

Wisconsin Education Standards (20 Standards)

Introduction

The 20 education standards – one-half of them enacted in 1973 and the other half in 1985 – fulfill a state constitutional requirement. Article X of the Wisconsin Constitution requires that the legislature create school districts “as nearly uniform as possible.” The 20 standards focus on children, assuring that youth in Wisconsin have opportunities for quality education. By establishing minimum expectations for every district’s education program, the standards signal the clear intent of the state that opportunities and services will be provided to all children, regardless of where they reside.

Districts are expected to meet the requirements of each standard as well as the provisions of the administrative code that further define each standard. Under state statute 118.38(1)(a), districts may seek a waiver for meeting a specific standard or, under PI 8.01(3), apply for alternative compliance in meeting certain standards.

<http://www.legis.state.wi.us/rsb/statutes.html> for the full text of the Wisconsin Statutes.

<http://www.legis.state.wi.us/statutes/stat0121.pdf> for the 20 education standards.
(Usually thought of as school program standards.)

<http://www.legis.state.wi.us/rsb/code/pi/pi008.pdf> for Wisconsin Administrative Code - Chapter 8 standards that further define the standards.

THE STANDARDS: Wisconsin statute 121.02(1)(a) through (t)

Standard (a) – Licensure

Ensure that every teacher, supervisor, administrator, and professional staff member holds a certificate, license, or permit to teach issued by the department before entering on duties for such position.

*Each school district board shall certify annually that every teacher, supervisor, administrator, and other professional staff member has been issued a valid certificate, license, or permit by the Department of Public Instruction for the position for which he/she is employed before entering on duties for such position and that a copy of the valid certificate, license, or permit is on file in the district.

See also <http://www.dpi.wi.gov/tepd/index.html> for more licensing information.

Standard (b) – Staff Development

Annually, establish with school board employees a professional staff development plan designed to meet the needs of individuals or curriculum in each school.

*The plan shall be developed with the cooperative efforts of licensed support staff, instructional staff, and administrative staff.

See also <http://dpi.wi.gov/tepd/qualedinit.html> for PI 34 Professional Development Plan (PDP).

Standard (c) – Remedial Reading

Provide remedial reading services for a pupil in grades kindergarten to four if any of the following occurs:

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.
 - 1) *In this paragraph "state minimum performance standard" means the state minimum performance standard on the test administered under s.121.02(1)(r), Stats.
 - 2) Each school district shall identify, diagnose, serve, and monitor each pupil in reading in grades kindergarten through fourth if either of the following apply:
 - a) The pupil fails to meet district grade level objectives in reading as identified in curriculum plans developed under s.121.02(1)(k), Stats.
 - b) The pupil fails to score above the state minimum performance standard, and 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 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.

- 3) Identification and diagnosis of reading deficiencies shall be directed or performed by the district reading specialist required under s.118.015, Stats., or by licensed personnel who have earned at least six semester credits in courses dealing with the measurement of reading skills and achievement or the diagnosis of reading difficulties. Children with identified and diagnosed reading deficiencies shall receive instruction and services directed toward the removal of the deficiencies. The instruction and services shall be coordinated with all other reading instruction. Monitoring of pupil progress shall occur on a regular basis and include parental involvement.
- 4) If fewer than 80% of the pupils score above the state minimum performance standard, either in the district or in any individual school in the district, the district shall develop a written plan which includes the following:
 - a) A description of how the district will provide remedial reading services.
 - b) A description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies.
 - c) An assessment of the school district or individual school's reading program.
- 5) The department shall provide, upon request, technical assistance to districts required to develop a plan to provide remedial reading services.

For statutory language regarding the reading specialist, see Reading Specialist 118.015 under <http://www.legis.state.wi.us/statutes/Stat0118.pdf>.

For more about reading education, see <http://www.dpi.wi.gov/cal/reading.html>.

Standard (d) – Kindergarten

Operate a five-year-old kindergarten program, except in union high school districts.

*Each school district shall operate a kindergarten program in which all five-year-old children of the district may be enrolled. The teachers shall be licensed by the department to teach kindergarten. Physical facilities, equipment, and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics, health, and physical education.

Standard (e) – Guidance and Counseling Services

Provide guidance and counseling services.

*Each school district board shall provide a program of guidance and counseling services for all pupils which meets all of the following requirements:

1. The school district shall maintain a school board approved plan for the provision of a program of guidance and counseling services.
2. The program shall be developmentally based and available to every pupil in every grade of the school district.
3. The program shall be:
 - a. Systematically planned by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents, and community health and human service professionals.
 - b. Provided by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents, and community health and human service professionals.
4. The program shall provide developmentally appropriate educational, vocational, career, personal, and social information to assist pupils in problem solving and in making decisions.
5. The program shall include pupil appraisal, post-secondary planning, referral, research, and pupil follow-up activities.

For more information about comprehensive counseling programs, see <http://www.dpi.wi.gov/sspw/couns1.html>.

Standard (f) – Days and Hours of Instruction

1. Schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employees.
2. Annually, schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 through 12. Scheduled hours under this subdivision includes recess and time for pupils to transfer between classes but do not include the lunch period. A school board operating a 4-year-old kindergarten program may use up to 87.5 hours of the scheduled hours for outreach activities.

*Each school district board shall schedule at least 180 school days annually. A maximum of 5 days may be counted to meet this requirement if they are used for parent conferences or if school is closed by the school district administrator because of inclement weather. School days are further defined in s.115.01(10). The 180 days requirement may be reduced for any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employees.

Each school district board shall annually schedule and hold at least 437 hours of direct pupil instruction in kindergarten, at least 1050 hours of direct pupil instruction in grades 1 through 6, and at least 1137 hours of direct pupil instruction in grades 7 through 12. The school hours are computed as the period from the start to the close of each pupil's daily instructional schedule. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period. No more than 30 minutes per day may be counted for recess. In computing the minimum number of instructional hours under this subdivision, days and parts of days on which parent and teacher conferences are held, staff development or in-service programs are held, schools are closed for inclement weather, or when classes are not held may not be counted.

For information about reporting hours of instruction on the required DPI Annual Report, see https://www2.dpi.state.wi.us/safr/cal_help_terms.asp

For more calendar information, see <http://www.dpi.wi.gov/cal/dayslaw.html>.

For waiver information see <http://www.dpi.wi.gov/cal/waiver.html>.

Standard (g) – Emergency Nursing Services

Provide for emergency nursing services.

*Each school district board shall provide emergency nursing services under a written policy adopted and implemented by the school district board which meets all of the following requirements:

1. The emergency nursing policies shall be developed by a professional nurse or nurses registered in Wisconsin in cooperation with other school district personnel and representatives from community health agencies and services as may be designated by the board.
2. Policies for emergency nursing services shall include protocols for dealing with pupil accidental injury, illness, and administration of medication at all school-sponsored activities including but not limited to curricular, co-curricular, and extra-curricular activities and a method to record each incident of service provided.

3. Arrangements shall be made with a licensed physician to serve as medical advisor for the emergency nursing service.
4. The emergency nursing services shall be available during the regular school day and during all school-sponsored activities of pupils.
5. Pupil emergency information cards, equipment, supplies, and space for the emergency nursing services shall be appropriate and readily accessible.
6. A review and evaluation by the school board shall be made of the emergency nursing services program at least annually.

For more information about school nursing programs, see <http://www.dpi.wi.gov/sspw/schlnurse.html>.

Standard (h) – Library Media Services

Provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.

*Each school district board shall:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library, and audiovisual personnel and administrators, and approved by the school district board.
2. Designate a licensed library media person to direct and coordinate the district's library media program.
3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
4. Provide library media services as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services are performed by licensed library and audiovisual personnel.

Standard (i) – Safe and Healthful Facilities

Provide safe and healthful facilities. The facilities shall comply with ss.254.11 to 254.178 and any rules promulgated under those sections.

*A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for maintaining the district operated facilities at the level of the standards established for safe and healthful facilities. The school board shall comply with all regulations, state codes, and orders of the Department of Industry, Labor and Human Relations and the Department of Health and Family Services and all applicable local safety and health codes and regulations. The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, and hazardous conditions shall be corrected, compensating devices installed, or special arrangements made to provide for safe and healthful facilities. Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected. Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.

For more information about school building safety and inspection, see School Facilities Resources Directory <http://www.dpi.wi.gov/sms/doc/facilres.doc>.

Standard (j) – Health, Physical Education, Art, and Music

Ensure that instruction in elementary and high schools in health, physical education, art, and music, is provided by qualified teachers.

*The school district board shall provide instruction in health, physical education, art, and music as follows:

1. Health instruction shall be provided in accordance with a written comprehensive health education curriculum which includes the curricular areas defined in (<http://www.legis.state.wi.us/statutes/Stat0115.pdf>) ss. 115.35 and (<http://www.legis.state.wi.us/statutes/Stat0118.pdf>) 118.01(2) of the Wisconsin Statutes. A professional staff member shall be designated as coordinator of health education. Health education in grades kindergarten through 6 shall be under the direction of a licensed health teacher. In grades 7 through 12, health education shall be conducted by or under the direction of a licensed health teacher and shall include one structured course in health taught by a licensed health teacher.
2. Physical education instruction shall be provided in accordance with a developmental, sequential, comprehensive physical education curriculum and program of instruction for all pupils. Instruction in grades kindergarten through 6 shall be provided at least three times weekly, except that days on which special activities are conducted may be exempt; and shall be

conducted by or under the direction of a licensed physical education teacher. Pupils in grade 6 may be scheduled in accordance with the criteria for scheduling grades 7 through 12, if the pupils are attending a school that includes any of those grades. All pupils in grades 7 through 12 shall participate in the instructional program of physical education taught by a licensed physical education teacher, except that in senior high schools one year or the equivalent may be optional to pupils.

Note: Physical education credit may not be granted for participation in an extra-curricular sport such as football, basketball, golf, or gymnastics or for cheerleading or out of school dance classes regardless of the licensure of the coach/instructor.

See also <http://www.dpi.wi.gov/cal/physed.html>.

3. Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based on concepts developed through sensory awareness, aesthetic discrimination and skill development in the creation of art, and the knowledge of human art heritage. Art instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed art teacher. Art instruction shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed art teacher.

For more information about art instruction, see <http://www.dpi.wi.gov/cal/art-design.html>.

4. Music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression, and music reading. Music instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed music teacher. Music instruction including general music, vocal music, and instrumental music shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed music teacher.

Also see: <http://www.dpi.wi.gov/cal/musiced.html>.

Note: When grade 6 is situated in a middle level configuration, the 6th grade music requirement may be satisfied through any one of the offerings included in the middle level music curriculum.

Standard (k) – Curriculum

Maintain a written, sequential curriculum plan . . . in the following areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan shall specify objectives, course content, and resources, and shall include a program evaluation method.

*Curriculum Plan

1. In this paragraph:
 - a. “Computer literacy” means the ability to use computer programs to assist learning, handling information and problem solving, and the ability to make informed judgments concerning social and ethical issues involving computers and information systems.
 - b. “School district curriculum plan” means the composite of the sequential curriculum plans.
 - c. “Sequential curriculum plan” means an organized set of learning experiences that build upon previously acquired knowledge and skills.
2. Each school district shall develop, adopt, and implement a written school district curriculum plan which includes the following:
 - a. A kindergarten through grade 12 sequential curriculum plan in each of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, physical education, art, and music.
 - b. A grade 7 through 12 sequential curriculum plan in vocational education.
3. Each sequential curriculum plan shall specify objectives, course sequence, course content, resources, an objective process of determining whether pupils attain the specific objectives, and an allocation of instructional time by week, semester, and school term. The school district board shall establish in the school district curriculum plan the allocation of instructional time, by week, semester, and school term, among all subject areas.
4. Each sequential curriculum plan shall include a program evaluation method which provides that components of the sequential curriculum plan shall be monitored continuously. The overall program evaluation method shall be reviewed at least once every five years and revised as appropriate to ensure that pupils meet the curriculum objectives.
5. The school district curriculum plan shall be consistent with the approved education for employment program under ch. PI 26.

6. . . . The computer literacy and environmental education curriculum plans shall be developed as follows:
 - a. Computer literacy objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plan.
 - b. Environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with the greatest emphasis in art, health, science, and social studies education.

Standard (L) – Instruction

In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music.

In grades 5 to 8, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. The school board shall also provide pupils with an introduction to career exploration and planning.

In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. In this subdivision, “access” means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school boards and post-secondary institutions.

Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

Provide regular instruction in foreign language in grades 7 and 8 beginning in the 1996-97 school year.

*Each school district board shall provide instruction as follows:

1. In grades kindergarten through 4, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. In this subdivision, “regular instruction” means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).
2. In grades kindergarten through 8, include instruction in the social studies curriculum in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state in at least

two grade levels and in at least one grade level in grades 9 through 12 beginning September 1, 1991.

3. In grades 5 through 8, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, physical education, health, art, and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k), except that in middle level formats which offer or require a variety of exploratory experiences for pupils, such as foreign language, business education, vocational agriculture, technology education, home economics education, and marketing education, regular instruction in health, art, and general music may be provided as follows:
 - a. In grades 5 and 6, each week for the entire school term or the equivalent in instructional time and course content, and of sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).
 - b. In grades 7 and 8, in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).
4. In grades 7 and 8, provide regular instruction in foreign language beginning in the 1996-97 school year. In this subdivision "regular instruction in foreign language" means access to instruction in sufficient frequency and length to achieve the objectives and time allocations of a written, sequential curriculum plan in foreign language. The foreign language curriculum shall follow the requirements of other curriculum documents required under par. (k).
5. An introduction to career exploration and planning, through a one-semester course or the equivalent in instructional time and course content, shall be integrated within grades 5 through 8.
6. In grades 9 through 12, access shall be provided, without charge for tuition, to an education program which enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. The school district board shall make all courses as widely available to all pupils as possible; however, an individual pupil's scheduling conflict does not constitute denial of access to a course.

Find additional information on the DPI website under Division for Academic Excellence, Content and Learning Team <http://www.dpi.wi.gov/cal/index.html>.

Standard (m) – Education for Employment

Provide access to an education for employment program approved by the state superintendent. Beginning in the 1997-98 school year, the program shall incorporate applied curricula; guidance and counseling services under par. (e); technical preparation under s.118.34; college preparation; youth apprenticeship under s.106.13 or other job training and work experience; and instruction in skills relating to employment. The state superintendent shall assist school boards in complying with this paragraph.

*Each school district board shall comply with s.121.02(1)(m), Stats. and ch. PI 26, relating to education for employment.

**See PI Chapter 26 Education for Employment Plans and Program Requirements for definitions and general requirements. Find additional information on the DPI website under Division for Academic Excellence, Career and Technical Education <http://www.dpi.wi.gov/cte/doc/e4eplanformat.doc>.

Standard (n) – Children at Risk

Develop a plan for children at risk under s. 118.153, state statute.

*Each school district board shall comply with s.118.153, Stats., and ch. PI 25, relating to plans and programs for children at risk.
<http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&vid=WI:Default&d=stats&jd=118.153> and

Standard (o) – Annual Performance Disclosure Report

Annually, adopt and publish a performance disclosure report. The report shall describe the school board's and each school's educational goals and objectives, including learning-related performance objectives, and the results of the tests administered under standard (s) during the previous year. The school board may include additional information in the report.

*Each school district board shall annually distribute the performance disclosure report required under s.115.38.

Note: Statute 115.38
<http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&vid=WI:Default&d=stats&jd=115.38> further defines the required content of the annual report.

Standard (p) – High School Graduation Standards

Comply with high school graduation standards under s.118.33.

*Each school district board shall comply with s.118.33, Stats., and ch. PI 18, relating to high school graduation.

See subchapter 118.33 of the statutes

<http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&vid=WI:Default&d=stats&jd=118.33>

Standard (q) – Personnel Evaluation

Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.

*Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board-adopted position description, including job-related activities, and shall include observation of the individual's performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.

The school district board shall ensure that evaluations, including those for purposes of discipline, job retention or promotion, shall be performed by persons who have the training, knowledge, and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.

Note: The provisions of PI 34 regarding license renewal and the PDP (Professional Development Plan) do not affect the requirements of this standard and must be kept separate from evaluation procedures within the district.

For additional information about the PDP go to <http://www.dpi.wi.gov/tepd/index.html>.

Standard (r) – Third Grade Reading Tests

Except as provided in s.118.40(2r)(d)2., (specific charter schools), annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3, including pupils enrolled in charter schools located in the school district.

*(r) See standard (s)

Standard (s) – Achievement Tests

Beginning in the 1993-94 school year, administer the examinations required by the state superintendent under s.118.30. A school board may administer additional examinations only if they are aligned with the school district's curriculum.

*(s) Current testing is accomplished through the "Wisconsin Knowledge and Concepts Examinations - Criterion-Referenced Test" (WKCE-CRT). Tests are administered in grades 3-8 and 10 from the end of October to the end of November (see <http://www.dpi.wi.gov/oea/kctstwndw.html> for exact dates).

Reading and mathematics are tested in each grade (3-8 and 10). Language arts/English (including writing), science, and social studies also are tested in grades 4, 8, and 10.

Test participation (as a percentage of enrolled students) and proficiency rates in reading and mathematics (as a percentage of full academic year students who took the test) count for (AYP) Adequate Yearly Progress. In addition, science proficiency rates are used if needed for the "safe harbor" provision of AYP.

Standard (t) – Gifted and Talented Pupils

Provide access to an appropriate program for pupils identified as gifted and talented.

*In this paragraph "appropriate program" means a systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted or talented.

"Gifted and talented pupils" has the meaning set forth in s.118.35(1), Stats.

Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented students shall be identified as required in s.118.35(1). This identification shall include multiple criteria that are appropriate for the category of giftedness including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35(1), Stats. The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss.118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the planning of the proposed program.

See <http://www.legis.state.wi.us/rsb/statutes.html>