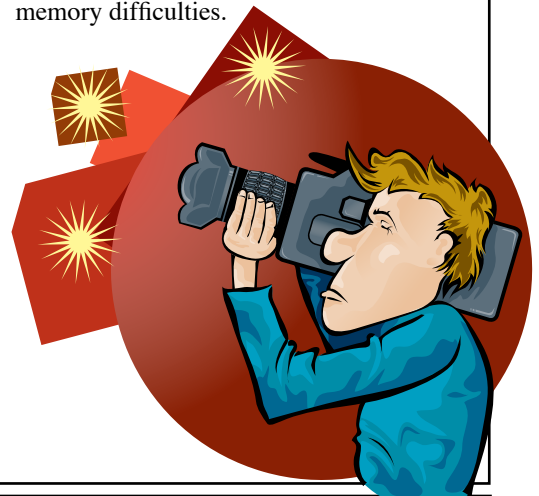
understand how the skill is performed. Show the video, and provide time for the student and the peer mentor to practice. The video should be viewed by the student several times. It can also be sent home via an online link or making a simple DVD. Continue to view and practice the steps until mastery. When assessing the effectiveness of the video modeling, consider the following:

- Did the student demonstrate the skill?
- Did the skill occur in other settings?
- What seemed to work in using the video model?
- What did not work?
- Collecting data on the skill and assessing what was learned from the experience can help in preparing for the next video and make the process easier. Older students can be taught to use the equipment and make their own videos, which can reinforce what was learned.

## Thoughts on the Efficiency of Video Modeling

Making successful transitions for students with disabilities, especially those with cognitive, language, or behavioral disabilities (McCoy, 2009), can be extremely difficult. Transition from one activity to another and from one destination to another and the amount of off-task behaviors have been documented to have a direct impact on the amount of time available for student engagement on academic tasks (McGrath & Rust, 2002).

Although research-based studies of video modeling are somewhat limited to working with students with autism/Asperger’s and students with more challenging cognitive impairments, research strongly suggests using visual supports with students of all ages with disabilities. Research suggests that the use of video modeling might serve as an extension device to aid memory due to possible language processing and short-term memory difficulties.



# Bill Roby Games

By Ellen Cross and Nettie Wolf

On a beautiful October day, 28 JCPS students enjoyed a day of fun, food, games, and camaraderie at the annual Bill Roby games. Five- to 14-year-olds from 12 different JCPS elementary and middle schools gathered on the grounds of Kentucky School for the Blind (KSB) to participate in eight different events. Students enjoyed the long jump, standing long jump, and high jump. They were able to participate in a shot put event and softball throw. Finally, runners lined up on the track and ran a 60-meter sprint using guide wires. The wires were then removed, and the runners then participated in a 60-, 200-, and 240-meter race.



Along with the track events, students were able to examine a police car and a police four-wheeler. Special guest Buddy the Louisville River Bat was there to entertain as well as meet and greet the students along with the Kentucky School for the Blind Wildcat. Our JCPS students were able to win medals for their efforts, receive a goody-bag with prizes, and enjoy ice cream and drinks while making friends with the other athletes from Visually Impaired Preschool Services



(VIPS), KSB, Ohio State School for the Blind (OSSB), Tennessee School for the Blind (TSB), and Indiana School for the Blind (ISB).

The games are named for Bill Roby, a long-time member of the Louisville East Lion's Club, who was an active member in the KSB Junior Olympics. Roby was an owner of two Convenient Food Marts and had sponsored the games for many years. The games were later named for Roby due to his overwhelming involvement and dedication to the event. Roby passed away this year. JCPS teachers of the Visually Impaired (VI) and the Orientation and Mobility Department would like to thank KSB for once again hosting an extremely successful Bill Roby Games.

## Great News From Safe and Drug-Free Schools

The bullying prevention Web site is now available, offering resources to both parents and educators, including the following:

- Bullying Prevention Sites With Updated Information
- PowerPoint Presentations of Classroom Lessons With Follow-Up Activities
- Staff PowerPoint Presentation on Bullying Prevention Best Practices

### For Parents

Go to [www.jcpsky.net/Parent](http://www.jcpsky.net/Parent).

Click on *Keeping Kids Safe* (left side of screen).

Click on *Bullying Guide* (left side of screen under Violence Prevention).

### For Employees

Go to [www.jcpsky.net/Employee](http://www.jcpsky.net/Employee).

Click on *Departments* (left side of screen).

Click on *Safe and Drug-Free Schools*.

Click on *Employees*.

Click on *Bullying Guide* (left side of screen under Violence Prevention).

## The ECE Department Chair and Team Leader Meetings 2012

### Thursday, January 12

Middle/High 3:00—4:30

Elementary 4:45—6:15

### Thursday, March 8

Middle/High 3:00—4:30

Elementary 4:45—6:15

### Thursday, May 10

Middle/High 3:00—4:00

Elementary 4:30—5:30

The ECE Department Chair and Team Leader Meetings will be held at Gheens Academy in the Flex Rooms.

PLEASE BE SURE TO NOTE DATES AND TIMES! Most meetings are 1.5 hours and our dates are not consistently the third Thursday. Should you have questions, please call **485-6087**.

## What Instructional Assistants Need to Know

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the year from the ECE Department. Additionally, the ECE Department provides PD during the Instructional Assistant Institute every summer. For information on PD requirements, call **485-6696** or visit the Web site at [www.jcpsky.net/Departments/AdminRecruitDevelop/Classified/Classified.html](http://www.jcpsky.net/Departments/AdminRecruitDevelop/Classified/Classified.html).

- **Schedule:** All adults in the classroom should have a schedule to follow. It needs to contain specific information about what they need to do and whom they need to work with at all times of the day. Before IAs start working with students, they must have access to their

schedule and have the opportunity to ask questions about the schedule or any services they will provide during the day. As schedules change, they may need additional training on new methods.

In order to perform their job, IAs need all of the above information from the TOR. Additionally, throughout the year, they will need continued training and feedback on specific procedures and methodologies. CTI Career Search sums it up well when they state, "Simply put, a teacher assistant serves in a teaching capacity for which a teacher or another professional has ultimate responsibility." Let's make sure we fulfill our responsibility so IAs can fulfill theirs.

## Life after High School: The Next Chapter

*Life after High School: The Next Chapter* is a collection of stories of eight young adults in Kentucky. Their backgrounds are diverse. Their journeys are personal. They do share one common thread; they are each actively pursuing the lives they want to live. Several of the chapters highlight a connection with education that students have made when high school comes to a close.

We know that education pays off in terms of employment, and furthering one's education, be it through college or technical school, is an option that many young people in Kentucky choose. Whether you are a student, a family member, or anyone who has ever aspired to get everything that life has to offer, these stories provide a glimpse into the lives of other students who have left high school behind and begun the next chapters of their own lives.

The Human Development Institute publication *Life after High School: The Next Chapter* can be accessed through the following link:

[http://hdi.uky.edu/SF/Files/LifeAfterHS\\_web.pdf](http://hdi.uky.edu/SF/Files/LifeAfterHS_web.pdf)

## Student Resources—JobTIPS

JobTIPS is a free program designed to help individuals with disabilities explore career interests, seek and obtain employment, and successfully maintain it.

JobTIPS addresses the social and behavioral differences that might make identifying, obtaining, and keeping a job more difficult for someone. Though JobTIPS is designed for direct use by individuals with autism and other disabilities, this program (including all of the printables, assessments, and videos) is also suitable for delivery by teachers, family members, clinicians, mentors, and job coaches.

JobTIPS can be found at [www.do2learn.com/JobTIPS/index.html](http://www.do2learn.com/JobTIPS/index.html).

## Disability Mentoring Day 2011

For the ninth consecutive year, the JCPS ECE Department celebrated National Disability Mentoring Day (DMD) in October. This was just one of many events held during October, which is Disability Employment Awareness Month.

DMD promotes career development for students and job-seekers with disabilities through job shadowing and hands-on career exploration. With leadership, coordination, and resource materials from the American Association of People with Disabilities (AAPD), local communities around the country organize their own activities that bring students and employers together for informational sessions about career opportunities and one-on-one mentoring with volunteers at public and private places of employment. DMD allows students, job-seekers, and mentors to share their experiences and broaden their horizons.

DMD is officially commemorated on the third Wednesday of every October but is

then implemented in locations around the country and internationally throughout the year. It is designed to benefit from local creativity, with each community planning activities that best suit the interests and abilities of its students, job-seekers,

and local employers. Although the main experience is one-on-one job shadowing, coordinators may choose to open with a meeting for a group of students and job-seekers featuring several presentations and/or close with a reception where students, job-seekers and mentors can share their experiences.

On a local level, the JCPS ECE Department worked collaboratively with the Center for Accessible Living to provide a mentoring experience at their facility for students with disabili-

ties. Twenty-eight students, as well as 18 JCPS staff members, participated in DMD 2011. For information on setting up your own DMD activities, contact Norm Terry at 485-6318 or [norm.terry@jefferson.kyschools.us](mailto:norm.terry@jefferson.kyschools.us).

Save the date for October 17, 2012!



## Fall Adventure Camp Has Record Attendance

The 2011 Fall Adventure Camp hosted by Scouting Unlimited at Camp Crooked Creek (a Boy Scout Camp) had a record attendance of 1,700 students—400 more than last fall. Activities ranged from rafting, canoeing, boating, marksmanship, archery, arts and crafts, fishing, and music. Two new features this fall were the healthy cooking station, done in conjunction with the Louisville Metro Department of Public Health and Wellness, and a meteorology station, done in partnership with UPS. The healthy cooking station addressed nutrition and its importance to our overall health. In addition, each camper made a healthy snack of either banana sushi or pumpkin oatmeal. It was a popular event for both students and teachers. The UPS meteorology station was staffed by UPS meteorologists and taught the students about safety during weather emergencies. Campers then

made a “tornado” in a bottle to understand how these storms are created in the atmosphere.

Scouting Unlimited is associated with the Boy Scouts of America, Lincoln Heritage Council. It is a program that provides activities for boys and girls, kindergarten through grade twelve, who are physically, emotionally, mentally, learning, and/or behaviorally challenged. All activities are adapted so that all of our students can participate. The camp is only as successful as its volunteer force, and we had a record number of volunteers for the fall camp. Volunteers came from JCPS, the Volunteer Talent Center (VTC), UPS, Enterprise Rent-A-Car, Bell South Pioneers, Southwest Rotary and Goshen/Prospect Rotary, and WAGS.

