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STATE OF HAWAIʻI
DEPARTMENT OF EDUCATION
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OFFICE OF THE SUPERINTENDENT

November 12, 2026

TO: The Honorable William Arakaki
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi
Superintendent

SUBJECT: Action on updated physical education content and performance standards

1. EXECUTIVE SUMMARY

The Hawaiʻi State Department of Education (Department) requests that the Board of Education (Board) approve the updated Draft Hawaiʻi Physical Education (PE) Standards to replace the 2005 Hawaiʻi Content and Performance Standards III (HCPS III) for Physical Education. In compliance with Section 302A-201, Hawaiʻi Revised Statutes (HRS), these updated standards reflect current educational research, align with the Society of Health and Physical Educators (SHAPE America) National Physical Education Standards, and embed Native Hawaiian cultural values and water safety education across kindergarten through 12th grade (K-12).

Approval will initiate a phased implementation plan starting in School Year (SY) 2026-2027 with high school training, culminating in full statewide elementary implementation by SY 2029-2030.

2. RECOMMENDATION

The Department recommends Board approval of the Hawaiʻi PE Standards.

3. RECOMMENDED EFFECTIVE DATE

The Department recommends that the Hawaiʻi PE Standards take effect in SY 2027-2028, subject to the following phased rollout schedule:

- High school training year: SY 2026-2027
- High school compliance year: SY 2027-2028
- Middle and intermediate school training year: SY 2027-2028
- Middle and intermediate compliance year: SY 2028-2029
- Elementary school training year: SY 2028-2029
- Elementary school compliance year: SY 2029-2030

Department schools may continue implementing HCPS III for PE during their designated training years, but must fully transition to the Hawai‘i PE Standards during their respective compliance years. Professional Development (PD) will remain available during compliance years to ensure continuous instructional support.

4. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

The Department recommends a staggered compliance schedule aligned with planned PD trainings:

- High school compliance year: SY 2027-2028
- Middle and intermediate school compliance year: SY 2028-2029
- Elementary school compliance year: SY 2029-2030

5. DISCUSSION

a. Conditions leading to the recommendation:

- Condition 1 - Time and National PE Standards Evolution: The Department adopted the HCPS III for PE in 2005. These standards have not been updated in 21 years. By contrast, SHAPE America revised its national PE standards in 2013 and again in 2024. In the United States, approximately half of all states have updated their PE standards since 2018.

- Condition 2 - Need for Clarity and Specificity: The 2005 HCPS III benchmarks consist of broad, high-level goals that allow for flexible interpretation, resulting in variable implementation and learning gaps across complex areas and schools.

- Condition 3 - Curriculum Management System (CMS) Replacement Determination: Guided by the Department’s CMS protocol, the Office of Curriculum and Instructional Design (OCID) evaluated whether to revise, rewrite, or replace the existing standards. The following steps were taken:

  Step 1 - Assessment: Modern national trends and feedback from Hawai‘i educators confirmed a clear need to update the standards.

Step 2 - Determination: Major structural and content updates were required, and publicly available standards developed by national experts exist and mostly serve Hawai‘i’s needs. The 2024 SHAPE America National PE Standards provided a strong base that could be tailored to Hawai‘i’s unique context, warranting a full replacement.

Step 3 - Workgroup Engagement: Driven by a commitment to broad, statewide representation, a 29-member review workgroup, co-facilitated by the OCID educational specialist and resource teacher for PE, convened for eight full-day sessions between March 2025 and April 2026 to draft and refine the new Hawai‘i PE Standards. This diverse cross-sector collaboration brought together state specialists from OCID, the Office of Student Support Services (OSSS), and the Office of Hawaiian Education (OHE), as well as complex area PE specialists. School-level perspectives were represented by a school administrator and 15 selected PE teacher leaders from elementary, middle, and high schools. Additionally, the workgroup partnered with the Hawai‘i State Department of Health (DOH) to bridge education and wellness initiatives, and with kinesiology professors from the University of Hawai‘i at Mānoa (UHM) to ensure academic, research-backed pedagogical alignment.

- Condition 4 - Stakeholder Feedback and Validation: The Department conducted comprehensive stakeholder outreach across educators, students, and the public to validate clarity, feasibility, and local relevance. The following feedback was collected:

  Educator Feedback - December 2025: Educators praised standard specificity, personal and social responsibility indicators, water safety integration, and Native Hawaiian cultural grounding. They noted key barriers regarding elementary PE staffing, limited instructional time, middle school elective constraints, and aquatic facility access.

  Student Feedback - April 2026: Students demonstrated strong endorsement across grade bands. A total of 95.5% of K-2 students (*n* = 33) projected transferring respectful behaviors beyond PE. Similarly, 95.4% of students in grades 3-5 (*n* = 171) reported encouraging and supporting peers. Approximately 69.8% of middle schoolers (*n* = 225) showed readiness to give and receive constructive feedback. Finally, 89.2% of high schoolers (*n* = 203) connected physical activity with stress management.

  Public Validation - May 2026: A total of 92.6% of public respondents (*n* = 54) rated the draft standards as "clear" or "very clear." Aquatics and water safety emerged as the highest priority statewide theme.

b. Previous action of the Board and Committee(s) on the same or similar matter:

On June 23, 2005, the Board approved HCPS III for nine content areas, including PE. In SY 2006-2007, full statewide implementation of HCPS III took effect.

c. Other policies affected:

The proposed standards directly support and align with current Board policies:

- Board Policy E-1: Philosophy of Education in Hawai‘i’s Public Schools
  The Department requires a well-rounded, research-based, and standards-based public education that includes PE to foster personal growth and prepare students for a diverse society.

- Board Policy 102-3: Statewide Content and Performance Standards
  The Department requires that the Board adopt statewide content and performance standards pursuant to Section 302A-201, HRS, to specify what students must know and be able to do, and requires schools to align curriculum, instruction, and assessment.

- Board Policy 103-1: Health and Wellness
  The Department requires the provision of guidelines promoting physical activity, PE, and student wellness practices that mitigate childhood obesity and support health-enhancing behaviors integral to overall academic achievement.

d. Arguments in support of the recommendation:

Key benefits to adopting the Hawai‘i PE Standards include the following:

- Clear Grade-Span Specificity: The updated standards replace 36 broad HCPS III benchmarks with 177 explicit K-12 learning indicators across the grade spans (K-2, 3-5, 6-8, 9-12) using actionable verbs and clear contextual details, compared to 209 in the SHAPE National PE Standards.

- Dedicated Personal and Social Responsibility: Standard 3 - Kuleana establishes affective outcomes (e.g., safety, etiquette, communication, social skills) as a standalone standard rather than embedding it under cognitive concepts.

- Embedded Fitness Model: The standards shift fitness from an isolated standard to an embedded practice integrated across all movement and conceptual learning.

- Culture-Based Alignment: Each standard is anchored in a foundational Hawaiian concept (i.e., ‘Onina, ‘Ike, Kuleana, Ola) and incorporates Native

Hawaiian games and cultural physical activities (e.g., ‘Ulu Maika, Moa Pahe‘e).

- Aquatics and Water Safety: Standards 1, 2, and 3 include learning indicators across grade spans (K-2, 3-5, 6-8, 9-12) for water safety and swimming. Most of these indicators are classroom-based and cognitive in nature, requiring no pool or open-water access; however, in-water instruction is available as an optional component for schools with access to confined-water facilities.

e. Arguments against the recommendation:

- Instructional Time Constraints: Schools, particularly at the elementary level, may struggle to allocate sufficient instructional minutes to PE.

- Resource and Staffing Limitations: Shortages of certified PE specialists at the elementary level, limited access to facilities (e.g., courts, grass fields, gymnasiums), and equipment constraints may create implementation challenges across schools.

f. Other agencies or departments of the State of Hawai‘i involved in the action:

- OSSS (Intensive Program Support);

- OHE (Hawaiian Studies and Kaiapuni Education);

- DOH (School Health); and

- UHM (College of Education).

g. Possible reaction of the public, professional organizations, unions, Department staff, and/or others to the recommendations:

At the October 8, 2026 Board Student Achievement Committee meeting, the Department presented an update on the revision of the Hawai‘i Physical Education Standards. The presentation received overwhelming support and strong written testimony from a wide range of stakeholders, including higher education leaders, professional organizations, complex area educational specialists, and classroom teachers.

Anticipated reactions across key groups include:

- Professional Organizations and Higher Education - Strong, Enthusiastic Support: The Hawai‘i Association for Health, Physical Education, Recreation, and Dance (HAHPERD) and the UHM College of Education submitted strong written testimony praising the collaborative, multi-year development process

and the shift from 36 broad HCPS III benchmarks to 177 actionable grade-span indicators. They strongly endorse the integration of Native Hawaiian cultural concepts, Personal and Social Responsibility (Standard 3), and water safety, offering ongoing partnerships for teacher preparation and PD.

- Department Staff and School-Level Educators - Strong Educator Backing: Statewide teacher leaders and complex area educational specialists submitted testimony strongly endorsing the standards. Teachers highlighted that explicit learning indicators will streamline assessment and report cards, while restoring Personal and Social Responsibility (Standard 3) directly addresses post-pandemic behavioral and discipline challenges. Some clarifications and support needs were also expressed. A teacher sought reassurance that adopting standards aligned with SHAPE America does not mandate the use of a specific national curriculum, thereby allowing local autonomy over instructional materials. Educators and community members emphasized the critical need for PD, equitable funding, and resource toolkits to support implementation.

- Public and Parents - Overwhelmingly Positive: Public testimony echoed broad support for culturally grounded movement practices (e.g., Hawaiian games) and water safety education as essential, life-saving island priorities.

- Unions - Supportive with Implementation Focus: The Hawai‘i State Teachers Association is likely to support adoption while ensuring that the multi-year phased rollout protects teacher workload, provides training within contract hours or for PD credit, and ensures schools receive adequate equipment and facility support.

h. Educational implications:

The Hawai‘i PE Standards will help to inspire and empower students on their physical literacy journey, equipping them with the knowledge, skills, and confidence to enjoy A Lifetime of Healthy Activity (ALOHA).

The Department’s 2023-2029 Strategic Plan Phase II, Implementation Plan, states, “The Department continues to advance its core mission to provide a well-rounded education for all students, which includes content areas and programs not specifically mentioned in the plan.” While PE is not specifically mentioned in the implementation plan, the new Hawai‘i PE Standards will help ensure a well-rounded education, particularly addressing the physical domain.

Standards-based physical education directly supports whole-child development and reinforces the foundational physical, mental, and social readiness essential for academic success and lifelong well-being.

i. Personnel implications:

OCID will lead comprehensive PD from SY 2026-2027 through SY 2028-2029. One permanent educational specialist and one temporary state office teacher will deliver the core training course, *PE Standards Overview: Navigating the New Hawai‘i PE Standards*, alongside optional seasonal PD series and credit courses.

j. Facilities implications:

Schools may need to maximize existing spaces or seek facility upgrades (e.g., outdoor court resurfacing, field maintenance, locker room updates) to support broader movement skills and physical activity options.

k. Financial implications:

Schools will utilize school-level funds to budget for required instructional materials, equipment, and personnel support. OCID will leverage partnerships with state agencies and organizations (e.g., DOH, UHM, HAHPERD) to maintain cost-effective professional learning opportunities.

6. OTHER SUPPLEMENTARY RECOMMENDATIONS

Not applicable.

Thank you for your consideration.

KTH:tu
Attachment

c: Office of Curriculum and Instructional Design

ATTACHMENT

HAWAIʻI STATE DEPARTMENT OF EDUCATION

Office of Curriculum and Instructional Design

Action on updated physical education content and performance standards

Hawaiʻi State Board of Education
Student Achievement Committee
November 12, 2026

Dr. Teri Ushijima, Assistant Superintendent, Office of Curriculum and Instructional Design

The Department's Recommendations

Approval of: *Hawai'i Physical Education Standards*

Impact: All K-12 students, school administrators, physical education teachers, and elementary teachers responsible for teaching physical education.

Targeted Compliance Dates

High School	Middle / Intermediate School	Elementary School
Training Year **SY 2026-27**	Training Year **SY 2027-28**	Training Year **SY 2028-29**
Compliance Year **SY 2027-28**	Compliance Year **SY 2028-29**	Compliance Year **SY 2029-30**

History: Hawai‘i Physical Education Standards

2005	Board approval of Hawai‘i Content Performance Standards
2016-17	Physical education workgroup (Crosswalk)
2020	Physical education standards review workgroup (COVID)
2024	SHAPE national physical education standards released
2025-26	Physical education standards review workgroup
April 2026	DRAFT Hawai‘i physical education standards
August 2026	Revised Hawai‘i physical education standards

Notable Changes

Focus Area	2005 Hawai‘i Content and Performance Standards	2026 Hawai‘i Physical Education Standards
1. Learning Expectations	Benchmarks are written as broad goals allowing for flexible interpretation.	**Learning Indicators use specific action verbs and clear contextual details.**
2. Personal and Social Responsibility	Safety and etiquette are integrated within the Cognitive Concepts standard.	**Personal and Social Responsibility is now a standard. This ensures the affective domain is addressed in physical activity settings.**
3. The Embedded Fitness Model	Standard 4 provides a dedicated focus on fitness as a standard.	**Fitness is embedded throughout the standards.**
4. Culture-Based Activities	Native Hawaiian culture is not included in the standards.	**Each standard is anchored to a Hawaiian word, and activities from Native Hawaiian and other cultures are included in the standards.**
5. Aquatics	Water safety and swimming are not included in the standards.	**Standards 1, 2 and 3 include learning indicators for water safety and swimming.**

Stakeholder Feedback

1. Educators

December 2025 • Initial educator feedback

Top Likes

- Standards specificity.
- Personal and social responsibility indicators.
- Inclusion of water safety.
- Integration of Hawaiian culture.

Key Barriers

- Lack of highly qualified full time PE instructors at elementary schools.
- Skill gaps from limited PE instructional time, especially in elementary schools.
- Middle school PE is not required.
- Objective assessment of personal and social responsibility.
- Lack of facilities to teach water safety.

2. Students

April 2026 • Student Response Insights

KULEANA | Personal and Social

Strong support for respect, communication, teamwork, and conflict resolution.

OLA | Active Lifestyle

Positive connection established between physical movement and emotional health.

Key Feedback Metrics

K–2: 95.5% of 33 students
Respect and kindness beyond PE.

3–5: 95.4% of 171 students
Encourage and support peers.

6–8: 69.8% of 225 students
Give and receive constructive feedback.

9–12: 89.2% of 203 students
Connect physical activity with stress management.

3. Public

May 2026 • Final Draft Validation

92.6%

Overall Clarity
of 54 respondents rated standards "clear" or “very clear"

Consensus and Priorities

Aquatics and Safety: Emerged as the #1 theme and statewide priority.

Culture Focus: Strong support for culturally relevant physical activity experiences.

Professional Learning: Call for clear guidance, resources, and professional development.

Physical Education Learning Indicators by Grade Span

Grade Span	HCPS III	Draft Hawai‘i	SHAPE National
K - 2	8	45	49
3 - 5	10	51	56
6 - 8	10	44	61
9 - 12	8	37	43
Total:	**36**	**177**	**209**

PE Learning Indicators: 2005 vs. 2026 Standards

2005 Hawai‘i Content and Performance Standards for PE

PE.K-2.1.3

Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups.

2026 Hawai‘i Physical Education Standards

**Note: All 2026 indicators below are demonstrated in a variety of non-dynamic practice tasks.*

1.2.9 Demonstrates rolling or sliding an object (e.g., ‘Ulu Maika, Moa Pahe‘e).

1.2.10 Demonstrates throwing.

1.2.11 Demonstrates catching various objects.

1.2.12 Demonstrates kicking a ball.

1.2.13 Demonstrates bouncing a ball.

1.2.14 Demonstrates dribbling with feet.

1.2.15 Demonstrates striking with hands.

1.2.16 Demonstrates striking with a short-handled implement.

PE Professional Development Plans

Hawai‘i PE Standards Overview (Required)

Navigating the New Hawai‘i PE Standards

SY 26-27 (Spring)
High School

SY 27-28 (Fall)
Middle/Intermediate School

SY 28-29 (Fall)
Elementary School

Spring PE Standards PD Series (Optional)

Annual Focus Topics

SY 26-27 (Spring)
Kuleana | Standard 3: Personal and Social Responsibility

SY 27-28 (Spring)
‘Onina | Standard 1: Movement Skills

SY 28-29 (Spring)
‘Ike | Standard 2: Knowledge and Concepts
Ola | Standard 4: Active Lifestyle

PD Credit Course (Optional)

In-Depth Learning

SY 26-27 (Spring)
Level Up: Understanding the Why, Purpose, and Engagement in Physical Education.

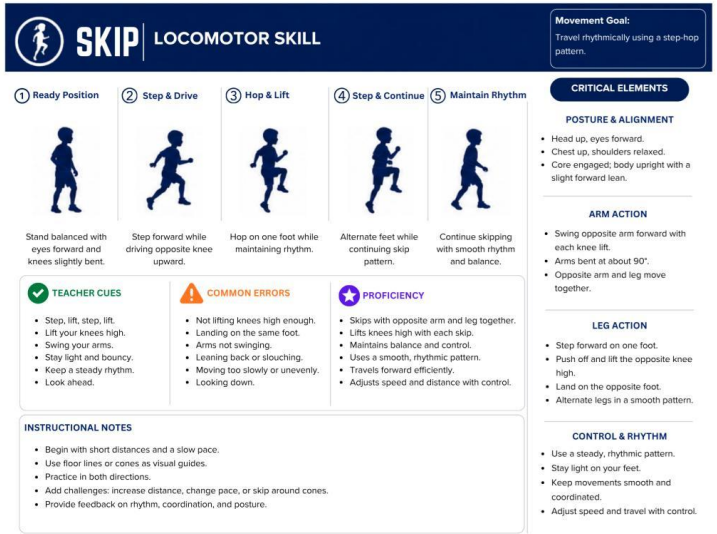
SY 27-28 (Spring)
Unpacking the Hawai‘i Physical Education Standards.

SY 28-29 (Spring)
Creating Inclusive Physical Education Classrooms.

Resources

PE Standards Resources

- Vertical alignment
- Learning indicators by theme
- Sample rubrics
- Learning progressions
- Sample tasks and activities
- Critical elements for movement skills



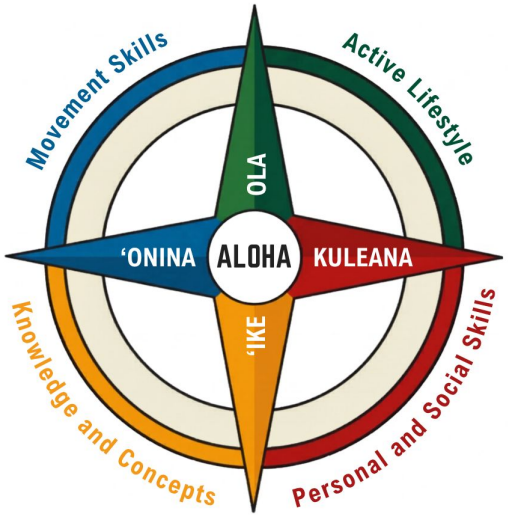
Future Resources

- Guidelines for Adapted Physical Education
- Physical Education Standards Toolkit
  - Water safety and swimming
  - Connections to Nā Hopena Aʻo (HĀ)
  - Cultural games (e.g., Makahiki)

Goal of Physical Education in Hawai‘i

To inspire and empower students on their physical literacy journey, equipping them with the knowledge, skills, and confidence to enjoy A Lifetime of Healthy Activity (**ALOHA**).





What Support Can the Board Provide?

1

Consider the Department's recommendation to approve the *Hawai'i Physical Education Standards*.

Draft Hawai'i Physical Education Standards

2

Continue to advocate for ALOHA for all students and continue to support professional development and resources for physical education.