

The purpose of this Question and Answer (Q&A) resource is to provide Local Education Agencies (LEAs) with guidance supporting programs for English learners (ELs). For specific information related to the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate administration as well as adjusted Language Proficiency Assessment (LPAC) procedures, see the *TELPAS and LPAC Guidance* FAQ updated on April 1, 2020 on the TEA [Coronavirus \(COVID-19\) Support and Guidance](#) webpage, within the [Special Education and Special Populations Guidance](#) tab.

**1. Do LEAs have flexibility to discontinue bilingual education and/or English as a second language (ESL) programs during an emergency, such as the COVID-19 pandemic?**

No. Neither state nor federal law provide flexibility to LEAs in times of emergency regarding their obligation to provide equitable access to the curriculum for English learners through bilingual education and ESL programs. If schools are closed, but the LEA continues to provide educational opportunities to the general student population during the closure, the school must ensure that English learners also have equal access to the same opportunities. The LEA must ensure that, to the greatest extent possible, each English learner can be provided language program services commensurate with the student's English language proficiency level.

**2. Are LPACs required to complete the identification process within the four calendar weeks of the students' initial enrollment during school closures?**

LEAs can do the following-

- If the student **has already been assessed** using the appropriate LAS Links/pre-LAS assessment prior to school closure and results are available, the LPAC may be able to meet through alternative meeting methods (phone or video conference) in order to complete the identification. The participation of the LPAC parent is optional through the end of this school year. If the student is identified by the LPAC, the student's parent is notified of identification, and parental approval may be obtained in writing or through an email or documented phone conversation. If the LPAC cannot meet, the LEA will resume the identification process once the LEA resumes to finish out the semester or during the beginning of the 2020-2021 school year.
- If the student has **not yet been assessed** for English proficiency using LAS Links/pre-LAS assessment, the identification process will resume once the LEA resumes to finish out the semester or during the beginning of the 2020-2021 school year.

**3. Will LEAs be able to pre-register prekindergarten students for planning purposes for the next school year's program?**

Please see the [Early Childhood Education Covid-19 Guidance](#) regarding Prekindergarten Registration for the 2020-2021. For the purposes of identifying potential English learners in prekindergarten, virtual assessments are not permissible. Please see the LAS Battery of Assessments – Acceptable Use of Guidelines to assess English learners at the following webpage: <https://laslinks.com/Texas/>.

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4. **Is there a standardized form to include in a student's permanent record stating why the student was not identified and placed within the required four calendar weeks?**

No special form is needed. As with other circumstances beyond the LEA's control, the LPAC attempts to complete the English learner identification process within the four calendar weeks requirement, as feasible, and documents in the student's permanent record the reasons for which the timeline was extended.