

How to use:

This letter is a formal request to the school district for an evaluation of your child's need for adapted physical education (APE) services under special education. It outlines concerns regarding your child's struggles in physical education, requests a professional assessment, and ensures the evaluation follows IDEA guidelines for specially designed instruction.

Sample Letter from Parent to School District for APE-Specific Special Education Evaluation

Today's Date (include month, day, and year)

Parent Name, Street Address, City, State, Zip Code (phone number and email address)

To: Special Education Director for School District, Principal of Child's School, Adapted Physical Education Teacher, Classroom Teacher, and General Physical Education Teacher (include those appropriate for school district's special education evaluation request procedures)

Re: Your Child's Name (Your child's date of birth)

Dear Principal's Name: My name is (your name) and my child, (child's name), is in the (__) grade in (name of teacher)'s class at (name of school).

I am writing to formally request that the school district conduct a special education evaluation of my child to determine the need for specially designed instruction in physical education, known as adapted physical education in IDEA (CFR 34. Sec. 300.39). I am requesting this as I understand that physical education, specially designed if necessary, is required by IDEA as part of special education for students, ages 3-21+ years (CFR 34. Sec. 300.108).

As you know, my child already receives special education instruction, but I feel he/she has been struggling with (provide detailed information about your concerns, using supporting evidence such as test scores, formal and informal teacher communications, progress reports, etc.). My concerns about my child's physical education situation and needs are: (Examples may include difficulties with: basic gross motor skills such as catching, throwing, kicking, jumping, running; health-related physical fitness such as low muscular strength, flexibility, and cardiovascular endurance; personal physical safety, lack of peer interactions; lack of meaningful and beneficial participation or engagement in large group general physical education classes; passing grades and lack of progress on district and state standards in physical education; behaving appropriately and safely; following and understanding the rules, directions, and concepts of individual and group games and sports; paying attention; communicating; or expressing thoughts or feelings.)

(If appropriate, the following can be added.) I have spoken with (name of teacher or others) about these concerns and the following things have been tried to help. (Describe any interventions, modifications, accommodations, or other strategies that have been used but don't seem to be working). I believe it is critical for (child's name) to be evaluated for adapted or specially designed instruction in physical education. Please note that I am not requesting a Section 504 evaluation, rather a special education evaluation for adapted physical education.

My understanding is that the requested adapted physical education evaluation will be conducted by a qualified teacher who is trained in the selection, administration, interpretation,

and educational implications of standardized and valid formal/informal evaluations that are scientifically based and commonly used in adapted physical education (CFR 34. Sec 300.108). I also understand that the results of this evaluation will be discussed at an IEP meeting before which I will receive a report based on the evaluation and other related information.

I understand you will send me an evaluation plan explaining the tests/assessments that may be given to my child. I am also requesting any other information you have regarding the evaluation process for adapted physical education and timelines. If you need more information, please contact me at (your phone number).

Thank you very much for your help. I look forward to hearing from you soon.

Sincerely,

Your name

Copy sent to:

Your child's classroom and physical education teachers

Your child's education record file that the parent maintains

NOTE: If the child is already on a Section 504 Plan, the following could be included: Although my child currently has a Section 504 Plan, they continue to struggle in physical education, and I believe that they may require specially designed instruction in physical education (adapted physical education).

Glossary of key terms and their definitions from the letter:

Adapted Physical Education (APE): A form of physical education designed to meet the individual needs of students with disabilities, ensuring they can participate in physical activities safely and effectively.

Special Education: Tailored educational services designed to meet the needs of students with disabilities, including specialized instruction, accommodations, and modifications.

IDEA (Individuals with Disabilities Education Act): A federal law that ensures students with disabilities receive appropriate public education, including special education and related services.

CFR (Code of Federal Regulations): A set of rules issued by federal agencies to guide the implementation of laws like IDEA.

Specially Designed Instruction: Instruction that is adapted or modified to meet the unique needs of students with disabilities, ensuring they can access the general education curriculum.

IEP (Individualized Education Program): A written plan that outlines the educational goals, services, and accommodations for a student with disabilities.

Section 504 Plan: A plan developed under Section 504 of the Rehabilitation Act of 1973 that ensures students with disabilities have equal access to education, often providing accommodations but not the specialized instruction available under IDEA.

Evaluation Plan: A detailed outline of the assessments and procedures to be used in evaluating a student's needs for special education services.

Formal/Informal Assessments: Tools used to evaluate a student's abilities, skills, and needs, which may include standardized tests (formal) or observations and teacher input (informal).

Qualified Teacher: An educator with the proper training and certification to conduct evaluations and provide adapted physical education instruction.

Reminders to parent/families:

300.301

Each public agency must conduct a full and individual initial evaluation, in accordance with §§[300.304](#) through [300.306](#), before the initial provision of special education and related services to a child with a disability under this part.

[\(b\)](#) Request for initial evaluation. Consistent with the consent requirements in §[300.300](#), either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

300.303

[\(a\)](#) General. A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§[300.304](#) through [300.311](#)—

[\(1\)](#) If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or

[\(2\)](#) If the child's parent or teacher requests a reevaluation.