

Regulatory Analysis Form

This space for use by IRRC

2002 AUG 30 PM 2:13

REVIEW/COMMISSION

(1) Agency

State Board of Education

(2) I.D. Number (Governor's Office Use)

#006-278

IRRC Number: 2285

(3) Short Title

Chapter 4 – Academic Standards and Assessment, High School Graduation Requirements

(4) PA Code Cite

22 Pa. Code Chapter 4 §4.24

(5) Agency Contacts & Telephone Numbers

Primary Contact: James Buckheit
717-787-3787

Secondary Contact:

(6) Type of Rulemaking (check one)

Proposed Rulemaking
Final Order Adopting Regulation
☒ Final Order, Proposed Rulemaking Omitted

(7) Is a 120-Day Emergency Certification Attached?

☒ No
Yes: By the Attorney General
Yes: By the Governor

(8) Briefly explain the regulation in clear and nontechnical language.

This regulation sets forth revised language relating to high school graduation requirements. The regulation (1) removes requirements for school districts to place seals of proficiency or distinction on high school diplomas and noting this on student transcripts; (2) adds requirements for school districts to issue certificates of proficiency or distinction to students who score proficient or above on the state administered Pennsylvania System of School Assessment (PSSA) test; and, (3) requires school districts to place PSSA scores on student transcripts starting in the 2003-04 school year.

(9) State the statutory authority for the regulation and any relevant state or federal court decisions.

The Public School Code of 1949 (24 P.S. Secs. 1-101---27-2702) and Section 32 of Act 88 of 2002.

Regulatory Analysis Form

(10) Is the regulation mandated by any federal or state law or court order, or federal regulation? If yes, cite the specific law, case or regulation, and any deadlines for action. Yes. Act 88 of 2002, Section 32, directs the State Board of Education to adopt revisions to 22 Pa. Code § 4.24 (relating to high school graduation requirements) that, at a minimum, delete from the regulation the requirement that school districts affix to diplomas State Seals of Proficiency or Distinction. The statute also calls there is an “urgent need for an expedited but public regulatory process” and authorizes these regulations to use the final-omit process.

(11) Explain the compelling public interest that justifies the regulation. What is the problem it addresses? The amended regulation updates and adds clarity to the process through which students are recognized for achievement on the PSSA. It also updates the means through which visibility and significance is provided to PSSA scores as a way to motivate individual students to put forth their best effort when taking the PSSA.

The PSSA is the only statewide measure of individual school and school district academic performance in the Commonwealth. PSSA scores are widely disseminated to the public through school profiles that contain information on each public school building in the Commonwealth. PSSA scores are the principal component in determining the award of over \$25 million in school performance incentive funding each year. They are also the basis for identifying school districts to be included on the School District Empowerment list and for identification of individual schools for inclusion on the school improvement list under the new federal “No Child Left Behind Act.” Given the significance the PSSA plays in determining school district and individual school building academic performance it is essential that students be motivated to give their best effort when taking the PSSA. There must be some consequence for individual students or they will not be motivated to perform their best. This can lead to serious consequences for their school and school district.

Changing the way students are recognized for mastery of state academic standards from placement of a state seal on diplomas to the award of a certificate of proficiency or excellence maintains the incentive for students to strive to do well on the tests while also respecting the long-held tradition that high school diplomas are approved and awarded under the authority of each locally elected school board. Revising the requirement to include PSSA scores on student transcripts extends this motivator to all students, regardless of their level of academic proficiency.

(12) State the public health, safety, environmental or general welfare risks associated with nonregulation. This final form regulation presents an amendment to existing regulation that is designed to promote student academic achievement and measure and make public information about school academic performance.

(13) Describe who will benefit from the regulation. (Quantify the benefits as completely as possible and approximate the number of people who will benefit.) Pennsylvania’s public schools graduate approximately 115,000 students each year. It is estimated that about one-half of these students will be awarded a certificate of proficiency or certificate of excellence. The PSSA scores of all students not exempted from taking the test would be placed on the individual student transcripts. Ultimately, the approximately 1.8 million students enrolled in the Commonwealth’s public schools will be direct beneficiaries through improved focus by schools on assisting students to become proficient in meeting state academic standards. Businesses, post-secondary educational institutions, parents and citizens will benefit from public school graduates demonstrating the attainment of high academic standards.

Regulatory Analysis Form

(14) Describe who will be adversely affected by the regulation. (Quantify the adverse effects as completely as possible and approximate the number of people who will be adversely affected.) Public comments were made to the Council of Basic Education at its May 14, 2002 meeting that raised concerns that including PSSA scores on student transcripts would be detrimental to some minority and disadvantaged students. This is based on standardized test data that shows minority and disadvantaged students historically have scored below other students on tests like the PSSA. The commentators stated that by placing the PSSA scores on the student transcripts of those students who do not excel on the PSSA will reduce their opportunities for employment and post-secondary education.

The board believes this is an important policy that must be maintained to insure all students are motivated to do their best on the PSSA. Ensuring that the rewards and consequences associated with the PSSA apply to all students will encourage school districts to improve educational programs and strategies to ensure all students have the opportunity to excel. In addition, students who do not score at the proficient level or above on the PSSA when taken in the 11th grade have an opportunity to retake the test and improve their score in the senior year. With respect to the potential harm that including PSSA scores on student transcripts would have relative to post-secondary educational opportunities and employment the board believes that the PSSA are just one of many items included on student transcripts and that post-secondary admittance and employment decisions are rarely based on the basis of one factor such as a student's PSSA scores. In addition to student grades, honors and extracurricular activities many school districts also already include locally administered national standardized test scores on student transcripts.

(15) List the persons, groups or entities that will be required to comply with the regulation. (Approximate the number of people who will be required to comply.) All public schools of the Commonwealth (including 29 intermediate units, the approximately 85 area vocational-technical schools, and public charter and alternative schools), and their students.

(16) Describe the communications with and input from the public in the development and drafting of the regulation. List the persons and/or groups who were involved, if applicable. The amendments to Chapter 4, Section 4.24, did not undergo the proposed rulemaking process and are being submitted in final form using the final omit process. With the support of the Secretary of Education and the assistance of the Senate Education Committee, the Board's Council of Basic Education conducted a special forum on the issue of student rewards to discuss issues related to current language in Section 4.24 and the requirement to place seals of proficiency or distinction on high school diplomas beginning in the 2002-03 school year. Nine individuals joined the forum discussion representing higher education, local school boards, students, parents, school administrators, and business. During the forum, general agreement was reached to indicate that the Board should amend language in Section 4.24 to remove the requirement of placing seals on diplomas and replace it with the requirement for districts to issue certificates to reward students for performance on the state administered PSSA and a recommendation to include PSSA scores on student transcripts. The Board issued draft language noting the proposed changes and mailed them to interested parties announcing its intention to discuss the proposed changes in its Council of Basic Education meeting and to allow time for members of the public to make comment during that meeting. Following public participation, the Council provided a revised draft at its State Board meeting. After Board discussion, adjustments were made to the proposed language and the Board approved the proposal by a 12-2 roll call vote.

Regulatory Analysis Form

(17) Provide a specific estimate of the costs and/or savings to the regulated community associated with compliance, including any legal, accounting or consulting procedures which may be required.

Amendments to 4.24 will not substantially alter paperwork or costs requirements already in place under the current 4.24 regulations. Under current regulation, the Commonwealth would design, create, and distribute seals to districts, and final form regulation changes this requirement to the issuance of certificates at no added cost. In addition, the Commonwealth, through its independent test contractor, will provide school districts with printed labels that contain each students' PSSA scores that can be affixed to individual student transcripts. This service was also to be provided under the existing regulations. Therefore, the regulation has no fiscal impact and is cost neutral.

(18) Provide a specific estimate of the costs and/or savings to local governments associated with compliance, including any legal, accounting or consulting procedures which may be required.

See #17 above.

(19) Provide a specific estimate of the costs and/or savings to state government associated with the implementation of the regulation, including any legal, accounting, or consulting procedures which may be required.

See #17 above.

Regulatory Analysis Form

(20) In the table below, provide an estimate of the fiscal savings and costs associated with implementation and compliance for the regulated community, local government, and state government for the current year and five subsequent years.

	Current FY Year	FY +1 Year	FY +2 Year	FY +3 Year	FY +4 Year	FY +5 Year
SAVINGS:	\$	\$	\$	\$	\$	\$
Regulated						
Local Government						
State Government						
Total Savings	0	0	0	0	0	0
COSTS:						
Regulated						
Local Government						
State Government						
Total Costs	0	0	0	0	0	0
REVENUE LOSSES:						
Regulated						
Community						
Local Government						
State Government						
Total Revenue Losses	0	0	0	0	0	0

(20a) Explain how the cost estimates listed above were derived.

The final form regulations are cost neutral.

Regulatory Analysis Form

(20b) Provide the past three year expenditure history for programs affected by the regulation.

Program	FY -3	FY -2	FY -1	Current FY
N/A				

(21) Using the cost-benefit information provided above, explain how the benefits of the regulation outweigh the adverse effects and costs.

N/A

(22) Describe the nonregulatory alternatives considered and the costs associated with those alternatives. Provide the reasons for their dismissal.

The regulatory process must be used in this case, since the requirement to issue seals of proficiency or distinction and noting the award thereof on student transcripts is in current regulation.

(23) Describe alternative regulatory schemes considered and the costs associated with those schemes. Provide the reasons for their dismissal.

The regulatory process must be used to make the revisions since the requirements to issue seals of proficiency and distinction and noting the award thereof on student transcripts is in current regulation.

Regulatory Analysis Form

(24) Are there any provisions that are more stringent than federal standards? If yes, identify the specific provisions and the compelling Pennsylvania interest that demands stronger regulation.

No federal standard exists.

(25) How does this regulation compare with those of other states? Will the regulation put Pennsylvania at a competitive disadvantage with other states?

Other states use a variety of incentives, sanctions and forms of recognition to encourage students to put forth their best efforts when taking state tests. These range from requiring students to receive a passing score on the state test in order to graduate from high school to providing financial scholarships to students who excel on the state test. The approach outlined in these final form regulations provide an appropriate balance between holding or not holding students accountable for their test results.

No other states have a comparable system to recognize student performance. The regulation will not create a competitive disadvantage to the Commonwealth.

(26) Will the regulation affect existing or proposed regulations of the promulgating agency or other state agencies? If yes, explain and provide specific citations.

Yes. This revision amends Section 4.24 of Chapter 4. The change will impact the Department of Education and issues related to its administration of the Pennsylvania System of School Assessment.

(27) Will any public hearings or informational meetings be scheduled? Please provide the dates, times, and locations, if available.

The amendments to Chapter 4, Section 4.24, did not undergo the proposed rulemaking process and are being submitted in final form using the final omit process as specified by Section 32 of Act 88 of 2002.

Regulatory Analysis Form

(28) Will the regulation change existing reporting, record keeping, or other paperwork requirements? Describe the changes and attach copies of forms or reports which will be required as a result of implementation, if available.

Reporting and record keeping requirements will not change. School districts will be required to issue certificates of Proficiency or Distinction to its students. These requirements replace existing requirements to issue seals on high school diplomas and will not constitute additional paperwork requirements for school districts.

(29) Please list any special provisions which have been developed to meet the particular needs of affected groups or persons including, but not limited to, minorities, elderly, small businesses, and farmers.

None.

(30) What is the anticipated effective date of the regulation; the date by which compliance with the regulation will be required; and the date by which any required permits, licenses or other approvals must be obtained?

The regulation will be effective upon publication in the *Pennsylvania Bulletin*. School districts will be required to issue Certificates of Proficiency or Distinction beginning in the 2002 -03 school year. School districts will be required to include PSSA scores on student transcripts in the 2003-04 school year.

(31) Provide the schedule for continual review of the regulation.

The effectiveness of all provisions of Chapter 4 will be reviewed during 2003 and in accordance with the Board's policy and practice of a four-year review of regulations promulgated by the Board.

FACE SHEET
FOR FILING DOCUMENTS
WITH THE LEGISLATIVE REFERENCE BUREAU

(Pursuant to Commonwealth Documents Law)

RECEIVED

2002 AUG 30 PM 2:13

LEGISLATIVE COUNCIL
REVIEW COMMISSION

2285

DO NOT WRITE IN THIS SPACE

Copy below is hereby approved as to
form and legality. Attorney General

BY: _____
(DEPUTY ATTORNEY GENERAL)

DATE OF APPROVAL

☐ Check if applicable
Copy not approved. Objections
attached.

Copy below is hereby certified to be a true and correct copy
of a document issued, prescribed or promulgated by:

State Board of Education

(AGENCY)

DOCUMENT/FISCAL NOTE NO. 006-278

DATE OF ADOPTION: May 16, 2002

BY: J. Buckheit

TITLE: Acting Executive Director
(EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)

Copy below is hereby approved as to
form and legality. Executive or Independent
Agencies.

BY: Neely D. Wolf

8/16/02
DATE OF APPROVAL

(Deputy General Counsel)
(Chief Counsel, Independent Agency)
(Strike inapplicable title)

☐ Check if applicable. No Attorney General
approval or objection within 30
days after submission.

Final-Form *Omitted*
State Board of Education
Title 22 - Education
Chapter 4
Academic Standards & Assessment
Section 4.24
(relating to high school graduation requirements)

PREAMBLE

DEPARTMENT OF EDUCATION

22 PA. CODE - EDUCATION

CHAPTER 4: ACADEMIC STANDARDS AND ASSESSMENT

The State Board of Education (Board) hereby amends Title 22 of the Pennsylvania Code by amending Chapter 4 (Academic Standards and Assessment) to set forth revised language in Section 4.24 relating to high school graduation requirements as set forth in Annex A. The Board acts under authority of the Public School Code of 1949 (24 P.S. §§ 1-101 – 27-2702) and under mandate of Section 32 of Act 2002-88 as set forth below.

The Board is submitting these amendments in final form for final-omitted regulations as required by Section 32 of Act 88 of 2002, enacted June 29, 2002. Section 32 of Act 88 states:

“The State Board of Education shall adopt revisions to 22 Pa. Code § 4.24 (relating to high school graduation requirements) that, at a minimum, delete from the regulation the requirement that school districts affix to diplomas State Seals of Proficiency or Distinction. Due to the urgent need for an expedited but public regulatory process, the State Board of Education, in adopting such revised regulations, shall follow the procedures set forth in the act of July 31, 1968 (P.L. 769, No. 240), referred to as the Commonwealth Documents Law, and the act of June 25, 1982 (P.L. 633, No. 181), known as the Regulatory Review Act, for the promulgation and review of

final-omitted regulations.”

The amendment set forth in Annex A conforms to this mandate of the General Assembly.

Purpose

The purposes of amending Section 4.24 (relating to high school graduation requirements) are to (1) remove the requirements for placing seals of proficiency and distinction on high school diplomas and noting this on student transcripts; (2) to add requirements for school districts to issue certificates of proficiency or distinction, to be supplied by the Commonwealth, to students who score proficient or above on state administered assessments; and (3) to require the placement of PSSA scores on student transcripts starting in the 2003-04 school year.

Response to Comments

The amendments to Chapter 4, Section 4.24, did not undergo the proposed rulemaking process and are being submitted in final form using the final omit process. Thus, there has been no formal public comment. However, a public process lead to the Board’s decision to amend Section 4.24.

With the support of the Secretary of Education and the assistance of the Senate Education Committee, the Board’s Council of Basic Education conducted a special forum on the issue of student rewards to discuss issues related to the current language of Section 4.24 and the requirement to place seals of proficiency or distinction on high school diplomas beginning in the 2002-03 school year. Nine individuals representing higher education, local school boards,

students, parents, school administrators, and business joined the forum discussion. The forum participants generally agreed to recommend that the Board amend Section 4.24 to remove the requirement of placing seals on diplomas and to replace it with a requirement that districts issue separate certificates to reward students for performance on the state administered PSSA but to include PSSA scores on student transcripts. The Board issued draft language reflecting the proposed changes and mailed them to interested parties with an announcement that the Council of Basic Education would discuss the proposed change at its next meeting and allow time for members of the public to make comments during the meeting. Members of the public who provided comments at the Council of Basic Education meeting expressed views and concerns related to the possible impact of the placing PSSA scores on the school transcripts of minority and poor children due to their historically poor performance on standardized tests.

At its meeting on May 16, 2002, the Board approved an amendment to Section 4.24 that would require school districts to include PSSA scores on student transcripts, but implementation of this requirement was delayed by one year, until the 2003-04 school year. The intent of the Board is to motivate all students to put forth their best effort when taking the PSSA by raising the visibility and significance of individual student test results and by providing incentives for students who demonstrate proficiency or excellence in meeting the state academic standards.

Further deliberation of the merit of placing PSSA scores on transcripts will occur in the context of the scheduled review of the Chapter 4 in its entirety in 2003.

Affected Parties

The final-form regulations will affect the students and professional employees of the public schools of this Commonwealth (including intermediate units, area vocational-technical schools, public charter and alternative schools).

Cost and Paperwork Estimates

Amendments to 4.24 will not substantially alter paperwork or cost requirements already in place under the current 4.24 regulations. Under current regulation, the Commonwealth would provide seals to districts to affix the seals to student diplomas. These final form regulations would replace diploma seals with certificates provided to school districts by the Commonwealth. Districts would be responsible for affixing student names to the certificates and for distribution of certificates to eligible students. Districts are also currently responsible to note the award of seals of proficiency and distinction on student transcripts. Under these final form regulations this would be changed to require that the PSSA scores of students be placed on the student transcripts. The costs associated with noting award of a seal on student transcripts and noting PSSA scores on student transcripts are estimated to be comparable. It is also estimated that the cost associated with the human resources needed to meet the requirements is the same under both current and final form regulation.

Effective Date

Revisions to Chapter 4, Section 4.24, will become effective upon final publication in the Pennsylvania Bulletin.

Sunset Date

The effectiveness of Chapter 4 (including section 4.24) will be reviewed by the State Board of Education in 2003, in accordance with the Board's policy and practice for reviewing all regulations of the Board. Thus, no sunset date is necessary.

Regulatory Review

Under Section 5.1 (c) of the Regulatory Review Act, the Act of June 25, 1982 (P.L. 633, No. 181), as amended by the Act of June 25, 1997 (P.L. 242, No. 24), 71 P.S. § 745.5a(c), the State Board of Education submitted a copy of the regulation with proposed rulemaking omitted on 8/30/02 to IRRC and the Chairpersons of the House Education Committee and the Senate Education Committee. On the same date, the regulation was submitted to the Attorney General for review and approval pursuant to the Commonwealth Attorneys Act. In accordance with Section 5.1 (d) and (e) of the Act, 71 P.S. § 745.5a (d) and (e), the regulation was approved by the House Committee on _____ and approved by the Senate Committee on _____. IRRC met on _____ and approved the regulation.

Contact Person

The official responsible for information on these final-form regulations is James Buckheit, Acting Executive Director, State Board of Education, 333 Market Street, Harrisburg, PA 17126-

0333, telephone (717) 787-3787 or TDD (717) 787-7367.

Findings

The Board finds that:

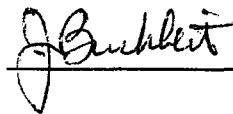
- (1) These regulations were submitted as final rule with notice of proposed rulemaking omitted as required in Section 32 of Act 88 of 2002.
- (2) The regulations are necessary and appropriate for the administration of the Public School Code of 1949.

Order

The Board, acting under the authorizing statute orders that:

- (a) The regulations of the Board, 22 Pa. Code Chapter 4, § 4.24, are amended to read as set forth at Annex A.
- (b) The Executive Director will submit this order and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.
- (c) The Executive Director of the Board shall certify this Order and Annex A and deposit them with the Legislative Reference Bureau as required by law.
- (d) This order is effective upon final publication in the Pennsylvania Bulletin.

By the State Board of Education:

A handwritten signature in black ink, appearing to read "J. Buckheit", is positioned above a horizontal line.

James Buckheit

Acting Executive Director

State Board of Education

ANNEX A

22 Pa Code, Chapter 4
State Board of Education
Academic Standards and Assessment

Section 4.24. High school graduation requirements.

- (a) Each school district, including charter schools, shall specify requirements for graduation in the strategic plan under § 4.13 (relating to strategic plans).

Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

- (b) Beginning in the 2002-2003 school year, students who attain a score at the proficient level [or better] on any State [assessments in reading, writing and mathematics] assessed discipline administered in grade 10, 11 or 12 shall be granted a Pennsylvania [Seal] Certificate of Proficiency for that discipline. Students with disabilities who meet the required proficiency level on State assessments with appropriate accommodations shall be granted a Pennsylvania [Seal] Certificate of Proficiency.

ANNEX A

(c) Beginning in the **2002-2003** school year, students who attain a score at the advanced level of proficiency on any State **[assessments in reading, writing and mathematics]** assessed discipline administered in grade **10**, 11 or 12 shall be granted a Pennsylvania **[Seal]** Certificate of Distinction **for that discipline**. Students with disabilities who meet the required proficiency level on State assessments with appropriate accommodations shall be granted a Pennsylvania **[Seal]** Certificate of Distinction.

[(d)] (d) State Seals of Proficiency or Distinction shall be affixed to diplomas and noted on student transcripts.]

[(e)] (d) Each school district, including charter schools, shall describe in its strategic plan under § 4.13 how its planned instruction is designed to prepare students to meet the requirements of subsection (a).

[(f)] (e) Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issue a regular high school diploma by the school district of residence. This subsection applies if the special education program of a child with a disability does not otherwise meet all requirements of this chapter. Children with

ANNEX A

disabilities who meet the required proficiency level on State assessments shall be granted the appropriate [Seal] Certificate of Proficiency or Distinction.

(f) The Department shall develop Pennsylvania Certificates of Proficiency and Distinction for each of the State assessed disciplines. The Department shall distribute the certificates to each school district in sufficient quantity for the school district to issue to its students who have earned the Certificates. School districts shall enter student names on the appropriate certificate as described in subsections (b) and (c) and present the certificates to the student.

(g)The Department shall develop, or cause to be developed, Certificates of Proficiency so as to acknowledge and recognize those students who attain a level of at least proficient in all State assessed disciplines. The certificates must be distinctive and differentiated from the certificates described in subsection (f). The certificates shall be awarded to students as appropriate in lieu of those prescribed in subsection (b).

(h)The Department shall develop, or cause to be developed, Certificates of Distinction so as to acknowledge and recognize those students who attain a score at the advanced level of proficiency in all State assessed disciplines. The certificates must be distinctive and differentiated from the certificates described in subsection (f). The certificates shall be

ANNEX A

awarded to students as appropriate in lieu of those prescribed in subsection (c).

(i) Beginning in the 2003-04 school year, PSSA scores in each assessed discipline shall be included on student transcripts and may be released only with the permission of the student and parent or guardian, or the student only if the student is 18 years of age or older.

(j) Nothing in this section shall allow for the release of individual student PSSA scores to the Department or other Commonwealth entities in accordance with § 4.51(c) (relating to State assessment system).



Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

August 30, 2002

Mr. Robert E. Nyce
Executive Director
Independent Regulatory Review Commission
14th Floor, 333 Market Street
Harrisburg, PA 17126

Dear Mr. Nyce:

Enclosed is a copy of final-form State Board of Education regulations 22 Pa. Code, Chapter 4, Academic Standards and Assessment, Section 4.24, relating to high school graduation requirements (regulatory package #6-278) for review by the Commission pursuant to the provisions of Section 5 (c) of the Regulatory Review Act. The Act provides that the Commission shall approve or disapprove final-form regulations within 10 days of the close of the Committee review period or at its next scheduled meeting.

The Department of Education will provide the Commission with any assistance it requires to facilitate a thorough review of these final-form regulations.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jim Buckheit".

Jim Buckheit
Acting Executive Director

Enclosure

Cc: Gregory E. Dunlap, Esquire
Linda C. Barrett, Esquire

**TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE
REGULATORY REVIEW ACT**

I.D. NUMBER: 006-278

SUBJECT: Academic Standards & Assessment -- High School Graduation Requirements

AGENCY: DEPARTMENT OF EDUCATION

TYPE OF REGULATION

Proposed Regulation

Final Regulation

X Final Regulation with Notice of Proposed Rulemaking Omitted

120-day Emergency Certification of the Attorney General

120-day Emergency Certification of the Governor

Delivery of Tolled Regulation

a. With Revisions b. Without Revisions

RECEIVED
2002 AUG 30 PM 2:14
INDEPENDENT REGULATORY
REVIEW COMMISSION

FILING OF REGULATION

DATE	SIGNATURE	DESIGNATION
8/30	<i>M. J. Fort</i>	HOUSE COMMITTEE ON EDUCATION
8/30/02	<i>W. J. Gray</i>	
8/30	<i>Jan. Black</i>	SENATE COMMITTEE ON EDUCATION
	<i>R. Fort</i>	
8/30/02	<i>Shana Payin</i>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL
		LEGISLATIVE REFERENCE BUREAU

August 19, 2002