

Texas State Plan for the Education of **GIFTED/TALENTED STUDENTS**

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

Revised April 2019

Texas Education Agency 1701 North Congress Avenue Austin, Texas 78701



July 2019

I am pleased to support the State Board of Education's (SBOE's) recent approval of a revised Texas State Plan for the Education of Gifted/Talented Students (State Plan). The 2019 version of this document provides accountability standards and guidance to districts as they meet the unique needs of an important special population in Texas.

The Texas Education Code (TEC) requires that the SBOE periodically update a state plan for the education of gifted/talented (G/T) students to guide school districts in establishing and improving services for

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GI 9 A 9@HC B - A 5@C B 9, 7<5 F D5A @HH@9, J 797<5 F 57<585J G GEORGINA C. PÉREZ A 5F HMFCK @9M

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65F65F575F; @@, 7<5F A 5F G5 6. D9F9N-85N, J 797<5F RUBEN CORTEZ, JR. ?9J 9B 9@@G MATT ROBINSON

ACKNOWLEDGMENTS

COMMISSIONER'S ADVISORY COUNCIL ON THE EDUCATION OF GIFTED/ TALENTED STUDENTS

HC 88 ? 9HH@9F, 7<5 F 8'@5B5 65F65M 8F. F9B¥; I H¥FF9N 9: 85J @5 ? A 69F@M? B8F98 6F9B85 A 57 5G FC@5B8C FI J5@7565 A H7< A CF?9B D5I @B5 J5B 9989B < @@ 9A @MJ @@5A 5F-FC66 BG ANN WINK

EDUCATION SERVICE CENTER REGION 13 DIVISION OF TEXAS INITIATIVES

ERIN ROMERO G5A 5BH< 5 A I BCN @5I F5 7< 9FFM

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MONICA BREWER

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FOREWORD

b % ++, h\Y HYI Ug @Y[]g`Uhi fY dUggYX]hg fgh`Y[]g`Uhicb WzbWfb]b[h\Y YXi WUhicb cZ[]ZhYX#hU`YbhYX (; #-h) ghi XYbhg. In 1979, state funds for providing services to G/T children were made available, but providing such services was cdhicbU` Zcf gW(cc` X]ghf]Wfg. b %, +, h\Y HYI Ug @Y[]g`Uhi fY a UbXUhYX h\UhU`` gW(cc` X]ghf]Wfg a i gh]XYbhjZmUbX gYfj Y G/T students at all grade levels. In 1990, the (State Plan)

was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development cZ]bbcj Uhj Y dfcXi Wg UbX dYfZcfa UbWg h\UhfY YWj]bX]j]Xi U`]mUbX WfYUhj]hmUbX UfY UXj UbWX

FIDELITY OF SERVICES

School districts comply with gifted/talented accountability standards and monitor the ef ectiveness of assessment and services for gifted/talented students.

Accountability	Exemplary
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC z,)).	
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school gHJ , UbX []ZHYX#UYbHYX YXi WH]cb gHJ , k \c meet regularly for that purpose.	
1.3 To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/ talented education is spent on indirect costs Ug Norlongen applicable with Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted gri XYbrg (% H57 z%). %%).	1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, the repeal of uteC§42a1,56. is used to supplement the state and local funding.
 1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding. 	
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.
1.6 @cb[-fUb[YYjUi Uh]cb cZgYfj]Wg]gVUgYX on evidence obtained through gifted/ talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).	
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.	
1.8 8]ghf]Wh[i]XY`]bYgZcfYjU`iUh]cbcZfYgcifWg used to serve gifted/talented students are established and used in selecting materials h\UhUfYUddfcdf]UhYZcfX]YfYbh]UhYX learning.	
1.9 Curriculum for gifted/talented students is a cX] YX VUgYX cb Ubbi U`Yj U`i Uhjcbg.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.

Accountability	Exemplary
1.10 8Yj Y`cd UWza dfY\Ybg]j Y a Ubi U` cf program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	%%.%8Yj Y`cd UWta dfY\Ybg]j Y a Ubi U` or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.	
1.12 Funds used for programs and services must VY XYHYfa]bYX Y YVMjj Y UbX V&bg]gHYbhk]h the standards set forth in this document.	
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.

STUDENT ASSESSMENT

Gifted/talented identif cation procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Accountability	Exemplary
2.1 K f]HYb dc`]Wygcb ghi XYbh]XYbh] Wh]cb Zcf gifted/talented services are approved by the district board of trustees and disseminated to U``dUfYbhg (% H57 z,%).	2.1.1 Board-approved policies are reviewed at least once every three years and a cX] YX UgbYYXYX.
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.	
2.3 Referral forms for assessment of gifted/ talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.
2.4 : Ua]']Yg UbX gHJ UfY]bZcfa YX cZ]bX]j]Xi U student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.	
2.5 An awareness session providing an overview of the assessment procedures and services for []ZhYX#UYbhYX ghi XYbhg]gc YfYX Zcf ZJa]]Yg by the district and/or campus prior to the referral period.	
2.6 5 ^{°°} ZJa]`ma YYhjb[gUfY c YfYX]b U `Ub[i U[Y families can understand or a translator or interpreter is provided to the extent possible.	
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC z,%))).	
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed Zc``ck]b[bch] Wh]cb cZYbfc``a Ybh]b h\Y district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.	
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program gYfj]Wg) Zcf gdYW YX fYUgcbg UbX Zcf U certain period of time without being exited.	

SERVICE DESIGN

A f exible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Accountability	Exemplary	
3.1 XYbh] YX []ZYX#UYbhYX ghi XYbhg UfY Uggi fYX an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (% H57 z,' (')).	3.1.1 Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.	
3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.		
3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	3.3.1 memb4ons.	

Accountability	Exemplary
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required]b % H57 z,&(%)]g Ugg][bYX hc WccfX]bUhY district level services for gifted/talented students in grades K–12.	3.10.1.A person or persons with a gifted/ talented endorsement, supplementary Wfh] Wh]cb, cf UXj UbWX XY[fYY]b gifted/talented education is assigned to coordinate the district's K–12 gifted/ talented education services.
3.11 8Yj Y`cd UbX]a d`Ya YbhgYfj]Wg hc UXXfYgg the social and emotional needs of gifted/ talented students and their impact on student learning.	
	3.12.1 Gifted/Talented Education Plans Zcf]XYbh] YX ghi XYbhg XYhJ] h Y individual gifted/talented needs and services.

CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Accountability	Exemplary
4.1	

PROFESSIONAL LEARNING

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide dif erentiated programs and services.

Accountability	Exemplary
5.6 Teachers who provide instruction and services h UhUfY U dUfhcZh Y X]ghf]Mg XY bYX []ZhYX# talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education ghUbXUfXg (% H57 z,&(`) UbX H57 z&' '.%).	 5.6.1 Teachers who provide instruction and services that are a part of the X]ghf]Wig XY bYX []ZhYX#UYbhYX services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.
).*.& 5``ghJ fYW[]jYUbcf]YbhJh]cbhch\Y X]ghf]Wig[]ZhYX#JJYbhYX]XYbh] Wh]cb processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.
5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/ HJ'YbhYX]XYbh] Wh]cb dfcWggYg UbX h Y district's services for gifted/talented students.	
5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ HJYbhYX ghi XYbhg (% H57 z,&(()).	5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.
5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional "YUfb]b[(% H57 z,&(()).	5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.
5.10 @cW0`X]ghf]WhVcUfXgcZhfi ghYYgUfYhfU]bYXhc ensure program accountability based on the Texas State Plan for the Education of Gifted/ HU`YbhYX Ghi XYbhg (%H57 z,)).	5.10.1 @cWf X]ghf]MiVcUfXgcZhfi ghYYgUfY encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.
5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions fY[UfX]b[Z h fY gHJ XYj Y`cda Ybhd`Ubg (% H57 z,) UbX H57 z&' '.%).	5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/ HJYbHYX Wfh] Whjcb, UXj UbWX degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.
5.12;]ZYX#UYbYX gYfj]Wg gHJ UfY]bj c`j YX]b planning, reviewing, and/or conducting the district's gifted/talented professional learning.	

FAMILY/COMMUNITY INVOLVEMENT

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Accountability	Exemplary
6.1	

Accountability	Exemplary
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.
	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.

TEXAS EDUCATION CODE

CHAPTER 29. EDUCATIONAL PROGRAMS

Subchapter D. Educational Programs for Gifted and Talented Students

§29.121. Def nition.

b h]g gi VW UdhYf, "[]ZhYX UbX HJYbhYX ghi XYbhg a YUbg U W]X cf nci h k c dYfZcfa g Uh cf g ck g h Y potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (') YI WY`g]b U gdYWJ WUWUXYa]W Y`X.

§29.122. Establishment.

(a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b)

witfT@00e, og Studentsea./Actual10 90BBD BT0 0 040/GS0 gs/TT0 1 Tf12 0 0 120 36 647.0078 Tm@0690375.21 Est

TEXAS EDUCATION CODE

CHAPTER 42. FOUNDATION SCHOOL PROGRAM

§89.4 Fiscal Responsibility.

FYdYUYX. DYUgY gYY z%). %%VY`ck.

Source: The provisions of this §89.4 repealed to be ef ective May 23, 2011, 36 TexReg 3187.

§89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with UWt i bHJV]]mgHJbXUfXgXY bYX]b h Y

Source: The provisions of this §89.5 adopted to be ef ective September 1, 1996, 21 TexReg 5690.

§105.11. Maximum Allowable Indirect Cost.

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and h\Y : i bWljcb - \$gYf]Yg cZh\Y [YbYfU Z bX, Ug XY bYX]b h\Y HYI Ug 9Xi Wlh]cb 5[YbWhdi V`]Wlh]cb, :]bUbVJU Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater]bX]fYVMVghU`cha Ybhi bXYf h\Y HYI Ug 9Xi VVh]cb 7cXY, zz (&%) % (&%) ', (&%) (, UbX (&%) *, hc h\Y YI hYbh the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this \$105.11 adopted to be effective September 1, 1996, 21 TexReg 5710, amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439, amended to be effective December 26, 2011, 36 TexReg 8825.

Term	Def nition
Acceleration	Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.
	: fca 5 BUh]cb 8YW]j YX—7c`Ub[Y`c, B., 5ggci `]bY, G, & ; fcgg, A.I.A. (&\$\$().s <i>back America's brightest students</i> (Jc`.%). ck U 7]hm I b]j Yfg]hm of Iowa, Connie Belin & Jacqueline N. Blank International 7YbhYf Zcf;]ZhYX 9Xi Wh]cb UbX HU`Ybh8Yj Y`cda Ybh
Area of Giftedness	h\Y gdYW WgYhcZUV]`]h]Yg]b k \]W U gh XYbhdYfZcfa gcf shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	U a Ybi cZW(U``Yb[]b[UW)j]hjYgcfcddcfhi b]hjYgh\Uh hh\Y unique interests and abilities of advanced-level students
Artistically Gifted	possessing outstanding ability in the visual and/or performing arts
Complexity	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	method in which a student may receive credit for a subject/ course or accelerate through a grade by taking one or more exams
Depth	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
Dif erentiation	a cX] W/hjcb cZW/ff]W`i a UbX]bg/fi W/jcb UW/cfX]b[hc content, pacing, process, and/or product to meet unique student needs in the classroom
Diversity	h Y dfYgYbW cZX] YfYbW VYłk YYb]bX]j]Xi UgUbX Ua cb[groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

FYj]YkgcZ`cWi`YXi WUh]cbU[YbV]WgdYfHU]b]b[hcWtad`]UbWYk]h\hYYJ7]j]F][\hg5VhicZ%*(UbXk]h\gdYV}W fYei]fYaYbhgcZh\YAcX]YX7cifhCfXYf,7]j]`5Wh]cbBc.)&,%:YXYfU`8]ghf]Wh7cifh9UghYfb8]ghf]WhicZHYIUg,Hm`Yf 8]j]g]cbUfYWtbXiVhYXdYf]cX]WU`mVmgHU fYdfYgYbHUh]jYgcZh\YHYIUg9XiVUh]cb5[YbWhA\YgYfYj]YkgWtjYfUh least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of ZUW/ `hmUbX gHJ a Ya VYfgk $c k cf_k h W$ (X) XfYb/

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(*) bcbX]gWf]a]bUhcfmdfUVMfjWfgfY`Uh]b[hch\YigYcZUghiXYbhg_fgh`Ub[iU[Y/UbX

(7) evidence of published procedures for hearing complaints and grievances.

b UXX]hjcb hc WzbXi Whjb[fYj]Yk g, h\Y HYI Ug 9Xi Whjcb 5[YbWhghU fYdfYgYbhJhjj Yg WXYW_ Vza d`U]bhgcZX]gWja]bUhjcb made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

K\YfYUj]c`Uh]cbcZH]hYJcZh\Y7]j]`F][\hg5Wh]gZcibX,h\YbX]b[gUfYfYdcfhYXhch\YCWYZcf7]j]`F][\hg,I.G. 8YdUfhaYbhcZ9XiWWh]cb.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring