



January 24, 2025

Teaching Is Intellectual After Social Media

Online courses, Newsletters, Webinars, and More!

It's a new day!! I have removed Teaching Is Intellectual from Instagram and Facebook. We will continue to engage individually on LinkedIn and are dabbling with BlueSky (jennewton.bsky.social) for now. While it feels daunting and sad to leave our robust and committed community there, it also provides new opportunities. We will be consistently sending out newsletters with information, resources, and lots of current events straight to your inbox. We are also busy creating content! We will be offering online learning opportunities on our own website, webinars you can sign up for directly with us, and more! So, while I am sad and missing many online friends, I am hopeful that many IG friends will become familiar faces here at teachingisintellectual.com as we transition to this next phase of Teaching Is Intellectual.



What's Next for IDEA?

Tim Villegas (MCIE), Carolyn Teigland (MCIE), Eric Garcia (journalist), and I had an important conversation about what is next for the Department of Education. It will be available on the Think Inclusive podcast January 30, 2025.

It is essential that we participate in designing the next phase of American education so please do not bury your head in the sand! You have a critical voice in fighting for what becomes, please use it!

[Listen Here](#)

Dear Colleague Letter on Inclusive Educational Practices



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

January 16, 2025

Dear Colleague:

Consistent with the U.S. Department of Education's (Department) mission of promoting student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access for students of all ages, the Department is committed to supporting State educational agencies (SEAs) and local educational agencies (LEAs) as they foster inclusive and effective learning environments. The Department's mission is inclusive of all our nation's children, and we hope that every child feels a sense of belonging and can be fully engaged in learning alongside their same-aged peers. The Department's Office of Special Education and Rehabilitative Services (OSERS) and the Office of Elementary and Secondary Education (OESE) are jointly affirming that the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act of 1965 (ESEA) are aligned with the use of inclusive educational practices.¹ Such practices benefit students with and without disabilities alike, to ensure that each child can engage in the curriculum and have access to the vast array of supports, electives, and extracurricular programs that are offered every day in our nation's schools.

The Department is issuing this guidance to encourage SEAs, LEAs, and school staff to uphold high expectations for the academic and functional success of all students through the use of inclusive educational practices and to provide guidance on how to effectively implement these practices. Further, this guidance describes how the ESEA and the IDEA are aligned with implementation of inclusive educational practices for children with disabilities² based on their individual needs.³

For nearly 50 years, the IDEA has profoundly impacted the lives of students with disabilities, their families, and society. With the 1975 passage of the IDEA (then titled the Education for All Handicapped Children Act and also known as Public Law 94-142), Congress adopted specific,

The U.S. Department of Education released this DCL indicating a commitment to supporting State and local educational agencies (SEAs and LEAs) in fostering inclusive and effective learning environments for all students, including those with disabilities.

The letter states that, in the 2023-24 school year, nearly 7.9 million students with disabilities received special education services, and most were educated alongside peers without disabilities. However, there remain significant achievement gaps, especially in reading and math. The guidance emphasizes the importance of high expectations for students with disabilities, aligning with both IDEA and ESEA, and highlights the need for inclusive practices that benefit all students.

[Download Here](#)

It goes on to say that the ESEA's Title I and IDEA promote equal access to high-quality education, including setting academic standards for all students and offering targeted supports. Currently, states must track and report data on student performance, including for those students with disabilities. IDEA requires individualized education programs (IEPs) to ensure progress in the general education curriculum.

Finally, the Department encourages SEAs, LEAs, and schools to implement inclusive practices that foster success for all students, ensuring they feel a sense of belonging and are prepared for postsecondary opportunities.



[Room Layout & Seating Chart](#) - We use this to create room layouts and begin making decisions about how we group students in our classes.

[Lesson Plan Starters](#) - My students have a lot of practice writing multipage lessons so for differentiation and coteaching we use Magic AI for starter lesson plans.

[Troublemakers: Lessons in Freedom from Young Children](#) at School by Carla Shalaby is the book we are reading together this semester



We're looking forward to hearing from you!

Connect with us!

Have a friend who needs TII in their inbox?

Add their email... 	Subscribe
---	-----------



Large organic tote bag

\$22.00

Shop Now

Check out our site [→](#)