

North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
600 E. Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440

## **Title I Compliance Series**

### **Issue: Communication with Regular Education**

#### **Applicable for:**

- Targeted Assistance Schools



September 2007

## Requirement

Title I teachers must document communication with the classroom teachers so that what is being taught during Title I services is directly aligned to the work being done in the classroom. This is also a good time for the Title I teacher to remind classroom teachers that it is the Title I teacher's responsibility to supplement or enhance classroom instruction, not supplant or replace it.

## Documentation

Documentation to meet this requirement varies across the state. Below is a list of ideas on how schools can document this requirement.

- Lesson Plans – Title I teachers can request lesson plans from cooperating teachers to assist in aligning, preteaching, and reteaching subjects and content being taught in the regular classroom.
- Skills this Week – Title I teachers can request that classroom teachers highlight the main skills they will be teaching to the class in the upcoming week so the Title I teachers can align the curriculum accordingly. Samples are provided on the resources website listed below.
- Communication Form – Narrative communication forms can be completed by classroom teachers encompassing the skills and themes they will be teaching. Samples are provided on the resources website listed below.
- Reteach/Reinforce – Classroom teachers can outline specific skills for specific students that they would like Title I services to reteach or reinforce with the specific student. Samples are provided on the resources website listed below.

See subsequent page

## Please Note



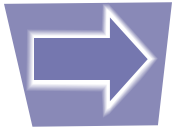
Many North Dakota schools are rural and close knit in nature. Often informal communication happens between staff continually throughout the day in the hall, lunchroom, staff lounge, etc. Informal communication can not be used as documentation to meet this requirements unless the Title I teacher keeps a log of informal communication incidents and the results of the communication.

## Resources



Documenting Communication with Classroom Teachers –  
[www.dpi.state.nd.us/title1/targeted/require/commun/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/commun/index.shtm)

# Sample Documentation – Documenting Communication with Classroom Teachers



**XYZ Public School District**  
**Skills this Week**  
**Title I Weekly Communication of Lesson Planning**

**Classroom Teacher Name:** XYZ Title I Teacher

**Week of:** September 5-9

**Subject:** Reading

Please share with us your basic lesson plans for the week emphasizing skills that will be taught.  
 Thank you.

<i><b>MONDAY</b></i>	<i><b>TUESDAY</b></i>	<i><b>WEDNESDAY</b></i>	<i><b>THURSDAY</b></i>	<i><b>FRIDAY</b></i>
Setting, Plot, Character, Etc.	The <i>Cats of Tiffany</i> story	Writing sentences	Sentences	Paragraph structure
Consonant clusters	Homonyms  End marks	End marks	End marks	Homonym review

**Classroom Progress Update:**

<u><b>Title I Students</b></u>	<u><b>Current Grade/Comments</b></u>
XYZ Title I student has been working at applying the skills taught in Title I to the classroom setting. Keep up the great work and new strategies!	

# Let's Work Together!



Hello! It's time for a new school year, and we're getting ready to begin Title I services for selected students. But before we do, I'd just like to review with you some of the Title I rules and regulations.

Title I instruction is supposed to supplement classroom instruction. Basically, this means that all students must receive their primary instruction from their regular classroom teacher. Then, Title I students must, in addition, receive instruction that is above and beyond what's happening in the classroom. To explain further, I've comprised the lists below.

## These are some of the things the Title I program CAN do:

- Pre-teach a story coming up in the regular classroom.
- Re-teach skills the regular classroom teacher identifies as lacking or weak in a Title I student.
- Introduce vocabulary words (or other items) prior to their introduction in the regular classroom.
- Review sight words with students.
- Review lessons and skills that are being introduced in the regular classroom.

## These are some of the things the Title I program CANNOT do:

- Help students with homework from the regular classroom.
- Be in charge of the regular classroom reading grade for Title I students.
- Instruct all students on anything but an incidental basis.
- Take various reading groups and instruct them each day. Only Title I students can receive Title I instruction (except, again, on an incidental basis).

Of course, to be successful, the Title I program must complement what's happening in each student's regular classroom. In order to do that I will need your assistance. Along with this letter you will find a form you may complete to update me each week on what is happening in your classroom. Or, if you would prefer, you may also e-mail me each week or simply copy your lesson plans and put them in my mailbox.

Finally, I would really appreciate your input as to which method you would prefer for delivery of Title I services. Would you like me to come into your classroom or would you prefer that I pull Title I students out of your room? Or, would you like to discuss a possible combination of the two? Please circle your preferred method below and I will be in contact with you for further follow up information.

Thanks! Let's have a great year!

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Teacher name: \_\_\_\_\_

Method of delivery:            In class                            Pull out                            Combination

Comments/Additional Information:

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# Lesson Plan Form\*

Teacher Name: \_\_\_\_\_

Please complete the information below specifically identifying the skills you will be focusing on each day. This will help us make sure that Title I instruction directly compliments your classroom instruction by re-teaching or pre-teaching with your weekly lessons.

WEEK _____	WEEK _____
READING LESSON PLANS	MATH LESSON PLANS
MONDAY	MONDAY
TUESDAY	TUESDAY
WEDNESDAY	WEDNESDAY
THURSDAY	THURSDAY
FRIDAY	FRIDAY

\*Adapted from a form by Kathy Sleeper and Arlene Paulson, Larimore Public Schools.

**SKILLS THIS WEEK**  
**TITLE I WEEKLY COMMUNICATION**  
**OF LESSON PLANNING**

TO: \_\_\_\_\_

WEEK OF: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

Please share with us your basic lesson plans for the week emphasizing new skills that will be taught. Thank you.

<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>

**Classroom Progress Update:**

<u>Title I Students</u>	<u>Current Grade/Comments</u>

**TITLE I COMMUNICATION FORM**  
**Please complete and return to my mailbox each Monday.**

Classroom Teacher: \_\_\_\_\_

Week of: \_\_\_\_\_

**Current Story/Theme:**

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**Targeted Skills:**

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**Writing Connections:**

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**Spelling Unit** (an attached list would be helpful if you are not using the spelling from the reading series):

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**Important Reminders** (such as library, field trips, parties):

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# Classroom to Title I Request



Date: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Student: \_\_\_\_\_

Please reteach/reinforce the following skills:

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Other comments/follow up information requested:

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