

Heritage Southwest Intermediate School District

**Intermediate School District (ISD) Plan
for the Delivery of Special Education
Programs and Services**

June 2026

Intermediate School District (ISD) Plan for the Delivery of Special Education Programs and Services

Revised School Code

Section 380.1711(1)(a) of the *Revised School Code* requires the development of an intermediate school district (ISD) plan for the delivery of special education programs and services.

Michigan Administrative Rules for Special Education (MARSE)

Part 7 of the *MARSE*, rules 340.1831 through 340.1839, outlines the requirements for the development, submission, and monitoring of ISD plans. Rule 340.1832 states:

"An intermediate school district plan for special education, or any modification thereof, shall be an operational plan that sets forth the special education programs and related services to be delivered. The plan shall comply with 1976 PA 451, MCL 380.1 et seq. and these rules."

ISD Plan Submission

December 17, 2025

Heritage Southwest Intermediate School District

Pursuant to Rule 340.1835(a) of the *Michigan Administrative Rules for Special Education*, the following signature of the intermediate school district (ISD) superintendent signifies the approval by the ISD.

The signature also acknowledges and confirms the following assurance statements:

R 340.1832(f)

The ISD and its constituent local educational agencies, including public school academies, assure that any personally identifiable data, information, and records of students with disabilities are collected, used, or maintained in compliance with 34 CFR §§ 300.610 through 300.626.

MCL 380.1751(1)(b)

The ISD and its constituent local educational agencies, including public school academies, assure that all copies of contracts or service agreements under section 1751(1)(b) of 1976 PA 451 are on file at the ISD.

34 CFR § 300.17 and R 340.1702 Incarcerated youth jail special education services

The ISD and its constituent local educational agencies, including public school academies, have child find policies and procedures in place to identify, locate, and evaluate students who are in correctional facilities who may have a disability under the IDEA and are in need of special education and related services, regardless of the severity of their disability and consistent with the State's child find and eligibility standards. This responsibility includes students who have never been identified as a student with a disability prior to their entry into the facility.

R 340.1758(b)

The ISD and/or its constituent local educational agencies, including public school academies, operate a program for students with autism under R 340.1758(b).

02/12/2024

Andy Hubbard, Superintendent

Pursuant to Rules 340.1835(b) of the Michigan Administrative Rules for Special Education, the following people have provided signatures to indicate their involvement in the development of the Heritage Southwest Intermediate School District Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Andy Hubbard	ISD Superintendent	Heritage Southwest Intermediate School District	01/29/2026 12:05 PM
Dr. Michael Dunn	District Superintendent	Marcellus Community Schools	02/02/2026 07:26 AM
Greg Blomgren	District Superintendent	Dowagiac Union School District	02/02/2026 10:24 AM
Courtney Szucs	District Superintendent	Edwardsburg Public Schools	02/02/2026 10:32 AM
Christina Beuschel	PAC Chairperson	Parental Advisory Committee	02/09/2026 06:40 AM
John Ritzler	District Superintendent	Cassopolis Public Schools	02/12/2026 05:10 PM

I. Public Awareness and Child Find

R 340.1832(a)

A description of the procedures used by the intermediate school district to advise and inform students with disabilities, their parents, and other members of the community of the special education opportunities required under the law; the obligations of the local school districts, public school academies, and intermediate school district; and the title, address, and telephone number of representatives of those agencies who can provide information about the special education opportunities.

R 340.1832(b)

A description of activities and outreach methods which are used to ensure that all citizens are aware of the availability of special education programs and services.

R 340.1832(g)

The identity of the full- or part-time constituent local school district or public school academy administrator who, by position, is responsible for the implementation of special education programs and services.

The following describes the ISD procedures for locating, identifying, and evaluating students who need special education programs and services. This includes outreach efforts for individuals incarcerated in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.:

Birth-26

Child Find and public awareness activities are conducted to assure that the needs of students suspected of having a disability are met. It is the joint responsibility of the local districts and Heritage Southwest Intermediate School District (HSISD) to locate, evaluate and identify individuals ages birth to 26 suspected of having a disability that may affect their educational performance.

Part C

HSISD assumes the major responsibility for child-find awareness activities and outreach for preschool children. The Special Education Supervisor at Brookside Learning Center is primarily responsible for coordinating child find outreach and awareness activities for children from birth through age five including Early On® and Build Up Michigan campaigns, using materials provided by the State of Michigan.

Part B

For students age 3 to 26, in-school or out-of-school, including students that are incarcerated in county jails, students in residential facilities, and students that are homebound/hospitalized, HSISD, and its local school districts have designated individuals to coordinate Child Find responsibilities. In most cases, it is the Local Director of Special Education or Child Study Coordinator.

The following describes the ISD activities, including partnerships with community agencies, and the forms of media used in the ISD outreach efforts:

The ISD and local districts will establish and maintain collaborative associations or agreements with other agencies and professionals who may be potential referral sources.

To ensure that Cass County citizens are aware of the referral process and of the availability of special education programs and services, HSISD staff will promote public awareness activities. Examples of awareness activities include:

- On-going communication, collaborative associations, Distribution/Display of printed materials and/or outreach with:
 - County Jail
 - Residential Facilities
 - Homebound and hospitalized
 - Area hospitals
 - Area pediatrician/physician offices
 - Daycare centers
 - Preschool programs such as Head Start, Great Start Readiness Programs, & Telamon
 - Community agencies including, the Department of Health and human services, the District Health Department, Correctional Facilities, Community Mental Health, and the Maternal Infant Health Program
 - Parent organizations including Great Start Parent Coalition and Parent Advisory Council Community Education/Migrant Programs
- Participation in area information fairs and community events
- Distribution/Display of printed materials

The public agency(ies) responsible for child find activities for all eligible ages including students in county jails as well as other lower incident placements (e.g., residential facilities, homebound hospitalized, etc.) is/are:

- ☐ ISD
☐ LEA
☒ Both

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
Child Find Coordinator	Heritage Southwest Intermediate School District	61682 Dailey Rd Cassopolis, MI 49031	(269) 445-6225
ISD Director	Heritage Southwest Intermediate School District	61682 Dailey Rd Cassopolis, MI 49031	(269) 445-6286
District Director	Cassopolis Public Schools	22721 Diamond Cove Cassopolis MI 49031	269-445-5749
District Director	Dowagiac Union School District	243 S Front Street Dowagiac, Michigan 49047	269-782-4420
District Director	Edwardsburg Public Schools	69410 Section Street Edwardsburg, MI 49112	269-663-1092
District Director	Marcellus Community Schools	125 Burney Street Marcellus, MI 49067	269-646-4453

II. Diagnostic and Related Services

R 340.1832(c)

A description of the type of diagnostic and related services that are available, either directly or as a purchased service, within the intermediate school district or its constituent local school districts or public school academies.

The following table displays the diagnostic and related services provided within the ISD. For an accessible version of the information, please refer to Appendix A.

Diagnostic and Related Services

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Orientation and Mobility Specialist	Physical Therapist	School Psychologist	School Social Worker	Teacher Consultant – Autism Spectrum Disorder	Teacher Consultant – Cognitive Impairment	Teacher Consultant – Emotional Impairment	Teacher Consultant – Learning Disability	Teacher Consultant – Deaf or Hard of Hearing	Teacher Consultant – Visual Impairment	Teacher Consultant – Physical or Other Health Impairment	Teacher Consultant – Speech and Language Impairment	Teacher of Students who are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment	Transition Coordinator
Heritage Southwest Intermediate School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓				✓	✓	✓
Cassopolis Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓				✓	✓	✓
Dowagiac Union School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓				✓	✓	✓
Edwardsburg Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓
Marcellus Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓				✓	✓	✓

Other Provider/Service added

III. Special Education Programs and Services

R 340.1832(d)

A description of the special education programs designed to meet the educational needs of students with disabilities.

R 340.1832(e)

The intermediate school district plan shall either describe special education programs and services under part 3 of these rules or shall propose alternative special education programs and services.

The following table displays programs and services provided within the ISD. For an accessible version of the information, please refer to Appendix B.

Programs or Services

District	Transition services	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language services	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail	Adult Education Services
Heritage Southwest Intermediate School District	✓	✓	✓		✓	✓			✓	✓		✓				✓	✓				✓	✓		
Cassopolis Public Schools	✓								✓	✓				✓	✓								✓	
Dowagiac Union School District	✓								✓	✓				✓	✓	✓								✓
Edwardsburg Public Schools	✓								✓	✓			✓	✓	✓									
Marcellus Community Schools	✓								✓	✓				✓	✓									

The following table displays virtual programming options within the ISD:

District Name	Grade Levels	Enrollment Type
Cassopolis Public Schools	High School	District Enrollment
Edwardsburg Public Schools	Elementary Middle High School K-12 6-12	District Enrollment
Marcellus Community Schools	K-12	District Enrollment

Alternative Program or Service

Option 1: Modification of a Part 3 Rule

Please Note: Only the portion of the rule being modified is listed, the remainder of the rule will be fully implemented.

Rule # for Program or Service	Description of Program or Service
R 340.1741	Programs for students with emotional impairments shall have not more than 12 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 17 different students.
R 340.1733	Programs for students with severe multiple impairments and severe cognitive impairments will have no greater than a 10 year age span within one classroom.
R 340.1749a	Elementary Resource programs may serve up to 23 students with no more than 13 students per class period.
R 340.1749b	Secondary Resource programs may serve up to 25 students with no more than 13 students per class period.
R 340.1749c	Departmentalized Resource programs may serve up to 25 students but will not average more than 13 per hour.

Option 2: Alternate Program

District(s) Operating the Alternate Programs	
Heritage Southwest Intermediate School District	
Program Name	Student Population Served
Visual Impairment Specialist	Students identified as having a visual impairment.
Role of Teachers or Service Providers	
The VI Specialist without an endorsement in Visual Impairments cannot: • Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program. • Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation. The VI Specialist under the supervisor of a qualified VI teacher consultant can.... • Provide large-type or Braille texts, supplementary materials, educational aids, and equipment needed in a timely manner to ensure a student with a visual impairment's maximum participation in all classroom activities. • Create and adapt accessible materials. • Provide braille instruction and assessment for students with a visual impairment as per IEP goals. • Model appropriate techniques for providing effective instructional strategies for students with a visual impairment. • Conduct functional vision assessment, learning media assessments, and other vision related assessments to determine a student's visual function, reading medium, and skill levels. • Provide written reports based on aggregated assessment data. • Collaborate with teachers, support staff, parents, paraprofessionals and students with visual impairments to provide useful technological and vision information. • Identify and coordinate accommodations and modifications of school environment for students with a visual impairment to obtain access to general education curriculum. • Consult regularly with the classroom teacher, other general and special education personnel, parents, and others to coordinate programs and services for students who are visually impaired. • Evaluate, select, and maintain appropriate adaptive technology used by students who are visually impaired in a school setting. • Assist teachers and school staff on the use of equipment and adaptations to accommodate the needs of students with visual impairments. • Coordinate appropriate services with outside agencies.	

Certification and/or endorsement of the teachers and service providers

A visual impairment specialist for students with a visual impairment shall:

Possess a valid Michigan teaching certificate with an endorsement in visual impairment, pursuant to R 340.1799b OR

- Possess a valid Michigan teaching certificate, and be actively working towards an endorsement in a Michigan approved program in visual impairments

AND

Possess 1 of the following 3 requirements:

- masters' degree,
- a minimum of 3 years teaching experience, not less than 2 years of which are in special education,
- MDE teacher consultant approval.

Maximum Caseload of Teachers and Providers

30

# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable

District(s) Operating the Alternate Programs

Heritage Southwest Intermediate School District

Program Name	Student Population Served
Social Work Specialist	Students who need social work services based on their IEP.

Role of Teachers or Service Providers

The Social Worker Specialist Cannot:

- Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program.

The Social Worker Specialist under the direction of a qualified School Social Worker can:

- Consult with qualified IEP and MET team members including conducting observations and providing input regarding individual needs.
- Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation of students.
- Identify problems and situations interfering with the ability of students to make optimal use of the educational experience and to develop appropriate goals and objectives based on student needs.
- Serve as consultant with school staff and parents in altering situations adversely affecting the personal, social emotional, and academic development of children, including the coordination of the development of Positive Behavioral Support Plans.
- Maintain appropriate records and reports including but not limited to; service documentation, student progress toward goals.
- Conduct functional behavioral assessments.
- Coordinate and develop resources within and outside the school system for use by children, their families and school personnel.
- Provide direct therapy and intervention services, including crisis intervention.
- Use data-based decision making to lead a problem-solving model in dealing with student academic and behavioral concerns.

Certification and/or endorsement of the teachers and service providers

An individual may be employed under the school social work specialist with all of the following:

- Possessing a bachelor's degree in social work from an accredited university and licensed Bachelor's level social work.
- Be enrolled in a Masters of Social Work, with a school social work approval program at an accredited university.
- Work under the direct supervision of the local district Administrator of Special Education Programs.
- Must be mentored by a qualified and LARA certified Master degreed School Social Worker.
- Must make progress toward the Social Work Master's degree each year by for successfully fulfilling the university obligations to remain in the program.
- Candidates must complete the Master's program in 3 years and receive temporary approval as a school social worker (unless there are unforeseen university delays, such as cancelling a scope and sequence required course).

Maximum Caseload of Teachers and Providers

50 with not more than 5 students being evaluated.

# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable

IV. Paraprofessional Qualifications

R 340.1832(h)

A description of the qualifications of paraprofessional personnel.

R 340.1793 Paraprofessional personnel; qualifications.

Paraprofessional personnel employed in special education programs shall be qualified under requirements established by their respective intermediate school district plan.

Paraprofessional personnel include, but are not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for students with cognitive impairment or severe multiple impairments.

The following are the minimal requirements for paraprofessionals.

Qualifications for paraprofessional personnel follow R340.1793 and R 340,1793 of the Michigan Administrative Rules for Special Education. In addition, HSISD and its local school districts require paraprofessionals to possess a high school diploma or its equivalent and must also meet all federal and state requirements.

V. Transportation

R 340.1832(i)

A description of the transportation necessary to provide the special education programs and services described in subdivisions (c), (d), and (e) of this subrule.

The following public agency has responsibility for the transportation services needed to provide the programs and services described in Sections II and III of the ISD plan.

The ISD and LEAs both provide transportation.

VI. Millage Fund Distribution

R 340.1832(j)

A description of the method of distribution of funds under R 340.1811(5).

R 340.1811

(1) Only those programs and related services provided under a department-approved intermediate school district plan and approved for reimbursement by the department shall be eligible for reimbursement from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education tax funds are insufficient to reimburse constituent claims in full, then a like percentage of the claim shall be paid for support of each program and service to each constituent district. Claims for operation of special education programs and services available to all constituent local school districts or public school academies may be reimbursed in full before any prorated payment which may become necessary for other programs and services.

(3) Current intermediate school district special education tax funds need not be used to offset operational claim deficits from prior years.

(4) Amounts may be retained by the intermediate school district for required cash flow purposes not to exceed 1 year's operational expenses for the purpose of maintaining special education programs and services operated by the intermediate school district.

(5) Intermediate school districts shall submit the desired method for the distribution of funds to the intermediate school district, its constituent local school districts, and public school academies and the reasons therefor for approval as part of the intermediate school district plan required under section 1711 of 1976 PA 451, MCL 380.1711.

R 340.1812

(1) Costs for the operation of special education programs and services by the intermediate school district, available to all constituent local school districts and public school academies, may be reimbursed in full before the reimbursement of local districts from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education personnel offer direct services to students with disabilities in some but not all constituent local school districts or public school academies, and if prorated payment of constituent local school district or public school academy operational claims is necessary, then the per capita deficit for each student served shall be paid by the school district of residence or a direct charge shall be made to the constituent local school district based on the amount of deficit and the proportion of time the constituent local school district or public school academy received the service from the intermediate school district.

The following is the method of distribution for millage funds in the ISD that meets the requirements of R 340.1811 and R 340.1812.

All programs and services both operated directly by the ISD or contracted with other local districts, ISD's and service providers will be reimbursed at 100% after subtracting all other sources of income for the programs. Expenses of the ISD central office not to exceed 25% may be charged to the ISD special education fund.

Local district expenditure for special education programs and services that are included on the final cost report (DS-4096) and allowable by the Department of Education will be eligible for Intermediate School District reimbursement when funds allow.

When a special charter millage is deemed necessary by local superintendents and the ISD Board of Education, Act 18 funds will be used to cover the expenses of such an election. Act 18 monies will not be used to pay educational costs for students who received services outside the jurisdiction of the ISD as a result of Schools of Choice.

VII. Parent Advisory Committee (PAC)

R 340.1832(k)

A description of how the intermediate school district will appoint the parent advisory committee members under R 340.1838(1) and (2).

The following is the ISD's process for appointing PAC members in accordance with R 340.1838(1) and (2).

HSISD's process is in accordance with R 340.1838(1) and (2).

The members of the Special Education Parent Advisory Committee are nominated by each local district Board of Education and are appointed by the Intermediate School District Board. The ISD will make every attempt to assure that the membership is comprised of a board representation of impairment categories when possible.

A chairperson, vice-chairperson, and secretary will be elected for a one year term in September. The chairperson is responsible for conducting the meetings, signing the ISD Special Education Plan, and communicating with the ISD and PAC members. The vice-chairperson shall succeed the chairperson in the event of resignation or removal. The treasurer records the minutes of the meetings and submits them to the ISD for posting.

The PAC will be scheduled to meet a least four times per year. Issues before the committee will be decided by a majority vote of the members present.

PAC Participation and Additional Responsibilities

R 340.1832(l)

A description of the role and responsibilities of the parent advisory committee, including how it shall participate in the cooperative development of the intermediate school district plan, formulate objections thereto, if any, and other related matters.

R 340.1836 (1)

Any constituent local school district, public school academy, or the parent advisory committee may file objections with the intermediate school district, in whole or in part, to an approved intermediate school district plan or a plan modification that has been submitted to the superintendent of public instruction for approval. Copies of an objection to the plan shall, within 7 calendar days, be directed to the department by the intermediate school district board of education and to all constituent local school districts, public school academies, and the parent advisory committee by certified mail, return receipt requested. Objections filed shall specify the portions of the intermediate school district plan objected to, contain a specific statement of the reasons for objection, and shall propose alternative provisions.

The following describes how the PAC participates in the development of the ISD Plan.

The PAC responsibilities include the following duties: Review the HSISD Plan, help assess the needs of students with disabilities, and assist parents with special education laws and procedures. The PAC chairperson signs the ISD Plan to indicate involvement in the development of the Plan.

The following describes how the PAC may file an objection to the ISD plan in accordance with R 340.1836(1).

The PAC may file an objection to the ISD plan in accordance with procedures in Michigan rules with a majority vote, with 2/3 of the members present, after meeting with the Director of Special Education and Superintendent of the ISD.

Administrative Support for the PAC

R 340.1832(m)

A description of the role and relationship of administrative and other school personnel, as well as representatives of other agencies, in assisting the parent advisory committee in its responsibilities.

The following administrator(s) act as the main support assisting the PAC with fulfilling its duties as described in the ISD plan.

Agency/Organization	Title	Role and Relationship to the PAC
Heritage Southwest Intermediate School District	Supervisor of Special Education/Supervisor of Program Improvement and Accountability	PAC Liason

Additional Support for the PAC

R 340.1832(n)

A description of the fiscal and staff resources that shall be secured or allocated to the parent advisory committee by the intermediate school district to make it efficient and effective in operation.

The following ISD positions assist with PAC activities.

HSISD special education administration will act as the PAC liaison. The Director of Special Education or a designee will attend PAC meetings and activities.

The following resource types are available to assist the PAC.

Staff and secretarial support are available on a reasonable basis.

The PAC activities are partially supported in the ISD budget. These include postage, duplication of minutes and materials, conference expenses including mileage (which have prior approval by the Director of Special Education), in-service activity materials, and mileage for attending PAC meetings.

VIII. Surrogate Parents

34 CFR §300.519(a)(b)

General. Each public agency must ensure that the rights of a child are protected when— (1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method— (1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child.

The following public agencies are responsible for maintaining a pool of surrogate parents.

ISD

The following public agencies are responsible for providing training to potential surrogate parents.

ISD

Appendix A

The following list provides diagnostic and related services at districts within the ISD.

District

Heritage Southwest Intermediate School District

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Teacher of Students with Visual Impairment
- Transition Coordinator

Cassopolis Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Teacher of Students with Visual Impairment
- Transition Coordinator

Dowagiac Union School District

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Teacher of Students with Visual Impairment
- Transition Coordinator

Edwardsburg Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Teacher of Students with Visual Impairment
- Transition Coordinator

Marcellus Community Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services

- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Teacher of Students with Visual Impairment
- Transition Coordinator

Appendix B

The following list provides special education programs and services at districts within the ISD.

District

Heritage Southwest Intermediate School District

- Transition Services
- Severe Cognitive Impairment Programs
- Moderate Cognitive Impairment Programs
- Emotional Impairment Programs
- Deaf or Hard of Hearing Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Severe Multiple Impairments Programs
- Early Childhood Special Education Programs
- Early Childhood Special Education Services
- Alternate Program, Option 2 (described in section 4)
- Birth to Three Programs

Cassopolis Public Schools

- Transition Services
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Incarcerated Youth Jail Services

Dowagiac Union School District

- Transition Services
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Adult Education Special Education Services

Edwardsburg Public Schools

- Transition Services
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services

- Elementary Level Resource Programs
- Secondary Level Resource Programs

Marcellus Community Schools

- Transition Services
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

