

## 8. Who is the SLD rule for? What about children that need ongoing support to be successful?

**Answer:** The SLD rule is only intended for those students who are suspected of having a specific learning disability. Not every student who is receiving reading support from a licensed reading teacher or reading specialist is a candidate for being identified as a student with specific learning disabilities. There are many factors which impact children's slow progress in reading including instruction not matched to their needs and exclusionary factors such as emotional disabilities and limited English proficiency. Some children who receive what is considered today as intensive intervention receive that intervention to accelerate them to grade level expectations. There may be other students within a K-12 system who have difficulties for a variety of reasons and may benefit from a Rtl system of support. However, these students are not subject to the requirements of the SLD rule.

If a student requires reading support beyond what the classroom teacher can provide, Wisconsin requires that the individual providing intervention be a licensed reading teacher and/or reading specialist. This is true for all students who struggle in reading, not just those who are suspected of having a specific learning disability in reading. For example, some students entering kindergarten with few literacy concepts and skills may need support from a qualified professional, such as a reading teacher or reading specialist; however, the interventions provided for these students would not need to meet the requirements of the SLD rule, including those requirements related to interventions and progress monitoring. Rather, these students would be subject to the requirements of [Wisconsin Standard c](#) which is the rule governing remedial reading services for K-4 students. Likewise, some students may need additional support as they move into upper elementary or middle school because of the increased demands relating to comprehension and vocabulary. These students might also need support from a licensed reading teacher or reading specialist.

It is important to note that each child should be considered individually to determine which students might be suspected of having a specific learning disability while reviewing many of the factors contributing to a student's lack of progress. To over generalize that every child receiving reading support from a reading teacher and/or reading specialist within a multi-layered system of support is a candidate for SLD disregards these important factors.

### **Evidence:**

#### **Wisconsin Standard c**

[Wis. Stats., Ch. 121.02](#) Each school board shall:

(c) Provide remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs.

Section 2. 121.02(1)(c) 1 and 2 of the statutes are created to read:

121.02(1)(c) 1. The pupil fails to meet the reading objectives specified in the reading curriculum plan developed by the school board under par. (k).

2. The pupil fails to score above the state minimum performance standard on the reading test

under par. (r) and:

- a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or
- b. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.
- c. Section 3. Effective date. This act took effect on July 1, 1991.

<http://commoncore.dpi.wi.gov/remedial-reading-wisconsin-state-statute-standard-c>

### ***Reading Teacher***

A Reading Teacher (316) license is required for the following:

1. An assignment to teach reading for more than one class per day.
2. An assignment to teach reading in a Title 1 reading program.
3. An assignment to teach in a reading recovery program, if not part of a self-contained classroom.

A Reading Teacher license is not required for the following:

1. An assignment to teach reading that is part of a regular self-contained classroom.
2. An assignment to teach reading that is integrated as part of content courses (i.e. reading in the content area).

### ***Reading Specialist***

A Reading Specialist (317) license is a license in administrative category. A Reading Specialist (317) license is required for someone who directs reading programs or works with reading teachers, classroom teacher, administrators, and others as a resource teacher in reading.

<http://tepd.dpi.wi.gov/licensing/license-and-assignment/reading>

“It is important to note that schools should not develop their multi-level system of supports solely based on the SLD rule. While the SLD rule has very specific requirements for intervention and progress monitoring, there are numerous exemplary interventions and progress monitoring practices both available and in place in school that may not meet the criteria in the SLD rule but produce valuable changes in student learning. As such, schools should not abandon these practices simply because they don’t meet the standard set by the SLD rule. Instead, schools may wish to establish systems in which intensity of progress monitoring and intervention increases with intensity of student learning need.”

***Revised SLD Criteria.*** Wisconsin Department of Public Instruction Webinar. March 2013

<http://www.livebinders.com/play/play?id=944611#anchor>