

**Massachusetts
Organization of
Educational
Collaboratives**



Joanne Haley Sullivan,
Executive Director

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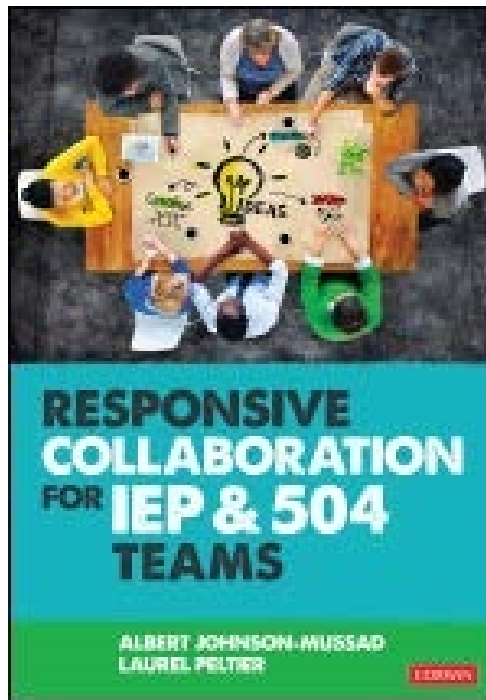
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**Educators from Collaborative for
Educational Services Publish Book on IEP
and 504 Teams**



NORTHAMPTON — The Collaborative for Educational Services (CES), a member of the [Massachusetts Organization of Educational Collaboratives](#) (MOEC), is pleased to announce that two of its educators recently published a book on the topic of Individual Education Programs (IEP) and 504 Teams.

Laurel Peltier, Ed.D. and Albert Johnson-Mussad, Ph.D., CES educational consultants and coaches, are the authors of the book, "Responsive Collaboration for IEP and 504 Teams."

The book was written to empower all members of IEP or 504 teams, and guide educators and parents through the implementation of a responsive decision-making process on behalf of students.

"Congratulations to Laurel and Albert for publishing this book. Both are experts in their field and so passionate about what they do," CES Executive Director Todd Gadza said. "This book will be a valuable resource for teachers and parents, and will undoubtedly benefit students."

Drawing on the principles of social justice and responsive practice, the book provides a framework that identifies opportunities to build connections between educators, establish relationships with service providers, strengthen school-family partnerships, address inequities, and develop student self-determination.

Readers will learn about referral and eligibility determination, individualized plan development, responsive teaming over time, and other key practices related to responsive teaming, with references to implementation tools. The book also considers how the pandemic has affected students and will offer tools to improve the fit between the students' individual learning profile and schooling.

"We created the book to support educators, including administrators, teachers and related service providers, to understand how to transform the work that they do into an opportunity for equitable student growth and family-educator-community engagement," Dr. Peltier said.

The work is an outgrowth of the collaborative's Special Education Team Leadership Institute (SETLI), which is funded by the Department of Elementary and Secondary Education. SETLI's mission is to provide special education team leaders with tools to foster family and community engagement and improve student outcomes by facilitating team meetings that focus on best practices in the field. The institute has generated a growing and active Community of Practice for those professionals leading IEP teams, who also participate in an [annual conference](#) open to educators from across the state. This year, the conference will be held virtually on May 13.

"We wrote this book to support everyone at the table – educators, parents and caregivers, and young people – toward equitable participation in an educational program that optimizes the learner's opportunity for excellence," Dr. Johnson-Mussad said. "We offer tools and resources to lift up the young person's strengths and meet their current challenges."

Dr. Peltier has 34 years of experience in the education sector and holds a professional license as a Special Education Administrator in Massachusetts. She is an expert in special education curriculum, instruction and assessment, moderate-severe disabilities, autism, family and community engagement, and special education leadership. She also brings experience as the parent of a child with autism and intellectual disabilities. She lives in Amherst and joined the collaborative in 2016.

Dr. Johnson-Mussad is approaching his 33rd anniversary as an educator, holding positions from teacher and curriculum director to assistant superintendent. He travels nationally to facilitate professional development for school leaders, teachers and other licensed educators in instructional leadership; English learner education; world language and bilingual education; adolescent literacy education; and improving

outcomes for students in poverty. He joined the collaborative in 2014. He resides in Greenfield with his husband, Glenn Johnson-Mussad, who serves on the Greenfield School Committee.

“I wish to congratulate Laurel and Albert on this outstanding accomplishment,” MOEC Executive Director Joanne Haley Sullivan said. “Like many collaborative educators from across the state, the pair have worked with school districts and DESE to advance strong educational practices and provide ongoing resources and support to professionals in their field. I commend them for their hard work and dedication.”

To learn more about collaboratives with similar initiatives in your region, please visit MOEC’s website [here](#).

About The Collaborative for Educational Services

The [Collaborative for Educational Services](#), based in Northampton, is non-profit educational service agency, committed to reaching and educating learners of all ages, and experienced in working with educators to help students learn and succeed. Founded in 1974, CES is governed by representatives from 37 member school districts in Hampshire and Franklin Counties. CES works with children, youth and adult learners; families; schools, districts, and educators; and community members in the Pioneer Valley and across Massachusetts to create and improve educational opportunities both in and out of the classroom, and ensure that every child has the opportunity to achieve their full potential.

About Massachusetts Organization of Educational Collaboratives

[MOEC](#) represents the Commonwealth’s 25 educational collaboratives. MOEC serves as the voice of its members and works to develop a full appreciation for and understanding of educational collaboratives at the state, regional, and local levels. MOEC is the Commonwealth’s primary advocate for collaboratives and the critical role they play in the Massachusetts educational system.

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A message from the Massachusetts Organization of Educational Collaboratives