

House Bill 91 (AS PASSED HOUSE AND SENATE)

By: Representatives Coleman of the 97<sup>th</sup>, Dickson of the 6<sup>th</sup>, Clark of the 101<sup>st</sup>, Maxwell of the 17<sup>th</sup>, England of the 116<sup>th</sup>, and others

A BILL TO BE ENTITLED  
AN ACT

1 To amend Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the  
2 elementary and secondary education, so as to eliminate the Georgia High School Graduation  
3 Test as a requirement for purposes of graduation; to provide procedures for former students  
4 who did not pass one or more portions of the Georgia High School Graduation Test to  
5 petition to obtain a high school diploma; to provide for notice of such petition option; to  
6 provide for changes for purposes of conformity; to provide for related matters; to provide for  
7 an effective date; to repeal conflicting laws; and for other purposes.

8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

9 style="text-align:center">**SECTION 1.**

10 Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the elementary  
11 and secondary education, is amended in Code Section 20-2-84, relating to accountability,  
12 flexibility, and consequences components of contracts, by revising subsection (a) as follows:  
13 "(a) The accountability component of the contract provided in Code Section 20-2-83 shall  
14 include at least one of the student achievement measures in paragraphs (1) through (4) of  
15 this subsection, including both total scores and any needed targeted subgroups:  
16 (1) High school graduation rates;  
17 (2) SAT or ACT performance;  
18 (3) State standardized test data, which may include ~~criterion-referenced competency~~  
19 ~~tests, the Georgia High School Graduation Test, end-of-grade assessments, end-of-course~~  
20 assessments, or a combination thereof;  
21 (4) Advanced placement or international baccalaureate participation and performance;  
22 and  
23 (5) Any other accountability measures included pursuant to Part 3 of Article 2 of Chapter  
24 14 of this title."

25 **SECTION 2.**

26 Said chapter is further amended by revising Code Section 20-2-132, relating to the primary  
27 goals of the "Quality Basic Education Act," as follows:

28 "20-2-132.

29 It is the intent of the General Assembly that the primary goals of this article shall be as  
30 follows:

31 (1) A substantial reduction in the number of teachers who leave the teaching profession  
32 for reasons of job dissatisfaction;

33 (2) A decrease in the percentage and number of students who enter school but drop out  
34 prior to graduation;

35 (3) The elimination of emergency teaching certificates and waivers for teaching outside  
36 of specialty;

37 (4) A decrease in the percentage of students who fail ~~the Georgia High School~~  
38 Graduation Test to attain passing scores on end-of-course assessments;

39 (5) A significant increase in the test scores of Georgia students who take the Scholastic  
40 Assessment Test (SAT) or the ACT Assessment (ACT);

41 (6) An increase in the number of students mastering each skill in reading, mathematics,  
42 and other subject areas;

43 (7) An accountability system for education programs that measures efficiency and  
44 effectiveness and ensures that programs produce improvement in student achievement  
45 scores for all students;

46 (8) A comprehensive program and financial information system that provides data that  
47 allow for the accurate evaluation of program effectiveness;

48 (9) A seamless education system that allows students to be served in the most effective  
49 and efficient way possible;

50 (10) The elimination of school violence;

51 (11) A decrease in the percentage of students who perform below grade level;

52 (12) An increase in parental and community involvement in schools;

53 (13) Better coordination between education agencies and other organizations providing  
54 instructional and related services to students;

55 (14) A more competent school work force through the effective use of evaluation tools,  
56 training, and school improvement teams that promote best practices; and

57 (15) More flexibility for high-performing schools so that services can be better adapted  
58 to student needs."

59

**SECTION 3.**

60 Said chapter is further amended in Code Section 20-2-171, relating to minimum direct  
61 classroom expenditures, by revising paragraph (3) of subsection (b) as follows:

62 "(3) A local school system that has direct classroom expenditures that are less than 65  
63 percent of its total operating expenditures and that is unable to meet the expenditure  
64 requirements in paragraph (2) of this subsection may apply to the State Board of  
65 Education for a one-year renewable achievement waiver. The waiver request must  
66 include evidence that the local school system is exceeding the state averages in academic  
67 categories designated by the board, which may include, but not be limited to,  
68 ~~criteria-referenced competency tests, the Georgia High School Graduation Test,~~  
69 end-of-grade assessments, end-of-course assessments, and the SAT, a plan for obtaining  
70 compliance with this Code section, and any other information required at the discretion  
71 of the board; and"

72

**SECTION 4.**

73 Said chapter is further amended by revising Code Section 20-2-281, relating to the  
74 assessment of effectiveness of educational programs under the "Quality Basic Education  
75 Act," as follows:

76 "20-2-281.

77 (a) The State Board of Education shall adopt a student assessment program consisting of  
78 instruments, procedures, and policies necessary to implement the program and shall fund  
79 all costs of providing and scoring such instruments, subject to appropriation by the General  
80 Assembly. Each local school system may elect to administer, with state funding, nationally  
81 norm-referenced instruments in reading, mathematics, science, or social studies in grade  
82 three, four, or five and in grade six, seven, or eight, subject to available appropriations,  
83 with assistance to such school systems by the State Board of Education with regard to  
84 administration guidance, scoring, and reporting of such ~~assessments~~ instruments. The State  
85 Board of Education shall review, revise, and upgrade the quality core curriculum.  
86 Following the adoption of this revised curriculum, the State Board of Education shall  
87 contract for development of ~~criteria-referenced competency tests~~ end-of-grade  
88 assessments to measure the quality core curriculum. Such ~~tests~~ assessments in English and  
89 language arts, mathematics, and reading shall be administered annually to students in  
90 grades one through eight, and such tests in science and social studies shall be administered  
91 annually to students in grades three through eight. This action shall be completed  
92 according to a schedule established by the State Board of Education. ~~A curriculum based~~  
93 ~~assessment shall be administered in grade 11 for graduation purposes.~~ Writing assessments  
94 shall be ~~administered to~~ assessed, at a minimum, for students in grades three, five, eight,

95 and 11. ~~The writing assessments shall provide students~~ Students and their parents with  
96 ~~performance outcome measures resulting~~ shall be provided with writing performance  
97 results from the administration of such tests assessments.

98 (b) The nationally ~~normed assessments~~ norm-referenced instruments provided for in  
99 subsection (a) of this Code section shall provide students and their parents with grade  
100 equivalencies and percentile ranks which result from the administration of such tests  
101 instruments. ~~Criterion-referenced tests and the high school graduation test provided for in~~  
102 ~~subsection (a) of this Code section~~ End-of-grade assessments shall provide for results that  
103 reflect student achievement at the individual student, classroom, school, system, and state  
104 levels. The State Board of Education shall participate in the National Assessment of  
105 Educational Progress (NAEP) and may participate in any other tests that will allow  
106 benchmarking this state's performance against national or international performance. The  
107 results of such testing shall be provided to the Governor, the General Assembly, and the  
108 State Board of Education and shall be reported to the citizens of Georgia. Further, the state  
109 board shall adopt a school readiness assessment for students entering first grade and shall  
110 administer such assessment pursuant to paragraph (2) of subsection (b) of Code Section  
111 20-2-151. One of the components in the awarding of salary supplements as part of a pay  
112 for performance or related plan under this article may be assessments of student  
113 achievement.

114 (b.1) The State Board of Education shall notify local school systems and individual  
115 schools of the results of the assessment instruments administered under this Code section  
116 at the earliest possible date determined by the state board, but not later than the beginning  
117 of the subsequent school year.

118 (c) The State Board of Education shall have the authority to condition the awarding of a  
119 high school diploma to a student upon achievement of satisfactory scores on instruments  
120 ~~or tests~~ adopted and administered by the state board pursuant to subsection (a) of this Code  
121 section and the end-of-course assessments adopted and administered by the state board  
122 pursuant to subsections (f) and (h) of this Code section. The state board is authorized and  
123 directed to adopt regulations providing that any disabled child, as defined by the provisions  
124 of this article, shall be afforded opportunities to take any test adopted by the state board as  
125 a condition for the awarding of a high school diploma. ~~Said~~ Such regulations shall further  
126 provide for appropriate accommodations in the administration of such test. ~~Said~~ Such  
127 regulations shall further provide for the awarding of a special education diploma to any  
128 disabled student who is lawfully assigned to a special education program and who does not  
129 achieve a passing score on ~~said~~ such test or who has not completed all of the requirements  
130 for a high school diploma but who has nevertheless completed his or her Individualized  
131 Education Program.

132 (d)(1) The State Board of Education shall develop or adopt alternate assessments to be  
 133 administered to each student receiving special education services pursuant to Code  
 134 Section 20-2-152 who does not receive instruction in the essential knowledge and skills  
 135 identified in the quality core curriculum developed pursuant to Code Section 20-2-140  
 136 and for whom the assessment instruments adopted under subsection (a) of this Code  
 137 section, even with allowable modifications, would not provide an appropriate measure  
 138 of student achievement, as determined by the student's Individualized Education Program  
 139 team. ~~A student's Individualized Education Program may serve as an alternate~~  
 140 ~~assessment for that student.~~

141 (2) A student's Individualized Education Program team shall determine appropriate  
 142 participation in assessment and identify necessary accommodations in accordance with  
 143 the federal Individuals with Disabilities Education Act.

144 (e) The State Board of Education is authorized to adopt rules, regulations, policies, and  
 145 procedures regarding accommodations and the participation of limited-English-proficient  
 146 students, as defined in Code Section 20-2-156, in the assessments described in this Code  
 147 section.

148 (f) The State Board of Education shall adopt end-of-course assessments for students in  
 149 grades nine through 12 for all core subjects to be determined by the state board. For those  
 150 students with an Individualized Education Program, ~~the~~ each such student's Individualized  
 151 Education Program team shall ~~determine appropriate participation in assessments and~~  
 152 identify necessary accommodations in accordance with the federal Individuals with  
 153 Disabilities Education Act.

154 (g) Under rules adopted by the State Board of Education, the Department of Education  
 155 shall, subject to appropriations by the General Assembly, release some or all of the  
 156 questions and answers to each ~~criterion-referenced competency test~~ end-of-grade  
 157 assessment administered under subsection (a) of this Code section and each end-of-course  
 158 assessment administered under subsection ~~(e)~~(f) of this Code section after the last time ~~the~~  
 159 instrument such assessment is administered for a school year.

160 (h) The State Board of Education, through the Department of Education, shall administer  
 161 the end-of-course assessments for core subject areas as defined by state board policy. ~~The~~  
 162 ~~state board shall promulgate a schedule for the development and administration of all~~  
 163 ~~end-of-course tests.~~ By the 2015-2016 school year, the State Board of Education shall  
 164 make all end-of-course assessments available online and shall establish rules and  
 165 regulations to maximize the number of students and school systems utilizing such online  
 166 assessments.

167 (i) The Department of Education shall develop study guides for the ~~criterion-referenced~~  
 168 ~~tests~~ end-of-grade assessments and end-of-course assessments administered pursuant to

169 subsections (a) and (f) of this Code section. Each school system shall distribute the study  
 170 guides to students who do not perform satisfactorily on one or more parts of an assessment  
 171 instrument administered under this Code section and to the parents or guardians of such  
 172 students.

173 ~~(j)(1) The high school graduation test provided for in subsection (a) of this Code section~~  
 174 ~~shall continue in effect until all high school core subject end-of-course assessments have~~  
 175 ~~been developed and implemented, at which time the state board shall discontinue the test~~  
 176 ~~according to a schedule to be determined by the state board.~~

177 ~~(2) The State Board of Education shall adopt rules and regulations requiring the results~~  
 178 ~~of core subject end-of-course assessments to be included as a factor in a student's final~~  
 179 ~~grade in the core subject course for which the end-of-course assessment is given.~~

180 ~~(k)(1) In addition to the assessment instruments adopted by the State Board of Education~~  
 181 ~~and administered by the Department of Education, a local school system may adopt and~~  
 182 ~~administer criterion-referenced or norm-referenced assessment instruments, or both, at~~  
 183 ~~any grade level. Such locally adopted assessment instruments may not replace the state's~~  
 184 ~~adopted assessment instruments for purposes of state accountability programs, except as~~  
 185 ~~otherwise provided in paragraph (2) of this subsection. A local school system shall be~~  
 186 ~~responsible for all costs and expenses incurred for locally adopted assessment~~  
 187 ~~instruments. Students with Individualized Education Programs must be included in the~~  
 188 ~~locally adopted assessments or provided an alternate assessment in accordance with the~~  
 189 ~~federal Individuals with Disabilities Education Act.~~

190 ~~(2) The State Board of Education shall have the authority to grant waivers until Fiscal~~  
 191 ~~Year 2003 to local boards of education exempting said boards from the administration~~  
 192 ~~of the state criterion-referenced competency tests at any or all of the subject areas and~~  
 193 ~~grade levels for which the local board of education implements a locally developed~~  
 194 ~~criterion-referenced competency test or tests based on the Quality Core Curriculum which~~  
 195 ~~increases the expectations for student achievement beyond that of the applicable state~~  
 196 ~~criterion-referenced competency test or tests and meets all other requirements of this~~  
 197 ~~Code section, including reliability and validity requirements, with the exception of~~  
 198 ~~subsection (g) of this Code section. Local boards of education with such waivers shall~~  
 199 ~~submit to the State Board of Education school and local school system score reports of~~  
 200 ~~the locally developed criterion-referenced competency tests.~~

201 (l) In adopting academic skills assessment instruments under this Code section, the State  
 202 Board of Education or local school system shall ensure the security of the instruments in  
 203 their preparation, administration, and scoring. Notwithstanding any other provision of law,  
 204 meetings or portions of meetings held by the state board or a local board of education at  
 205 which individual assessment instruments or assessment instrument items are discussed or

206 adopted shall not be open to the public, and the assessment instruments or assessment  
207 instrument items shall be confidential.

208 (m) The results of individual student performance on academic skills assessment  
209 instruments administered under this Code section shall be confidential and may be released  
210 only in accordance with the federal Family Educational Rights and Privacy Act of 1974,  
211 20 U.S.C. Section 1232g.

212 (n) Overall student performance data shall be disaggregated by ethnicity, sex,  
213 socioeconomic status, disability, language proficiency, grade level, subject area, school,  
214 system, and other categories determined by policies established by the Office of Student  
215 Achievement.

216 (o) Student performance data shall be made available to the public, with appropriate  
217 interpretations, by the State Board of Education, the Office of Student Achievement, and  
218 local school system. The information made available to the public shall not contain the  
219 names of individual students or teachers.

220 (p) Teachers in ~~grades one~~ kindergarten through grade 12 shall be offered the opportunity  
221 to participate annually in a staff development program on the use of tests within the  
222 instructional program designed to improve students' academic achievement. This program  
223 shall instruct teachers on curriculum alignment related to tests, disaggregated student test  
224 data to identify student academic weaknesses by subtests, and other appropriate  
225 applications as determined by the State Board of Education.

226 (q) The State Board of Education shall consider the passage by a student of an industry  
227 certification examination or a state licensure examination which is approved by the State  
228 Board of Education when considering whether to grant such student a variance for one or  
229 more ~~portions of the high school graduation test~~ end-of-course assessments required by the  
230 State Board of Education pursuant to subsection ~~(a)~~(c) of this Code section in order to  
231 obtain a Georgia high school diploma; provided, however, that the state board shall not  
232 grant a variance to a student unless the student has attempted and failed to pass the relevant  
233 ~~portion of the high school graduation test~~ end-of-course assessment or assessments at least  
234 four times."

## 235 SECTION 5.

236 Said chapter is further amended by adding a new Code section to read as follows:

237 "20-2-281.1.

238 (a) On and after the effective date of this Act, students shall no longer be required to earn  
239 a passing score on the Georgia High School Graduation Test to earn a high school diploma.

240 (b) A person who is no longer enrolled in a Georgia public school and who previously  
241 failed to receive a high school diploma in this state or was denied graduation solely for

242 failing to achieve a passing score on one or more portions of the Georgia High School  
 243 Graduation Test or its predecessor or the Georgia High School Writing Test or its  
 244 predecessor may petition the local board of education in which he or she was last enrolled  
 245 to determine the student's eligibility to receive a high school diploma pursuant to this Code  
 246 section based on the graduation requirements in effect when the student first entered ninth  
 247 grade. Once the local board of education confers a diploma upon a student meeting such  
 248 requirements, the local board shall transmit to the Georgia Department of Education in  
 249 accordance with department procedures the number of diplomas awarded. The local board  
 250 of education may date the high school diploma on the date the student graduated or the date  
 251 the diploma was conferred. Students receiving diplomas pursuant to this Code section shall  
 252 not be counted as graduates in the graduation rate calculations for affected schools and  
 253 school systems, either retroactively or in current or future calculations. On or before  
 254 January 31, 2020, the Georgia Department of Education shall report to the State Board of  
 255 Education and the General Assembly the number of diplomas granted, by local school  
 256 system, pursuant to this Code section.

257 (c) Each local school system shall annually advertise the provisions of this Code section,  
 258 one time no later than January 15, 2016, one time no later than January 15, 2017, and one  
 259 time no later than January 15, 2018. Such advertisement shall be made in a local  
 260 newspaper of general circulation which shall be the same newspaper in which other legal  
 261 announcements of the local board of education are advertised. At a minimum, such notice  
 262 shall consist of two columns measuring at least ten inches in length and measuring at least  
 263 four and one-half inches in combined width, and include:

- 264 (1) A headline printed in at least a 24 point boldface type;
- 265 (2) An explanation of who qualifies for the petitioning option;
- 266 (3) An explanation of the petition process;
- 267 (4) A contact name and phone number; and
- 268 (5) The deadline for submitting a petition."

269 **SECTION 6.**

270 Said chapter is further amended by revising Code Section 20-2-283, relating to criteria for  
 271 placement and promotion policies and specific requirements for students in grades three, five,  
 272 and eight, as follows:

273 "20-2-283.

274 (a) No later than January 1, 2002, the State Board of Education shall adopt criteria for the  
 275 development of a placement and promotion policy by each local board of education  
 276 consistent with the Georgia Academic Placement and Promotion Policy.

277 (b) Such criteria as adopted by the State Board of Education shall require the following for  
278 students in grades three, five, and eight:

279 (1) No student shall be promoted, except as provided in this Code section, to:

280 (A) The fourth grade program to which the student would otherwise be assigned if the  
281 student does not achieve grade level as defined by the Office of Student Achievement  
282 in accordance with Code Section 20-14-31 on the third grade ~~critierion-referenced~~  
283 end-of-grade reading assessment developed in accordance with subsection (a) of Code  
284 Section 20-2-281 and meet the promotional standards and criteria established by the  
285 State Board of Education and by the local school board for the school that the student  
286 attends;

287 (B) The sixth grade program to which the student would otherwise be assigned if the  
288 student does not achieve grade level as defined by the Office of Student Achievement  
289 in accordance with Code Section 20-14-31 on the fifth grade ~~critierion-referenced~~  
290 end-of-grade mathematics assessment and fifth grade ~~critierion-referenced~~ end-of-grade  
291 reading assessment developed in accordance with subsection (a) of Code Section  
292 20-2-281 and meet the promotional standards and criteria established by the State  
293 Board of Education and by the local school board for the school that the student attends;  
294 or

295 (C) The ninth grade program to which the student would otherwise be assigned if the  
296 student does not achieve grade level as defined by the Office of Student Achievement  
297 in accordance with Code Section 20-14-31 on the eighth grade ~~critierion-referenced~~  
298 end-of-grade mathematics assessment and eighth grade ~~critierion-referenced~~  
299 end-of-grade reading assessment developed in accordance with subsection (a) of Code  
300 Section 20-2-281 and meet the promotional standards and criteria established by the  
301 State Board of Education and by the local school board for the school that the student  
302 attends;

303 (2) When a student does not perform at grade level on any ~~critierion-referenced~~  
304 end-of-grade assessment specified in paragraph (1) of this subsection then the following  
305 shall occur:

306 (A) The parent or guardian of the student shall be notified in writing by first-class mail  
307 by the school principal or such official's designee regarding the student's performance  
308 below grade level on the assessment instrument, the retest to be given the student, the  
309 accelerated, differentiated, or additional instruction program to which the student is  
310 assigned, and the possibility that the student might be retained at the same grade level  
311 for the next school year;

312 (B) The student shall be retested with a ~~criterion-referenced~~ end-of-grade assessment  
313 or an alternative assessment instrument that is appropriate for the student's grade level  
314 as provided for by the State Board of Education and the local board of education; and

315 (C) The student shall be given an opportunity for accelerated, differentiated, or  
316 additional instruction in the applicable subject; and

317 (3) When a student does not perform at grade level on any ~~criterion-referenced~~  
318 end-of-grade assessment specified in paragraph (1) of this subsection and also does not  
319 perform at grade level on a second additional opportunity as provided for in paragraph  
320 (2) of this subsection then the following shall occur:

321 (A) The school principal or the principal's designee shall retain the student for the next  
322 school year except as otherwise provided in this subsection;

323 (B) The school principal or the principal's designee shall notify in writing by first-class  
324 mail the parent or guardian of the student and the teacher regarding the decision to  
325 retain the student. The notice shall describe the option of the parent, guardian, or  
326 teacher to appeal the decision to retain the student and shall further describe the  
327 composition and functions of the placement committee as provided for in this  
328 subsection, including the requirement that a decision to promote the student must be a  
329 unanimous decision of the committee;

330 (C) If the parent, guardian, or teacher appeals the decision to retain the student, then  
331 the school principal or designee shall establish a placement committee composed of the  
332 principal or the principal's designee, the student's parent or guardian, and the teacher  
333 of the subject of the assessment instrument on which the student failed to perform at  
334 grade level and shall notify in writing by first-class mail the parent or guardian of the  
335 time and place for convening the placement committee;

336 (D) The placement committee shall:

337 (i) Review the overall academic achievement of the student in light of the  
338 performance on the ~~criterion-referenced~~ end-of-grade assessment and the standards  
339 and criteria as adopted by the local board of education and make a determination to  
340 promote or retain. A decision to promote must be a unanimous decision and must  
341 determine that if promoted and given accelerated, differentiated, or additional  
342 instruction during the next year, the student is likely to perform at grade level as  
343 defined by the Office of Student Achievement in accordance with Code Section  
344 20-14-31 by the conclusion of the school year; and

345 (ii) Prescribe for the student, whether the student is retained or promoted, such  
346 accelerated, differentiated, or additional instruction as needed to perform at grade  
347 level by the conclusion of the subsequent school year, prescribe such additional  
348 assessments as may be appropriate in addition to assessments administered to other

349 students at the grade level during the year, and provide for a plan of continuous  
 350 assessment during the subsequent school year in order to monitor the progress of the  
 351 student;

352 (E) For students receiving special education or related services, the Individualized  
 353 Education Plan Committee shall serve as the placement committee; and

354 (F) The decision of the placement committee may be appealed only as provided for by  
 355 the local board of education.

356 (c) This Code section does not preclude the retention by the school principal or the  
 357 principal's designee of a student who performs satisfactorily on the ~~criteria-referenced~~  
 358 end-of-grade assessments specified in paragraph (1) of subsection (b) of this Code section  
 359 as provided for by the local board of education.

360 (d) This Code section does not create a property interest in promotion.

361 (e) The State Board of Education shall establish policies and procedures for  
 362 implementation of this Code section."

363 **SECTION 7.**

364 Said chapter is further amended by revising Code Section 20-2-284, relating to criteria for  
 365 local board of education and model placement and promotion policies, as follows:

366 "20-2-284.

367 (a) No later than July 1, 2003, each local board of education shall develop and adopt a  
 368 placement and promotion policy in accordance with the criteria established by the State  
 369 Board of Education as provided in Code Section 20-2-283 and consistent with the Georgia  
 370 Academic Placement and Promotion Policy.

371 (b) Except for those ~~criteria-referenced~~ end-of-grade assessments specified in Code  
 372 Section 20-2-283, the placement and promotion policy as developed and adopted by each  
 373 local board of education shall state how the ~~criteria-referenced competency tests~~  
 374 end-of-grade assessments administered under Code Section 20-2-281 for grades one  
 375 through eight will be weighted or otherwise utilized by the school principal or the  
 376 principal's designee in determining the overall academic achievement of a student and an  
 377 appropriate plan of accelerated, differentiated, or additional instruction, placement,  
 378 promotion, or retention of a student.

379 (c) To assist each local board of education, the State Board of Education shall develop a  
 380 model placement and promotion policy which may be utilized by a local board of  
 381 education."

382 **SECTION 8.**

383 This Act shall become effective upon its approval by the Governor or upon its becoming law  
384 without such approval.

385 **SECTION 9.**

386 All laws and parts of laws in conflict with this Act are repealed.