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Learning For All...Whatever It Takes

Brookside Learning Center Annual Education Report (AER) Cover Letter

February 3, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Brookside Learning Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Tracy Beatty, Supervisor of Special Education, for assistance.

The AER is available for you to review electronically by visiting the following website: [BLC AER 25-26](#), or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

A key challenge for our school is the wide range of student ability levels we serve. Because of small subgroup sizes, aggregated state and district reports often yield limited actionable data to guide programmatic decision-making. To address this challenge, the school has developed a comprehensive assessment plan designed to generate meaningful data to inform student-level, classroom-level, and school-wide improvements in curriculum, instruction, and assessment. While multiple sources of data have consistently been used to guide practice, this assessment plan ensures that student information is systematically aligned and analyzed to support data-driven decision-making and continuous improvement.

State law requires that we also report additional information.

1. *Process for assigning pupils to the school:* Heritage Southwest ISD has created a Least Restrictive Environment (LRE) Guidance Document for local districts to

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utilize when teams are determining placement options for students with disabilities. Students are referred by their local school district teams to Heritage Southwest ISD self-contained center-based special education programs based on their needs. The IEP team determines placement within the ISD programs.

2. *The status of the 3-5 year school improvement plan (SIP):* During the current school improvement cycle, HSISD has made meaningful progress toward its identified goals. One goal, ensuring that HSISD staff participate in professional learning to support effective classroom practices for students with higher support needs, has been successfully met and moved into a maintenance phase. Staff have completed professional learning in Youth Mental Health First Aid for Adults, restorative practices, and MTSS–PBIS. While this goal is now in maintenance, the school will continue to provide ongoing professional learning to sustain and strengthen these practices. HSISD currently has two active goals in the MICIP system, with an additional goal under development. Goal 2 focuses on strengthening instructional practices through collaboration, with all teachers participating in Professional Learning Communities (PLCs) to improve data collection, progress monitoring, and instructional decision-making. Teachers are implementing the six components of the Instructional Cycle, utilizing district-adopted curriculum, and using data to drive classroom instruction. Goal 3 centers on implementing an adaptive health and sex education program appropriate for special populations. Staff are being trained in the district- and board-adopted curriculum, implementing instruction through targeted lesson planning, and obtaining required certification to teach health and sex education in alignment with State of Michigan guidelines. Finally, HSISD is in the process of developing a new school improvement goal focused on strengthening the use and implementation of Educational Development Plans (EDPs) to better support student postsecondary planning and outcomes.
3. *A brief description of each specialized school:* Brookside Learning Center (BLC) serves students in Cass County who are eligible to receive services under the categories of moderate and severe cognitive impairments, severe multiple impairments, autism spectrum disorders, emotional impairments, other health impairments, and traumatic brain injuries. NPC staff work with local districts and families to provide center-based programs and services to students, as determined through the IEP process. NPC does not enroll students independent of local district involvement. The Heritage Southwest Intermediate School District services around 161 students in two buildings located in Cass County. Students who attend BLC are typically between the ages of 4 and 26. Currently there are 100 students enrolled at Brookside Learning Center.
4. *Identify how to access a copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model:* Brookside Learning Center's core curriculum is accessible to staff through

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district-approved digital platforms, including Unique Learning System (ULS), IXL, News2You, Engage New York, and supplemental instructional resources outlined in the school's Curriculum Matrix. Curriculum materials are available to staff electronically and are reviewed during collaborative planning, professional development, and IEP meetings. The Participation and Supported Independence curricula serve as the foundational framework, with a primary focus on developing functional independence, communication, social competence, vocational readiness, and access to core academic content aligned to the Michigan Curriculum Frameworks.

Implementation of the core curriculum is differentiated by program and student need. Across Cognitive Impairment (CI) and Emotional Impairment (EI) programs, staff utilize research-based curricula such as Unique Learning System, TouchMath, SRA Reading Mastery, Reading A-Z, UFLI, and Engage New York to deliver instruction in English language arts, mathematics, science, and social studies. Social-emotional learning, coping skills, and behavioral instruction are embedded through programs such as Zones of Regulation, Social Thinking, Ninja Life Hacks, Pyramid Model, Essentials for Living, and Michigan Model for Health. Early Childhood Special Education classrooms implement HighScope and Pyramid Model practices. Instructional decisions and curricular focus are individualized and determined through the IEP process to ensure alignment with each student's goals, present levels, and post-secondary outcomes.

Variations from the state's general education model are intentional and necessary due to the significant cognitive, behavioral, and adaptive needs of the student population served. Rather than strict adherence to grade-level pacing guides, Brookside Learning Center prioritizes access to grade-level standards through modified, scaffolded, and functional applications of the curriculum. Instruction emphasizes skill generalization, real-world application, and progress toward individualized goals while maintaining alignment to Michigan standards. Supplemental and teacher-created materials are used to enhance accessibility, provide remediation, or extend learning as appropriate. These variations ensure equitable access to instruction while meeting students where they are developmentally and academically.

5. *The aggregate student achievement results for any local competency tests or nationally normed achievement tests:* We are unaware of any tests available locally or nationally which would be suited to measure achievement results



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for severely impaired students. Our cohort groups are less than 30 and data is not collected for smaller subgroups on State Testing. There is limited data regarding students who took MI-Access, by test type.

6. *Identify the number and percent of students represented by parents at parent-teacher conferences:* During the 2025-2026 fall conferences 87% of our families attended, during the 2024-2025 fall conferences 69% of our families attended, and during the 2023-2024 fall conferences 91% of our parents/families attended.
7. *For high schools only, also report on the following:* Due to the fact that our programs are all self-contained special education, Brookside Learning Center does not currently have any dually enrolled students, college equivalent courses, or students taking courses where scores lead to college credit.

We are delighted to continue serving your child at Heritage Southwest Intermediate School District. Our commitment remains steadfast in challenging preconceived notions about a child's potential, empowering each student to explore and achieve their unique goals. Guided by our mission, "Learning for All...Whatever It Takes," we strive to ensure every student reaches their fullest potential.

Sincerely,

Tracy Beatty

Tracy Beatty
Supervisor of Special Education
Heritage Southwest Intermediate School District