

The purpose of this guidance document is to support NYCDOE elementary, middle, and high schools in implementing physical education in alignment with New York State Education Department (NYSED) and New York City Department of Education (NYCDOE) academic policies. For more information on academic policies and crediting, please contact your [academic policy and systems lead](#). For guidance on the implementation of PE instructional programs, please contact the [Office of School Wellness Programs](#).

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OVERVIEW

All NYCDOE schools must provide students in grades K–12¹ with an instructional physical education (PE) program aligned to academic [learning standards](#), in every grade, as specified in [New York State Commissioner’s Regulations Part 135.4](#). The specific instructional time and frequency requirements for PE vary by grade level. Time spent in recess, dressing, or traveling to an off–site facility cannot be counted toward meeting PE instructional time requirements. For students in grade 6, the school’s grade configuration also determines the applicable PE policies, as described in [question 7](#). High schools have two instructional programming options for PE courses, as described in [questions 11–12](#).

Summary PE time and frequency requirements			
Grade Level	Which PE policies apply?	Minimum required PE time	Minimum required PE frequency
Grades K–3	Elementary school grades K–3	120 minutes per week	Daily, in all terms
Grades 4–5	Elementary school grades 4–6	120 minutes per week	No fewer than 3 times per week, in all terms
Grade 6 in a K–6, K–8, K–12 school	Elementary school grades 4–6	120 minutes per week	No fewer than 3 times per week, in all terms
Grade 6 in a 6–8 or 6–12 school	Middle school	90 minutes per week ²	In all terms
Grades 7–8	Middle school	90 minutes per week ²	In all terms
Grades 9–12	High school	90 minutes per week ³	In all terms
		180 minutes per week	Daily, in all but one term ⁴

As in all other courses, grading for PE must be based primarily on content area knowledge and skills and not on non-mastery measures that do not assess learning. Students may not be graded primarily on attendance, participation, or preparedness. See the [Grading Policy Checklist and FAQ](#) for more information.

¹ The State does not require PE instruction for students in pre-K programs; however the NYCDOE strongly recommends that pre-K students have opportunities for appropriate movement, health, and physical education opportunities.

² Using the traditional “3/2 flip” or comparable scheduling. For more information, see [question 8](#).

³ Using the traditional “3/2 flip” or comparable scheduling. For more information, see [question 11](#).

⁴ For more information about the two high school PE scheduling and crediting models, see [questions 11–12](#).

NYC FITNESSGRAM is the City’s annual health-related fitness assessment. Schools must complete this assessment for all eligible students each year as part of their PE program; however, performance on this assessment cannot be used to determine student grades. For more information, see [question 30](#).

NYSED PE & Health Learning Standards

1. [Personal Health and Fitness](#)
2. [A Safe and Healthy Environment](#)
3. [Resource Management](#)

There are no waivers or exemptions for students from all PE requirements.⁵ All students must take PE. For example, students are not exempt from PE due to health conditions or religious beliefs. Students with chronic or temporary medical conditions or disabilities must still participate in physical education in the least restrictive environment, through a modification of general PE, or if necessary, through an [adapted PE program](#). If a student has a medical certificate of limitation, it must indicate the area of the PE program in which the student may participate. See [question 28](#) for more information.

ELEMENTARY SCHOOL POLICIES

1. What are the time and frequency requirements for physical education instruction in elementary school?

Students in grades K–6 must participate in an instructional PE program for at least 120 minutes a week.⁶ Students in grades K–3 must participate in PE daily, and students in 4–6 must participate in PE no fewer than three times a week. Time for dressing and traveling to an off-site facility does not count towards the 120-minute weekly instructional requirement for PE.

2. Can recess count towards the PE requirement?

No. Schools cannot count time spent in recess toward meeting the PE instructional time requirement, as recess is not instructional in nature and is not aligned to learning standards.

3. Who can teach PE in elementary school?

The NYCDOE highly recommends and encourages that all PE in elementary school be taught by a certified PE teacher; however [Part 135.4](#) states that elementary classroom teachers may provide instruction under the guidance of a certified PE teacher in the building.

4. What does it mean to work under the guidance of a certified PE teacher?

[Part 135.4](#) states that “elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.” Elementary classroom teachers (i.e. common branch teachers) can teach PE as long as there is a certified PE teacher at the school who is able to provide direction and supervision, which is not to say that the teacher must be directly supervised at all times. Accordingly, the school can have its elementary classroom teachers teach PE courses so long as a PE teacher remains on its staff.

5. How can I use Move-to-Improve (MTI) to help meet the PE requirement?

[Move-to-Improve](#) (MTI) is a classroom-based physical activity program designed to supplement existing physical education programs in elementary schools. Schools with a comprehensive PE program led by a certified or designated PE teacher have the opportunity to become an MTI All-Star school by training at least 85% of their eligible teachers in MTI. Schools that are designated as [MTI All-Star Schools](#) may use up to 40 minutes per week of MTI classroom-based activity to toward meeting the 120-minute instructional time requirements.

While MTI can be used to supplement PE time requirements, it cannot replace an instructional PE program. Students in MTI All-Star schools must receive regular physical education with the school’s certified or

⁵ The only exception is in the case of early graduation. See [question 17](#) for more information.

⁶ Part 135 is written such that students in grades K–6 follow elementary-level requirements and students in grades 7–12 follow secondary-level requirements. Though NYCDOE schools typically consider grade 6 to be middle school, there are some cases in which students in grade 6 must follow the elementary requirements.

designated PE teacher for a minimum of 80 minutes per week to meet the 120-minute time requirement. As with all other schools, this instructional programming should be indicated in STARS; instructions are available on the [STARS wiki](#). For more information on becoming an All-Star School, contact the [Office of School Wellness Programs](#).

6. Is there a class size limit for PE classes in elementary school?

The size of PE classes in elementary school shall not exceed classroom size per the UFT contract.

MIDDLE SCHOOL POLICIES

7. What are the time and frequency requirements for PE instruction in middle school?

Grade 6	<p>In a K-6, K-8, or K-12 school:</p> <p>Follow the elementary school PE requirements, along with students in grades 4 and 5. Students must take PE at least 120 minutes per week, on at least 3 days per week, throughout the school year.</p>	<p>In a 6-8 or 6-12 school:</p> <p>Follow the middle school PE requirements, along with students in grades 7 and 8. Students must take at least 90 minutes of PE per week throughout all terms of the school year.</p>
Grades 7 and 8	<p>In all schools:</p> <p>Follow the middle school PE requirements. Students must take PE at least 90 minutes per week throughout the entire school year. This is equivalent to 27 hours per semester. Schools may choose to follow the traditional “3/2 flip” model (3 times per week in one semester and 2 times per week in the other semester), or distribute the time in other patterns, as long as students receive 90 minutes per week of instruction.</p>	

8. How can middle schools program their students to meet this requirement?

Students must receive a minimum of 90 minutes of PE per week.⁷ Depending on the school’s term model and the length of their periods, these minutes may be programmed in many ways. Below examples that meet the requirement, as long as students receive 90 minutes of PE per week, all year.

- The traditional model is to schedule students for three periods per week in one semester and two periods per week in the other (often referred to as the “3:2 flip”). Students receive a minimum of 90 minutes of instruction per week, regardless of whether the course meets 2 or 3 times per week. Instructional time during the semester must be equivalent to a minimum of 27 hours of instruction.
- PE is scheduled three periods per week across the school year, totaling 90 minutes per week and 54 total hours.

⁷ See [Part 135.4](#)

- PE is scheduled two times per week across the school year, totaling 90 minutes per week and 54 total hours.
- PE is scheduled three periods during each six day cycle, totaling 90 minutes per week and 54 total hours.

As in other subjects, PE instructional time may exceed the required number of minutes per week. However, PE credits cannot be accelerated so that students do not have to take PE during a subsequent semester or year.

9. Who can teach PE in middle school?

Middle school PE courses must be taught by a subject-certified teacher.

10. Is there a class size limit for PE classes in middle school?

The size of PE classes in middle school shall not exceed the ratio of 50 students to one certified PE teacher, per the UFT contract.

HIGH SCHOOL POLICIES

11. What are the crediting models for PE courses in NYCDOE high schools?

All high school students must earn four credits of PE to fulfill graduation requirements in PE, and students must take PE courses every year they are in high school. Taking more than one PE course in a term is allowed, but may not be used to complete core requirements early (i.e. students may not accelerate or “bank” PE credits from earlier grades in order to avoid taking PE in later grades). High school PE requirements be may be through two models:

<p>Traditional Model (“3/2 flip” or comparable time)</p>	<p>Students receive PE instruction a minimum of 90 minutes per week in all terms they are in school. This is equivalent to 27 hours of PE instruction per semester. Credits are assigned at a rate of 0.5 credits per semester course, amounting to 4.0 total PE credits across four years of high school.</p>
<p>Daily Model</p>	<p>Students may receive daily PE instruction a minimum of 180 minutes per week, in all but one term (7 out of 8 semesters, or the equivalent). This is equivalent to 54 hours per semester. Credits are assigned at a rate of .58 per semester course, amounting to 4.06 total credits of PE. By exceeding the required minutes of instruction, and taking PE daily in every term, students are permitted a one-term exception to PE.</p>

The examples below illustrate different variations of scheduling students for the traditional model, and the daily model. If a school's PE schedule does not meet both the time and frequency requirements for the daily model throughout every previous term, students must adhere to the all-terms requirement of the traditional model.

Example of the traditional model: Students alternately receive PE instruction for two 45-minute periods per week one semester and three 45-minute periods per week in the next semester. This is often referred to as the "3/2 flip model." This meets the requirements for both instructional time and frequency.

Example of the traditional model: Students receive PE instruction for one 40-minute period and one 60-minute period per week, in every term. This meets [Part 135.4](#) regulations for both instructional time and frequency.

Example of the traditional model: Students receive PE instruction for one 90-minute period per week, in every term. This meets NYSED regulations for both instructional time and frequency via the traditional model.

Non-example of traditional model: Students receive PE instruction for two 30-minute periods per week during the semester. This does not qualify for the 0.50 credits of PE in the traditional model, because it does not meet the 90-minute minimum requirement.

The examples below illustrate different variations of scheduling students for the daily model. If a school's PE schedule does not meet **both** the time and frequency requirements for the daily model throughout every previous term, students must adhere to the all-terms requirement of the traditional model.

Example of daily model: Students receive PE instruction for five 40-minute periods per week every day, totaling 200 minutes per week. This meets both the instructional time and frequency requirements under the daily model. Students who complete this daily PE model for seven terms can earn 0.58 credits per semester and do not need to take an eighth semester of PE.

Non-example of daily model: Students receive PE instruction for 45-minute periods, 4 days per week, totaling 180 minutes of PE per week. While this meets the instructional time requirement, this does not qualify for the 0.58 crediting rate in the daily model, as students are not participating in PE instruction on a *daily* basis. Instead, the school should award 0.5-credit, and students must successfully complete 8 semesters of PE to fulfill the requirement.

Non-example of daily model: Students receive PE instruction for 30-minute periods, 5 days per week, totaling 150 minutes of PE per week. While this meets the instructional frequency requirement, this does not qualify for the 0.58 crediting rate in the daily model, as students are not participating in PE instruction for at least 180 minutes per week. Instead, the school should award 0.5-credit, and students must successfully complete 8 semesters of PE to fulfill the requirement.

12. How are credit values assigned to PE courses in schools with annualized, trimester, and cycle term models?

Credit for PE courses must be assigned in accordance with the school’s chosen PE model and the actual duration of the PE course, as outlined below. PE can only be credited as the daily model if it meets the requirements for 180 minutes per week with daily instruction.

Credit values for PE courses, per term		
School term model	Traditional model	Daily model
Annualized	1.00	1.16
Semester-based	0.50	0.58
Trimester-based	0.34	0.37
Cycle/Quarter-based	0.25	0.29
TOTAL	4.00	4.06

13. Does a student who participates in a mix of the daily model and the traditional model throughout high school still qualify for the one-term exception of the daily model?

No. In cases where students participate in a combination of the traditional model and the daily model throughout high school (e.g., due to transfer between high schools or a school’s transition to a different PE model), students must complete the traditional 8 semesters or equivalent of PE to fulfill graduation requirements. The one-term exception for the daily model only applies when students have completed this model throughout all other terms and have earned the credit needed to graduate.

14. Are there any special exceptions for transfer schools and YABCs regarding physical education?

Yes. Transfer schools and YABCs are designed to help students who are deficient in credit to make up coursework and credit in order to graduate, often by scheduling classes over the course of a trimester or cycle that are equivalent to traditional semester-length classes. PE classes in transfer schools and YABCs may be scheduled using any of the models described in [questions 11 and 12](#) or through one of the options below to meet the time and frequency requirements of a traditional semester length course:

- For transfer schools and YABCs only, PE within a trimester or cycle can be credited as 0.5 if the course meets sufficient time per week to total 27 hours over the term.
- For transfer schools and YABCs only, PE within a trimester or cycle can be credited as 0.58 if it meets the time requirement (54 hours) and meets daily.

Students in transfer schools and YABCs who are not deficient in physical education credits need to complete PE credit for the current school year by taking PE two out of the three trimesters, or two out of four cycles, in order to stay on track and avoid PE credit acceleration, which is not permitted by NYSED.

Schools other than transfer schools and YABCs are not permitted to increase the credit value of a physical education course by increasing the amount of instructional time in the course, as this would lead to acceleration in earning PE credits. Students in traditional schools who are deficient in PE credits should be scheduled for multiple PE courses and/or in a summer school course that aligns with the school’s chosen PE model.

15. Can students who are missing only fractions of PE credits still graduate?

No. Students must earn four credits of PE to graduate.⁸ PE credits cannot be rounded up. This means that even when students are missing only small fractions of a PE credit, they have not met the PE course credit requirement. In these cases, students must take additional term(s) of PE following the school's PE model in order to earn the remaining credits. Schools that switch from using the daily model to the traditional model, and schools that are programming students who are transferring in from a school with a different model, should take extra care when programming to ensure that students are scheduled for a total of four credits of PE.

16. Do students who transfer from non-NYCDOE schools need to meet all of the PE requirements? What if PE was not a requirement in the school the student previously attended?

Yes, students who transfer from a non-NYCDOE school must meet all PE requirements to graduate, even if physical education was not required in the school from which they arrived. Currently, NYSED does not permit any exceptions to these policies for first-time admits from schools outside of New York State.

17. Can students graduate if they have not fulfilled their PE requirement but have earned all other course credits and pass all exams required for graduation?

In general, students **may not** graduate if they have not fulfilled their PE requirement but have passed all other course credits and exams required for graduation. If a student is graduating at the end of four or more years of high school and has not earned 4 PE credits, the student has not met graduation requirements.

Early graduation is the **only** instance in which a student may graduate with fewer than 4 PE credits. Students graduating high school in fewer than four years may graduate if they have met all diploma requirements other than those for PE. In these cases, students must have earned all PE credits up to the point of early graduation, but the students are not required to continue school to earn 4 PE credits. At the time of discharge in ATS, the principal must approve the use of a credit [override code](#). See the [High School Academic Policy Guide](#) and the [STARS wiki](#) or contact your [academic policy and systems lead](#) for more information.

Example: By the end of grade 11, a third-year high school student has met all the credit and exam requirements in English, math, social studies, science, languages other than English, health, the arts, and electives. In PE, the student has earned 3 credits for passing 6 semesters of PE. Because she has met all other graduation requirements early, she does not need to complete an additional credit of PE to graduate.

Non-example: A senior in high school has met all of the credit and exam graduation requirements in English, math, social studies, science, languages other than English, health, the arts, and electives. He failed PE in his fourth semester and as a result, is 0.34 credits short of the 4 credits required in PE. This student must stay in school and continue taking PE as he has not yet met graduation requirements. He may not be discharged with a diploma.

18. Is there a limit to the number of PE courses a student can take in one semester?

While there is no limit on the number of PE courses a student may take in one semester, schools should consider the child's health and well-being and program courses accordingly to maximize the student's physical activity, minimize health risks, and enable the student to graduate on time. Since students cannot accelerated PE, additional PE courses taken beyond the minimum requirement count as elective credits toward graduation.

⁸ See [question 17](#) for more information regarding the rare exception for early grads only.

19. Can students use targeted credit recovery to earn PE credit?

Any course that a student needs to graduate should be made up in accordance with State and City [credit recovery policies](#). As such, credit recovery can be used to support students in earning credit for PE course(s) they previously failed as long as the make-up program aligns with these policies. PE credit recovery must include physical activity as applicable based on the deficiency areas the student is targeting through the credit recovery program.

20. Can students earn credit towards the PE requirement during summer school?

Students in grades 9–12 must attend and participate in a physical education program during both semesters of the regular school year that meets the requirements of [Part 135.4](#) and must accumulate four credits of PE to graduate. Students may not attend a summer school physical education course as a substitute for the physical education requirement in an upcoming school year in order to accelerate and skip PE later. However, students may attend a summer school physical education course to make up for a previous semester in which they failed, or as an elective.

21. Can students earn credit towards the PE requirement by participating in the Public Schools Athletic League (PSAL)?

In general, schools are encouraged to provide opportunities for students to participate in athletic teams in addition to completing their required PE courses. However, students in grades 10–12 who have demonstrated acceptable levels of physical fitness, skills, and knowledge of PE activities through achievement of the commencement-level [PE learning standards](#), as determined by the principal and physical education staff, may receive PE credit for participation in an extra class or after-school athletic program if such a program meets the equivalent of the instructional time requirements per semester.⁹ Utilization of this option to fill PE credits is at the discretion of the principal.

In order to bear credit, the extra-class program must be instructional in nature and aligned to commencement-level [PE learning standards](#), meet the [PE instructional time requirements for the school's PE programming model](#), and be taught by a NYCDOE subject-certified teacher or alternatively-qualified instructor.¹⁰ As in all courses, the content may not be duplicative of that of a previously-credited course or extra-class program.

At a minimum, schools must maintain the following documentation of student participation in PSAL:

- A contract, including a plan for injury or non-attendance during the season/activity, signed by student, guidance director, PE supervisor, and principal prior to the beginning of the season/activity.
- Student log of practice hours and team roster signed by the coach and athletic director for PSAL, or log of hours of participation and program roster signed by the program instructor and/or DOE advisor if the club is instructed by non-DOE personnel under the supervision of the club advisor.

Schools can add credit for participation in extra-class programs to a student's transcript in STARS by completing a transcript update. Please see the [High School Academic Policy Guide](#) and the [Transcript Update FAQ](#) for information on when and how to complete transcript updates. PSAL and extra-class programs for credit should be coded in STARS according to the [High School Course Code Directory](#).

22. Can students earn credit towards the PE requirement for independent study?

Schools may only award credit for independent study as elective courses. Because students are required to earn four credits of PE to graduate, a student may not earn one of the required PE credits through independent study. However, a student may earn additional elective credit in a PE course through independent study,

⁹ See [Part 135.4\[c\]\[2\]\[ii\]](#).

¹⁰ See [Part 135.4](#) for staffing requirements.

assuming the course meets all requirements for elective credit. See the [High School Academic Policy Guide](#) for additional information on independent study and elective requirements.

23. Can students use related services (e.g. occupational therapy, physical therapy) to fulfill the PE credit requirement?

No. As in all other courses, courses that fill the PE credit requirement must be aligned to commencement-level [learning standards](#), taught by a subject-certified teacher, and meet the instructional time requirements. As occupational therapy, physical therapy, and related services do not meet these standards, they cannot be used to fulfill PE course credit requirements.

24. Can students use dance courses to fulfill the PE credit requirement?

If a course is designed to address New York State [PE learning standards](#) and is taught by a licensed PE teacher, using dance as the vehicle for instruction, then it may be used to fulfill PE course credit requirements. If a course is aligned to the arts standards, it may not fulfill PE requirements.

If the dance course meets the instructional requirements to fulfill PE course credits, the school must code the course using a [PE course code in STARS](#). A full list of course codes in the physical education department on the transcript are listed in the code directory.

25. Can schools offer an interdisciplinary PE–dance course?

Schools may offer an interdisciplinary course that provides instruction in both PE and dance. In this situation, the interdisciplinary course must:

- Have a syllabus that aligns to both PE learning standards and learning standards for the arts;
- Be taught by a teacher certified in one of the two subjects areas;
- Be scheduled consistently with the PE time and frequency requirements; and
- Be coded in STARS using the [interdisciplinary function](#) and [coding practices](#).

Students who participate in an interdisciplinary PE–dance course must be credited according to the PE requirements.

26. Do students pursuing an arts endorsement in the area of dance need to fulfill the PE graduation requirement?

Yes, students pursuing Arts-endorsed diplomas in the area of dance must still fulfill all PE requirements.

27. Do schools need to factor PE into students' grade point average (GPA)?

The NYCDOE recommends that PE, like all courses required for graduation, be included in students' grade point average (GPA). However, as with any course, it is a school's choice whether to include PE in the calculation of students' GPA. Schools can indicate in their grading policies whether PE, or any course, is included or excluded from the GPA, using the course add/modify screen in STARS. For more information, please see the [Grading Policy FAQ](#).

ADDITIONAL PROGRAMMING AND IMPLEMENTATION

28. Are students with disabilities who have Individualized Education Programs (IEPs) or Section 504 Plans required to take physical education? What about students with temporary medical limitations or doctor's notes?

There are no waivers or exemptions from PE requirements.¹¹ Students with chronic or temporary medical conditions or disabilities must still participate in physical education. If a student has a medical certificate of limitation, it must indicate the area of the PE program in which the student may participate.

Students with temporary medical conditions receive PE as part of the school's regular PE program with appropriate modifications adapted to accommodate their temporary condition. If the school cannot safely accommodate the student in the general PE class, or if the student is temporarily restricted from all physical activity, the school should provide the student with an instructional program of alternative activities aligned to [PE learning standards](#) under the direct supervision of a certified PE teacher.

Students with chronic medical conditions or disabilities documented by an IEP or [Section 504 Plan](#) must still participate in physical education in the least restrictive environment as indicated on their IEPs or 504 Plans, which could include general PE or an [Adapted Physical Education](#) (APE) program if necessary. An APE program consists of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of the student; it counts as the student's PE requirement. APE must be taught by a certified PE teacher.

If students are temporarily unable to participate in any type of physical activity and cannot be safely accommodated in the school's regular physical education program, it may be appropriate for the school to offer PE as an online or blended course, provided course follows [online and blended learning policies](#). See [question 31](#) for additional information.

29. What are the PE requirements for students who are receiving home or hospital instruction?

There are no PE waivers for students who receive [home or hospital instruction](#). Students receiving home or hospital instruction must receive PE as part of their instructional program, with appropriate adaptations tailored to their individual needs.

When a student is placed on home or hospital instruction, communication between the student's "affiliate school" and the District 75 instructors providing the home or hospital support is key. Wherever possible, PE content is expected to be included in the coursework provided by the student's school to home or hospital instruction teachers. The coursework provided should be mindful of the student's medical condition, and be designed to meet New York State [PE learning standards](#).

Because students typically only receive enough home and hospital instruction to earn a total of 3 credits per term across all subjects, schools, students, and families must make careful programming and instructional decisions.

In this situation, it may also be appropriate to offer PE as an online or blended course, provided course follows the [online and blended learning policies](#). See [question 31](#) in this document and [guidance on home and hospital instruction](#) for additional information.

30. How should schools grade PE classes?

As in all other classes and courses, schools must grade PE courses primarily on content area knowledge and skills and not on non-mastery measures. This means that schools may not grade students solely on attendance, participation, and preparedness. Schools should base grades on multiple measures in which students

¹¹ The only exemption is in the case of early graduation. See [question 17](#) for more information.

demonstrate mastery of PE content and progress towards PE learning standards. Students whose disabilities interfere with their ability to perform activities involved in a regular physical education program may be recommended for [Adapted Physical Education \(APE\)](#) services. Students who participate in APE should be graded based on their performance in this specially designed instructional program. For information on how to craft and implement grading policies, see the [Grading Policy FAQ](#).

It is important to note that some factors related to fitness development are beyond the student and teacher's control. In physical education, improvement and performance on [NYC FITNESSGRAM](#) may not be used to determine student grades. Participation in the NYC FITNESSGRAM assessments may be used to determine a portion of student grades, as long as it is identified in the written grading policy; however, improvement in NYC FITNESSGRAM scores may not be used as a part of a student's grade. Individual student fitness scores should be kept confidential and should be used for fitness education and goal-setting activities. Students may be evaluated on their knowledge and understanding of fitness concepts and how to design and implement a fitness program. Contact [Office of School Wellness Programs](#) for curricular and instructional support implementing these policies.

31. Can students take physical education as an online or blended course?

Individual students can take PE as an online or blended course provided that it is not used as part of a school's regular PE program. Online and blended programming may be used on a student-by-student basis, in situations where a student is deficient in credits due to failing previous semesters of PE, transferring into the DOE from outside of New York State, or temporarily unable to participate in physical activity for health reasons. For example, online or blended PE may be appropriate for the following students:

- A student who is temporarily medically excused from engaging in physical activities;
- A twelfth grade student who failed PE in eleventh grade and cannot be scheduled for additional, traditional PE courses as part of his or her regular program;
- A student who is on home instruction for portions of their education and cannot access PE outside of the home; and
- A student who has a deficit in PE credits that cannot be accommodated during the school day (e.g. a student who transferred into the NYCDOE as a senior from a country that did not offer PE in school and must now accumulate 4 credits of PE to graduate.

Online and blended PE courses must follow all of the policies outlined in this [guidance](#), including the requirement for substantive interaction with the subject-certified teacher and alignment to State learning standards.

32. Can participation on a sports team or an after-school sports program fulfill the PE requirement?

Sports and fitness programs, such as the NYCDOE [CHAMPS](#) program, classes at an outside fitness center, and structured martial arts, cannot replace PE instruction. Physical education is a State-required instructional subject. As such, the course must be designed to meet learning standards and be taught by a certified teacher during the school day. While extracurricular physical activity options are beneficial for students and highly recommended, NYSED does not allow these activities to meet physical education requirements in middle or high school.

Schools may elect to provide PE course credit through participation in PSAL to eligible students in grades 10–12 who have demonstrated acceptable levels of physical fitness, skills, and knowledge of PE activities through achievement of the commencement-level [PE learning standards](#), as determined by the principal and physical education staff. See [question 21](#) for more information.

33. Can schools create physical education classes based on gender?

PE classes may not be divided based on gender alone. Under the [Title IX Educational Amendments of 1972](#), students must have equal access to PE courses and must participate together unless specific circumstances as described in the law apply. Contact your legal liaison and/or the [Office of School Wellness Programs](#) with additional questions.

34. How should schools program PE courses in STARS?

Schools should ensure that all students are scheduled for physical education courses in STARS, the academic data system of record for the NYCDOE.

- In middle and high school grades, courses in [STARS Admin](#) must be coded in alignment with the [Middle School](#) and [High School Course Code Directory](#). It is especially important to ensure that the course duration (3rd character of the course code), the credit value for the course (in high school), and the days and periods that the course meets are accurately entered into STARS, as this data is used for the purposes of monitoring PE compliance. Contact your [academic policy and systems lead](#) for support with STARS programming.
- In [STARS classroom](#), which is used primarily in elementary grades, schools must follow the directions on the STARS wiki for programming students in PE. Please see the [Elementary School Academic Policy Guide](#), follow the instructions [here](#), or contact your [academic policy and systems lead](#) for support.