Chapter 4 Language

§ 4.21. Elementary education: primary and intermediate levels.

 (f)  Planned instruction in the following areas shall be provided to every student every year in the intermediate level program. Planned instruction may be provided as a separate course or as an instructional unit within another course or other interdisciplinary instructional activity:

   (8)  Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, the prevention of alcohol, chemical and tobacco abuse, knowledge and practice of lifetime physical activities, personal fitness, basic movement skills and concepts, motor skill development, principles and strategies of movement and safety practices in physical activity settings.

 (i)  School districts, including charter schools, shall determine the most appropriate way to operate their primary and intermediate level elementary programs to achieve the purposes under subsections (b) and (d) and any mission, goals and academic standards as determined by the school entity.

**Authority**

   The provisions of this §  4.21 amended under sections 121, 2603-B and 2604-B of the Public School Code of 1949 (24 P. S. § §  1-121, 26-2603-B and 26-2604-B).

**Source**

   The provisions of this §  4.21 amended February 15, 2008, effective February 16, 2008, 38 Pa.B. 872; amended February 28, 2014, effective March 1, 2014, 44 Pa.B. 1131. Immediately preceding text appears at serial pages (350149) to (350150) and (332273).

**Cross References**

   This section cited in 22 Pa. Code §  4.27 (relating to physical education and athletics).

**§ 4.22. Middle level education.**

 (a)  The middle level planned instruction aligned with academic standards serves children who are approximately 11—14 years of age. School entities may modify the grouping of students based upon student needs identified by the school entity.

 (b)  Curriculum and instruction in the middle level program must be standards-based and focus on mastery of academic subjects, the development of critical and creative thinking, information literacy, good health and encourage active participation in the school and community.

 (c)  Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

   (7)  Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.

 (d)  This section does not preclude the teaching of other planned instruction designed to achieve a school entity’s academic standards.

 (e)  School entities shall determine the most appropriate way to operate their middle level programs to achieve the purposes under subsection (b) and any additional academic standards as determined by the school entity.

**Authority**

   The provisions of this §  4.22 amended under sections 121, 2603-B and 2604-B of the Public School Code of 1949 (24 P. S. § §  1-121, 26-2603-B and 26-2604-B).

**Source**

   The provisions of this §  4.22 amended February 15, 2008, effective February 16, 2008, 38 Pa.B. 872; amended February 28, 2014, effective March 1, 2014, 44 Pa.B. 1131. Immediately preceding text appears at serial pages (332273) to (332274) and (346981).

**Cross References**

   This section cited in 22 Pa. Code §  4.27 (relating to physical education and athletics).

**§ 4.23. High school education.**

 (a)  Instruction in the high school program must focus on the development of abilities needed to succeed in work and advanced education through planned instruction.

 (b)  Curriculum and instruction in the high school must be standards-based and provide all students opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving and information literacy.

 (c)  Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

   (8)  Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.

 (f)  This section does not preclude the teaching of other planned instruction designed to achieve a school district’s, including a charter school’s, academic standards.

 (g)  School districts, including a charter school, shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and any additional academic standards as determined by the school entity.

**Authority**

   The provisions of this §  4.23 amended under sections 121, 2603-B and 2604-B of the Public School Code of 1949 (24 P. S. § §  1-121, 26-2603-B and 26-2604B).

**Source**

   The provisions of this §  4.23 amended February 15, 2008, effective February 16, 2008, 38 Pa.B. 872; amended February 28, 2014, effective March 1, 2014, 44 Pa.B. 1131. Immediately preceding text appears at serial pages (346981) to (364982).

**Cross References**

   This section cited in 22 Pa. Code §  4.27 (relating to physical education and athletics).

**§ 4.24. High school graduation requirements.**

 (a)  *Approval.* High school graduation requirements and revisions to them shall be approved by a school entity’s governing board by September 2, 2014, and a copy of the requirements shall be published and distributed to students, parents and guardians. Copies of the requirements also shall be available in each school building or on each school entity’s publicly accessible web site. Changes to high school graduation requirements shall be published and distributed to students, parents and guardians and made available in each school building or on each school entity’s publicly accessible web site immediately following approval by the governing board.

 (b)  *Requirements through the 2015-2016 school year.* Each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall specify requirements for graduation. Requirements through the 2015-2016 school year must include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards and a demonstration of proficiency in English Language Arts and Mathematics on either the State assessments administered in grade 11 or 12 or local assessments aligned with academic standards and State assessments under §  4.52 (relating to local assessment system) at the proficient level or better 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.

 (c)  *Requirements beginning in the 2016-2017 school year.*

   (1)  *General.* Beginning in the 2016-2017 school year, each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall adopt and implement requirements for high school graduation that, at minimum, include:

     (i)   Course completion and grades.

     (ii)   Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the State academic standards not assessed by a State assessment under §  4.51, §  4.51a or §  4.51b (relating to State assessment system; Pennsylvania System of School Assessment; and Keystone Exams).

**Authority**

   The provisions of this §  4.24 amended under section 32 of the act of June 29, 2002 (P. L. 524, No. 88); and sections 121, 2603-B and 2604-B of the Public School Code of 1949 (24 P. S. § §  1-121, 26-2603-B and 26-2604-B).

**Source**

   The provisions of this §  4.24 amended October 25, 2002, effective October 26, 2002, 32 Pa.B. 5266; amended February 15, 2008, effective February 16, 2008, 38 Pa.B. 872; amended January 8, 2010, effective January 9, 2010, 40 Pa.B. 240; amended February 28, 2014, effective March 1, 2014, 44 Pa.B. 1131. Immediately preceding text appears at serial pages (346982) to (346986).

**Notes of Decisions**

*IEP Compliance*

   Court determined that hearing officer, when reaching the conclusion that the student had completed the graduation requirements, failed to consider whether the requirements of the student’s individualized education program (IEP) were fulfilled, as required by §  4.24(e). Because school district did not fulfill IEP obligation, it was required to pay tuition and fees for a transitional program after high school for one year, which the court found fulfilled the graduation requirements of §  4.24(e), *Susquehanna Township School District v. Frances J.*, 823 A.2d 249, 255-56 (Pa.Cmwlth. 2003).

**Cross References**

   This section cited in 22 Pa. Code §  4.4 (relating to general policies); 22 Pa. Code §  4.31 (relating to vocational-technical education); 22 Pa. Code §  4.51b (relating to Keystone Exams); 22 Pa. Code §  4.51c (relating to project-based assessment); 22 Pa. Code §  4.51d (relating to waivers); and 22 Pa. Code §  4.52 (relating to local assessment system).

**§ 4.27. Physical education and athletics.**

 (a)  Physical education shall be taught as required under § §  4.21(e)(6) and (f)(8), 4.22(c)(7) and 4.23(c)(8) (relating to elementary education: primary and intermediate levels; middle level education; and high school education).

 (b)  The physical education program must be adapted for students who are medically unable to participate in the regular physical education program.

 (c)  The physical education program shall provide coeducational instruction, except that separation by sex may be permitted in courses involving contact sports. Separation by sex may not be used to exclude students of either sex from participating in any physical education instruction.

 (d)  In addition to physical education instruction under subsections (a)—(c), students of both sexes shall have equal access in interscholastic and intramural athletic programs to all of the following:

   (1)  School facilities.

   (2)  Coaching and instruction.

   (3)  Scheduling of practice time and games.

   (4)  Number of activities at each level of competition.

   (5)  Equipment, supplies and services.

   (6)  Funding appropriate to the sport.

 (e)  School districts may sponsor coeducational teams in interscholastic and intramural sports programs.

 (f)  Interscholastic and intramural teams playing contact sports may be separated by sex, but this subsection may not be used to exclude students of either sex from participating in a sport.

**Authority**

   The provisions of this §  4.27 amended under section 2603-B of the Public School Code of 1949 (24 P. S. §  26-2603-B).

**Source**

   The provisions of this §  4.27 amended February 15, 2008, effective February 16, 2008, 38 Pa.B. 872. Immediately preceding text appears at serial page (293053).

**Health and Physical Education Certification Preparation**

<http://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Specific%20Program%20Guidelines/HealthandPhysicalEducation.pdf>

**I. Knowing the Content**

The professional education program provides evidence that Health and Physical Education

teacher certification candidates complete a program containing academic content courses and

required electives the same as a bachelor’s degree in health and physical education. This

program shall require candidates to demonstrate knowledge of and competencies in applying

the fundamental concepts in health and physical education necessary to teach across K-12

levels including:

I.A. Foundations of health and physical education including:

• historical, philosophical, sociological, psychological and developmental factors

associated with diverse issues in health and physical education

I.B. Anatomy and physiology including:

• organic, skeletal, and neuromuscular structures of the human body,

• physical principles inherent in movement,

• how these systems adapt to exercise,

• how they contribute to motor performance, fitness, and wellness,

• how students grow, develop, and learn

I.C. Contemporary topics in health education including:

• personal health, wellness and fitness,

• consumer and community health,

• family life education,

• nutrition, weight control and eating disorders,

• environmental health,

• first aid, safety and prevention and care of injuries,

• mental and emotional health,

• communicable and chronic diseases,

• substance use and abuse,

• human sexuality,

• violence

I.D. Contemporary topics in physical education including:

• skill analysis and adaptation of all skills and activities,

• personal fitness,

• fundamental movement skills and activities,

• aquatic skills and activities,

• gymnastics skills and activities,

• individual, dual, and team sports,

• lifetime leisure skills, activities and games,

• dance and rhythmic skills and activities,

• outdoor pursuits and adventure based skills and activities

I.E. Adaptive physical education including:

• health problems of the atypical student,

• chronic health problems,

• postural deviations,

• special education classifications,

• health and physical education activities that meet the needs of special needs students,

• impact of physical, cognitive, social, and emotional development on learning,

including students with special needs

I.F. Health promotion and fitness management including:

• health related fitness,

• skill related fitness,

• wellness,

• psychological aspects of health,

• design of intervention strategies,

• technology and assessment in health and fitness

I.G. Measurement fundamentals, formal and informal assessment strategies, and their

applications (e.g., students, instruction, and programs) in health and physical education

I.H. Pedagogical constructs (e.g., teaching styles, teaching strategies, management

techniques, sequential learning, feedback, and discipline) and curricular components (e.g.,

objectives, content,

implementation, assessment, and lesson design) appropriate to K-12 health and physical

education programs

I.I. Program administration in Health and Physical Education including:

• personnel and staffing patterns,

• facilities planning, budgeting, scheduling and ordering of equipment,

• program safety, injury prevention and treatment, and liability,

• public relations

**II. Performances**

The professional education program provides evidence that health and physical education

certification

candidates demonstrate their knowledge of and competence in the delivery of health and

physical education instruction, under the supervision of college personnel and

cooperating teachers, who have demonstrated competence in teaching health and physical

education. The program also provides evidence that the criteria and competencies for

exit are assessed in the coursework, field experiences and student teaching and require

the candidates to demonstrate their knowledge of and competence in fostering student

learning through multiple instructional methodologies including:

II.A. Managing the instructional environment in order to:

• communicate challenging learning expectations to each student,

• establish and maintain rapport with students and promote mutual respect among

teacher and students,

• instill in all students a belief that they can succeed in motor skills,

• establish and maintain consistent standards of classroom behavior,

• make the environment safe and conducive to learning including conflict resolution

II.B. Long-range and short-range planning of instruction, done independently and in

collaboration with:

• health and physical education subject matter,

• students and the community,

• Pennsylvania Academic Standards,

• content analysis with specific objectives,

• instructional methods, including materials and activities,

• results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies which

facilitate learning by accounting for varied learning styles and physical abilities and, to

include the use of traditional methods and equipment as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to provide for maximum

learning of diverse students

II.E. Assessing and evaluating students’ understanding of content through a variety of

means, providing feedback to students to assist learning, and adjusting instructional strategies

**III. Professionalism**

The professional education program provides evidence that each Health and Physical

Education certification candidate demonstrate knowledge and competencies that foster

professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for

ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code

of Professional Practice and Conduct for Educators; and local, state, and federal laws and

regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the

elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the

community at large to support learning by all students

**Health and Physical Education Certification**

<http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Certification%20Staffind%20Policies%20CSPGs/CSPG%2047.pdf>

CSPG No. 047 Instructional Area Codes 4810 and 4805

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Certification Staffing Assignment

Health (4810) and Health and Physical Education (4805)

(K-12)

Health and physical education is the science or art of teaching knowledge related to the physical, mental, emotional and sociable dimensions of health and physical education.

This document contains the following sections:

Grade Level Scope of Certificate

Certification Assignment

Special Considerations

Restrictions

References

Summary of Changes

Grade Level Scope of Certificate:

A person holding a valid Pennsylvania certificate for health education or health and physical education is qualified to teach all courses in grades kindergarten through twelve.

Certification Assignment:

An educator holding a valid Pennsylvania certificate for Health and Physical Education (Code 4805) is qualified to teach: health; kinesiology; motor skill development and motor learning; group interactions; personal fitness; principles of exercise and training; the effects of physical activity on the body systems; games and sports; lifetime leisure skills; dance and rhythmic activities; outdoor skills and activities; and adaptive physical education and swimming/aquatics.

An educator holding a valid Pennsylvania certificate for Health (Code 4810) is qualified to teach: human anatomy and physiology; human growth and development; human sexuality; personal health; nutrition, weight control and eating disorders; alcohol, tobacco and chemical substance abuse; mental and emotional health; personal hygiene; consumer health related information, products, services, and consumer choices; first aid, safety and prevention; diseases and disorders, HIV/AIDS education; community health; and violence prevention.

Special Considerations:

 An educator certified in this field may:

o Provide professional development;

o Serve in the role of mentor or advisor; and

o Assist students in understanding how to read content area materials.

 Swimming/Aquatics:

CSPG No. 047 Instructional Area Codes 4810 and 4805

Page 2 of 4

March 1, 2014

o Any Instructional I or II certificate area may teach swimming/aquatics if they also hold:

 A Water Safety Instructor’s (WSI) certificate from a Pennsylvania Department of Health approved provider; OR

 A Lifeguard certificate from a Pennsylvania Department of Health approved provider.

o The instructor of lifeguarding must be a Certified Lifeguard Instructor from a Pennsylvania Department of Health approved provider.

Restrictions:

An educator with a Health certificate only is not qualified to direct or conduct classes in physical education.

References:

Program Specific Guidelines for Certification.

Pa. Public School Code: §1202

§1212

§1604

22 Pa. Code: Chapter 4 §4.22

§4.23

§4.31

Chapter 49: §49.11

§49.81

This revision supersedes all earlier CSPGs carrying this number and/or addressing this subject: Previous printing dates on this subject: 3/75, 3/88, 7/04

Summary of Changes

Date of Revisions

Major Changes to CSPG #047

3/1/2014

 Simplification of Certification Assignment.

 Clarifications of Special Considerations.

 Added staffing information for swimming/aquatics.

7/1/2004

 CSPG #47 – Health and Physical Education (K-12)

o Lists more detailed subject matter to be taught under the physical education scope.

o Lists additional detailed subjects to be taught under the health education scope.

o Issues no longer addressed under the Health/Physical Education CSPG or a swimming related CSPG:

 Mobility orientation.

CSPG No. 047 Instructional Area Codes 4810 and 4805

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March 1, 2014

Date of Revisions

Major Changes to CSPG #047

 Recess and play activities.

 Swimming/aquatics.

 Self-contained classroom.

12/1/1990

 CSPG #90 – Swimming Instruction and Activities

o All bathing facilities (PA) are required to comply with the health and safety regulations promulgated by the Department of Environmental Resources (DER) regardless of a facility’s location in a school building or its operation by a school district.

o A person with any Level I or II certificate is qualified for assignment as an aquatics instructor.

o The Department of Education (PDE) requires that the individual aquatics instructor hold educational certification, but lacks the authority to mandate additional aquatic qualifications. PDE strongly recommends that the school entity make every reasonable effort to ensure the safety of its students. This may include requiring the aquatics instructor to demonstrate role competency by either: (1) possessing an appropriate current aquatic certification from a recognized agency or organization which provides such certification and training or, (2) having prior training and/or experience.

o Because the aquatics instructor may be occupied with instructional duties during the class period, the school entity may consider having a second person on duty in the pool area.

o Aquatics instruction is a specialized activity within the school’s health and physical education program. Therefore, aquatic instructors are under the direction of the supervisor designated to coordinate the health and physical education program.

o Public school certification is not required to coach interscholastic aquatics sports teams.

CSPG No. 047 Instructional Area Codes 4810 and 4805

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March 1, 2014

Date of Revisions

Major Changes to CSPG #047

3/1/1988

 CSPG #55 – Health and Health and Physical Education Certification and Assignment Scope (K-12)

o A person holding a Health and Physical Education certificate may teach adaptive physical education at any grade level for handicapped students, but cannot include immobility training and other forms of physical therapy conducted for health/medical objectives.

3/1/1975

 CSPG #55 – Certification in Health and Health/Physical Education

o Teachers certified in science or biology or as public school nurses and dental hygienists shall not be assigned to teach health as a separate subject.

o When playground activity is scheduled and credited as a part of the school day (instructional time), such activity shall be under the direction of a certified physical education teacher.

o Certification in physical education does not automatically qualify the holder to render instructional or coaching services in swimming.

o Certification in physical education does not automatically qualify the person to serve as a part-time employee assigned as a coach of an interscholastic team.

**Teachers/Administrators/Food/Nutrition/Local Wellness Policy for Physical Education**

<http://www.education.pa.gov/Documents/Teachers-Administrators/Food%20and%20Nutrition/Local%20Wellness%20Policy/Physical%20Education.pdf>

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No. 246-AR-2

SCHOOL DISTRICT

ADMINISTRATIVE

REGULATION

246-AR-2. PHYSICAL EDUCATION

Goals established by the Board in the Student Wellness Policy will be implemented in action

plans for physical education programs.

Professional staff will provide physical education instruction that complies with the curriculum

and academic standards established to ensure that students develop required skills and

knowledge.

The physical education curriculum and program will be reviewed and updated, as appropriate.

District schools will ensure that all students participate in physical education classes.

Physical education staff will utilize appropriate instructional strategies that provide meaningful

inclusion of all students regardless of skill or fitness level.

The district’s physical education programs will:

1. Provide physical activity options and alternatives from a variety of categories such as

outdoor, rhythmical, and lifetime.

2. Feature cooperative as well as competitive games.

3. Teach self-management skills as well as movement skills.

4. Actively teach cooperation, fair play, and responsible participation.

5. Promote participation in physical activity outside of school.

6. Be an enjoyable experience for students.

7. Encourage lifelong participation in health-enhancing physical activities.

8. Provide for numerous practice opportunities through adequate facilities and sufficient

equipment.

9. Create a positive learning environment in which students feel safe and supported.

10. Utilize physical activities that are developmentally appropriate.

246-AR-2. PHYSICAL EDUCATION

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Suitably adapted physical education will be included as part of a student’s IEP or

accommodation when chronic health problems, disabling conditions, or other special needs

preclude such student’s participation in regular physical education instruction or activities. All

documented medical conditions and disabilities will be accommodated.

An annual assessment and inventory of equipment, facilities and resources used for physical

education courses will be made by physical education staff. Equipment, facilities and resources

determined to be obsolete, out-of-date, unusable or unsafe will be reported for disposition.

The district’s physical education instructional staff will be certified health and physical education

teachers.

Physical education staff will attend professional development opportunities and inservice

programs, in accordance with Board policy.

Student-teacher ratios in physical education classes that allow teachers the opportunity and time

to work with individual students will be established in each school.

District schools will prohibit the withholding of physical education class as punishment.

District schools will implement action plans and/or programs that promote physical education in

the schools.

Assessment

A local assessment system will be implemented to track student progress on the Health, Safety

and Physical Education academic standards. Course grades will be awarded in the same manner

grades are awarded in other subject areas and will be included in calculations of grade point

average, class rank, and academic recognition programs.

Assessment opportunities may include the following:

1. Student personal portfolios to assess student progress by making students accountable for

completing fitness surveys and recording heart rate, workout routine, personal goals, and any

other pertinent material.

2. Health-related physical fitness testing, which may be integrated into the curriculum as an

instructional tool.

3. Tests appropriate to students’ developmental levels and physical abilities and used to teach

students how to assess their fitness levels, set goals for improvement, and monitor progress in

reaching their goals. Staff will maintain the confidentiality of fitness test results, which will

be available only to students and their parents/guardians.

246-AR-2. PHYSICAL EDUCATION

Page 3 of 3

4. Physical education programs monitored and assessed regularly by physical education

teachers, in conjunction with other district academic and health-related programs, using tools

such as the Healthy Kids Survey, CDC School Health Index, CDC Physical Education

Curriculum Analysis Tool (PECAT), National Association for Sport and Physical Education

(NASPE) Appropriate Practices or other assessments. Results of these surveys and

assessments will be reported to the Board and school, and made available to

parents/guardians and the community.

Family And Community Involvement

To promote family and community involvement in supporting and reinforcing physical education

in the schools, the building principal or designee will be responsible for ensuring that:

1. Physical education activity ideas are sent home with students.

2. Parents/Guardians are actively encouraged to promote their child’s participation in the

school’s physical education programs and after-school activities through information

distributed by the school.

3. Families are invited to attend and participate in physical education activity programs and

health fairs.

4. Physical education curriculum includes homework that students can do with their families.

5. School staff consider student preferences and interest when developing physical education

programs.

6. School staff are encouraged to work with local recreation agencies and community

organizations to provide opportunities for students to participate in physical activity

programs outside of school.

Health and Physical Education

Health and physical education provides students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life, not only during their time in school but for a lifetime. Health and physical education are integral components of a balanced educational program. Children who are healthy and physically active increase their chances of achieving to their highest academic potential and are better able to handle the demands of today's hectic schedules.

Health and Physical Education Academic Standards

The Pennsylvania State Board of Education requires that:

* Every student in a primary (generally grades K-3), intermediate (generally 4-6), middle school (generally grades 7-9) and senior high (generally 10-12) programs must be provided with planned instruction that is aligned with academic standards in health and physical education.
* Schools provide sufficient time and planned instruction in order for students to achieve proficient levels on the Pennsylvania Academic Standards in health, safety and physical education.

Since health and physical education are not assessed via a statewide assessment, school districts must have a local assessment system in place and determine the proficient levels on those assessments. Neither the Pennsylvania Department of Education nor the State Board of Education mandates a specific number of minutes or times per week that health and physical education is provided. Each school district has the authority to make the decision as to the most appropriate manner in which to schedule classes as long as it is within the boundaries of the [Pennsylvania School Code](http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014..HTM) and the [Pennsylvania Code](http://www.pacode.com/secure/data/022/022toc.html).   
  
**\*\*Please Note:** Neither the Pennsylvania School Code nor the State Board of Education allows for waivers for students from the requirements of health and physical education due to participation in a physical activity, such as interscholastic sports, band or ROTC. Physical activity is only one component of physical education and physical activity does not meet all of the requirements and standards of physical education. 

The [Standards Aligned System (SAS)](http://www.pdesas.org/) is the Pennsylvania Department of Education's digital curriculum and instruction resource site. SAS is comprised of six distinct elements which provide a common framework for continuous student, teacher, and school and district growth. The elements are Standards, Assessment, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. SAS is designed to organize and deliver educational content carefully aligned to Pennsylvania Academic Standards.   
  
Available on SAS are resources for teaching and developing high quality [health, safety and physical education](http://www.pdesas.org/Standard/Views#0%7c782%7c0%7c0) programs.

Certification

A person holding a valid Pennsylvania teaching certificate is qualified to teach all health and physical education courses in grades K-12. A person holding a valid Pennsylvania teaching certificate in elementary education may teach health and physical education within a self-contained classroom.

[Certification and Staffing Policy Guidelines (CSPG)](http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Policies-(CSPGs).aspx#.VQgwDn7D-Uk) that pertain to health and physical education certification and course assignment include: CSPG 41 – Elementary Education; and CSPG 47 – Health and Physical Education.   
  
Questions regarding certification requirements should be directed to the Pennsylvania Department of Education's [Bureau of School Leadership and Teacher Quality](http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/default.aspx#.VQg2K37D-Uk).

Organ Tissue Donation Awareness Project

The Organ and Tissue Donation Awareness (OTDA) Project was created by Act 102 of 1994. Act 102 established The Governor Robert P. Casey Memorial Organ and Tissue Donation Awareness Trust Fund and designated the responsibilities of the Departments of Health, Transportation, Education, and Revenue to support statewide efforts that foster an understanding of the importance of organ and tissue donations. The Department of Education's OTDA Program strives to develop an awareness of organ and tissue donation, and transplantation through education in Pennsylvania's secondary schools. The OTDA Program provides educators with curriculum resources, professional development and implementation mini-grants. The OTDA Program is managed by Lancaster/Lebanon Intermediate Unit 13 in partnership with the Department of Education.