


STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

January 19, 2023

TO: The Honorable Bruce D. Voss
Chairperson, Board of Education

FROM: Keith T. Hayashi
Superintendent 

SUBJECT: **Board Action on Appointment of the Complex Area Superintendent for the Ka'ū-Kea'au-Pāhoa Complex Area**

I. BACKGROUND

At its November 17, 2022, General Business Meeting, the Hawaii State Board of Education (Board) directed the Hawaii State Department of Education (Department) to develop a comprehensive system for determining Complex Area Superintendent salaries based on experience, performance, and levels of responsibilities no later than June 30, 2023.

While the Department is working towards a new system to compensate the Complex Area Superintendents, I am requesting the approval of the appointment of Ms. Stacey Bello as Complex Area Superintendent of the Ka'ū-Kea'au-Pāhoa Complex Area with an initial salary of \$165,000. Securing my executive leadership team will establish trust and confidence among the Department's leaders and staff critical to improving the efficiency and effectiveness of Department operations and the educational services provided.

Additionally, the approval of Ms. Bello for the Complex Area Superintendent position will enable the Department to begin the process of filling her previous position with a permanent appointment.

The Complex Area Superintendent is the highest ranking educational leader closest to the schools and is responsible for modeling collaborative community leadership attuned to the local and cultural context, setting direction, providing thought-partnership, holding complex area staff and principals accountable, and building the capacity of principals to improve the conditions for teaching and learning in all classrooms, pursuant to the vision and mission of the Hawaii State Department of Education. The Complex Area Superintendent holds decision-making authority to

address day-to-day academic and operational school issues and is tasked with ensuring that exemplary teaching and learning occurs at every school in the complex area.

The Complex Area Superintendent must balance: 1) supervising and monitoring principal performance with the equally critical responsibility to support and develop principals and their teams; 2) supervise and support the performance of complex area educational officers and staff to set and attain high levels of student achievement across the complex area; and 3) ensure efficient and effective use of Department and community resources through adherence to policy and ethical decision-making.

II. **AUTHORITY**

The following provides the superintendent with the authority to appoint a qualified individual as the Complex Area Superintendent.

- [§302A-604, Hawaii Revised Statutes \(HRS\)](#), provides the superintendent the authority to appoint the complex area superintendent: “The superintendent of education, with the approval of the board, shall appoint complex area superintendents for schools.”
- During the May 5, 2022, General Business Meeting, the Board adopted the current “Department of Education Leadership Salary Structure” (Attachment A). Per this document, “Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual” (Section III.E). [§302A-621, HRS](#), authorizes the Board to set the salary of the complex area superintendents. [Board Policy 500-6](#) states that the Board “desires that the best candidates are appointed to all of the subordinate superintendent positions to create a knowledgeable, strong, and dynamic leadership team that supports the superintendent, teachers, administrators, and other school-level personnel”; thus, the Board “shall establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. **RECOMMENDATION**

As Superintendent, I recommend the appointment of Ms. Stacey Bello as the Complex Area Superintendent of the Ka‘ū-Kea‘au-Pāhoā Complex Area (Position Number 64814) with an annual salary in accordance with the complex area superintendent salary range approved by the Board on May 5, 2022. I recommend an entry salary of \$165,000, which is within the range approved by the Board and aligns with the salary adjustments that the Board took action on during the November 17, 2022, General Business Meeting for currently appointed complex area superintendents.

As Complex Area Superintendent, Ms. Bello will be responsible for providing executive leadership by upholding the values of high expectations, equity, and cultural understanding in all matters through a productive professional culture.

Major responsibilities include the following:

- Executive Leadership for Student Achievement: The Complex Area Superintendent must demonstrate executive and community leadership by setting, communicating, and reviewing direction; lead the development of a complex area plan to reach the system's shared vision of instruction and achievement; develop mechanisms for addressing parent concerns and fostering positive complex area-community relations through strategic use of resources and communications; manage processes for school teams to identify short- and long-term goals within an annual academic plan; facilitate the periodic review of performance against the complex area plan; and coach, and direct when appropriate, principals and complex area staff to make mid-course adjustments as necessary.
- Accountable Empowerment of Schools: The Complex Area Superintendent must work closely with principals, individually and as a group, to grow their leadership capacity through the use of frequent and actionable feedback focused on instruction, data analysis, and aligned interventions; coach and support principals and other leaders, including within the community, in resolving unexpected situations and meeting their outcome-based performance targets; help school principals create a PK-12 feeder school, educational systems and structures for shared leadership in their schools to support teaching and learning; gather and analyze feedback from schools to inform statewide education policy and implementation; engage in personal professional development and continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complexes, and schools.
- Support and Accountability Systems: The Complex Area Superintendent conducts reviews of the total school program of all schools in the complex area portfolio to ensure: 1) The administration of the development, implementation, and assessment of educational programs and services are consistent with state and federal policies and mandates; 2) collaboration and direction with school communities and partners to meet the vision, mission, and needs and aspirations of students and their families; and 3) monitoring of administrative decisions at the complex area and school level, promoting effective and efficient operations of the schools and complex area offices.
- Feedback and Performance Evaluation of Leaders in Complex Area: The Complex Area Superintendent must conduct in a timely manner staff and principal evaluations and provide high-quality feedback on actions and behaviors of successful leadership, such as effective management of instructional staff, implementation of evidence-based research practices, use of data, and establishment of a positive complex area/school culture.

Furthermore, the Complex Area Superintendent must strengthen and mediate accountability processes, so staff and principals experience support in their growth as instructional leaders.

- Systems for Talent Management: The Complex Area Superintendent must implement talent management procedures to build capacity amongst complex area and school leaders and relevant non-instructional personnel, facilitating professional development and technical assistance focused on improving educational services and operations at the school and complex area levels. Tasks include, but are not limited to, recruiting, selecting, onboarding, assigning, and retaining quality school leaders, educators, and relevant non-instructional personnel.
- Operational Leadership: The Complex Area Superintendent must interface with the relevant state offices to resolve matters of fiscal and resource management, school safety and culture, civil rights, personnel issues, investigations, and reporting and serve as a safeguard to external distractions or non-instructional issues.

Ms. Bello began working in the Department in 1997. Of Ms. Bello's 25 years of service to the Department, 18 years were spent in the Ka'ū-Kea'au-Pāhoa Complex Area. Her school-level experiences include six years as a special education teacher, three years as a vice principal, and nine years as an elementary school principal. In addition to her school-level experience, Ms. Bello has served as a district resource teacher for seven years and, most recently, as the Interim Complex Area Superintendent, providing her with experience and insight across multiple levels within the Department's tri-level system.

Ms. Bello's array of professional learning, work experiences, and familiarity with the Ka'ū-Kea'au-Pāhoa schools will enable Ms. Bello to lead the work in her complex area and be responsive to the needs of her schools and the Department.

Ms. Bello has been serving as the Interim Complex Area Superintendent of the Ka'ū-Kea'au-Pāhoa Complex Area since May 5, 2022. As Interim Complex Area Superintendent, Ms. Bello has:

- Sustained and strengthened complex area initiatives focused on instructional leadership, inclusive practices, foundational literacy, student achievement, family and community engagement, and achievement team structures.
- Supported schools as they reflected on and implemented best practices that align to the statewide ESSER Education Plan. This includes dedicating time for school administrators to share their ESSER highlights during monthly site-based leadership meetings.
- In partnership with the Leadership Institute, launched the first Homegrown Job Fair in the Ka'ū Complex in an effort to attract local potential employees to the Department. This led to additional Job Fairs being hosted in the Kea'au and Pāhoa complexes.
- Conducted monthly Complex Area Superintendent Mentor support meetings for non-tenured and newly hired principals. This dedicated time is driven by the individual

principals to discuss topics including, but not limited to, operations, curriculum guidance, problem solving, financial management, and strategies to address everyday issues.

- Established a Ka'ū-Kea'au-Pāhoa Complex Area Superintendent Student Advisory Council, beginning with the 2022-2023 school year. This group, composed of student representatives from all schools, meets quarterly to share their voices with the Complex Area Superintendent. Information gathered is then shared with school-level administrators for follow-up action.
- Introduced a monthly Ka'ū-Kea'au-Pāhoa Complex Area newsletter in September 2022 to highlight and celebrate school and complex area activities and accomplishments to maintain a constant connection between schools. Newsletters are shared with all staff members throughout the complex area, as well as beyond the school community.
 - <https://www.kkp.k12.hi.us/newsletters>
- Launched a new Ka'ū-Kea'au-Pāhoa Complex Area website in September 2022 to serve as a public hub for all information relating to the complex area. The website continues to be a work in progress.
 - <https://www.kkp.k12.hi.us/home>
- Provided guidance to schools during numerous school-level emergencies, such as water shortage, power outage, and multiple lockdowns, as well as worked in unison with other Hawai'i Island Complex Area Superintendents during the eruption of Mauna Loa.

Ms. Bello has proven she is capable of serving as the Complex Area Superintendent of the Ka'ū-Kea'au-Pāhoa Complex Area and will continue to be an invaluable member of our leadership team as we work towards providing all students with the educational opportunities, services, and supports needed to facilitate student success.

I have had the pleasure and privilege of working with Ms. Bello since she assumed the role of Interim Complex Area Superintendent in May 2022. Throughout her career, she has demonstrated her commitment to the Ka'ū-Kea'au-Pāhoa Complex Area and the Department.

For these reasons, I respectfully recommend that the Board approve the following appointment effective January 20, 2023:

Stacey Bello
Complex Area Superintendent
Ka'ū-Kea'au-Pāhoa Complex Area
Position No. 64814
Annual salary beginning at \$165,000

The Department anticipates presenting its proposed comprehensive system for determining Assistant Superintendent and Complex Area Superintendent salaries to the Board in the early months of 2023. Pending the outcome of this proposal, adjustments may need to be made to the initial salary recommended for Ms. Bello.

The Honorable Bruce D. Voss
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Ms. Bello's resume is attached (Attachment B). The Complex Area Superintendent position, Position No. 64814, is an established permanent position with funding included in the Department's budget.

Thank you for your consideration and your continued support.

KTH:sb

Attachments: Attachment A - Department of Education Leadership Salary Structure adopted by
the Board of Education on May 5, 2022
Attachment B - Resume of Stacey Bello

c: Office of Talent Management

**BOARD OF EDUCATION
DEPARTMENT OF EDUCATION LEADERSHIP SALARY STRUCTURE**

I. Purpose

- A. The purpose of this salary structure is to establish a system for performance-based and other case-by-case salary adjustments for the subordinate superintendents (which are the deputy superintendent, assistant superintendents, and complex area superintendents) of the Department of Education (“Department”).
- B. This salary structure articulates the flexibility of the Board of Education (“Board”) to provide fair and competitive salaries to subordinate superintendents while ensuring this system and resulting leadership salaries are transparent.

II. Authority

- A. Pursuant to Section 302A-621, Hawaii Revised Statutes, the Board has the sole authority to set the salaries of subordinate superintendents with the only restriction being that the salary of a subordinate superintendent cannot exceed the salary of the superintendent.
- B. In accordance with Board Policy 500-6, entitled “Salaries of Subordinate Superintendents,” the Board is to “establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. Salaries and Salary Ranges

- A. The Board must be able to review and approve exact salaries to ensure equity, avoid salary compression issues, and optimize competitiveness for recruitment and retention. Further, more transparency as to salaries of the top leaders of the Department, which is one of the largest state departments, is in the best interest of the public.
- B. The Board has set the following salary ranges for subordinate superintendents to assist the superintendent with leadership recruitment:
 - 1. Deputy superintendent: \$162,750 to \$194,250
 - 2. Assistant superintendents: \$157,500 to \$189,000
 - 3. Complex area superintendents: \$152,250 to \$183,750

- C. The superintendent may recommend changes to the Board to the salary ranges stated in Section III.B based on market conditions. Any changes to the salary ranges require the Board to amend this salary structure document.
- D. The superintendent shall not adjust the salary of a subordinate superintendent without prior approval from the Board.
- E. Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual.
- F. Whenever the superintendent requests adjustments to a subordinate superintendent's salary, the superintendent must provide the Board with the current salary of the subordinate superintendent and the new proposed salary.
- G. Any Board approval of recommended salary adjustments is also approval of the use of funds necessary to effectuate such salary adjustments. The superintendent shall provide the Board with information on the total cost of any proposed salary adjustments.

IV. Performance-based Salary Adjustments

- A. The superintendent shall annually evaluate the performance of subordinate superintendents using an evaluation instrument of the superintendent's choosing that sets the performance expectations for each subordinate superintendent. The evaluation instrument used by the superintendent to evaluate performance should align with Department and Board goals for consistency and fairness.
- B. Subordinate superintendents who meet performance expectations as determined by the performance evaluation are eligible for a minimum performance-based salary adjustment as determined by the superintendent in consultation with the Human Resources Committee Chairperson or their designee. In determining the minimum performance-based salary adjustment, the superintendent and the Human Resources Committee Chairperson, or their designee, shall consider various market factors, including the Hawaii Consumer Price Index, average Hawaii salary increase rates, and collective bargaining raises of other Department employees.
- C. Subordinate superintendents who exceed performance expectations as determined by the performance evaluation are eligible for an additional performance-based salary adjustment as recommended by the superintendent.

- D. The superintendent shall annually report the overall performance evaluation results to the Board and recommend performance-based salary adjustments based on the evaluation results. The report annually shall also include the copy of the current evaluation being used and the position descriptions of those affected.
- E. The superintendent may recommend no performance-based salary adjustments based on circumstantial conditions, such as economic downturns.
- F. The Board has total discretion over salary adjustments for subordinate superintendents and may decide to defer or forgo performance-based salary adjustments in any given year based on circumstantial conditions, such as economic downturns.
- G. Subordinate superintendents serving in an interim or acting capacity are not eligible for performance-based salary adjustments.

V. Other Salary Adjustments

- A. The superintendent may recommend, and the Board may consider, other salary adjustments for subordinate superintendents separate from performance-based compensation adjustments on a case-by-case basis as circumstances warrant, which include, but are not limited to:
 - 1. A complex area superintendent whose salary is less than the average salary of high school principals;
 - 2. An assistant superintendent whose salary is less than the average salary of peers in the industries relevant to the subject matter area overseen by the assistant superintendent; or
 - 3. A deputy superintendent whose salary is less than the average salary of other subordinate superintendents that the deputy superintendent supervises.
- B. Other salary adjustments may require the amendments of the salary ranges stated in Section III.B and in accordance with Section III. C.

[Adopted 05/05/2022]

STACEY LEE M. BELLO

Hilo, Hawai'i

PROFESSIONAL OBJECTIVE

Seeking an opportunity to serve as the Complex Area Superintendent for the Ka'ū-Kea'au-Pāhoa complex area.

WORK EXPERIENCE

- | | | |
|---------------------|--|---------------------------------------|
| 2022-Current | Interim Complex Area Superintendent | Ka'ū-Kea'au-Pāhoa Complex Area |
| | <ul style="list-style-type: none"> ● Execute the leadership duties of the Complex Area Superintendent. ● Implement all initiatives set forth by the Board of Education and the State Superintendent. ● Manage and oversee all public and charter schools in the complex area. ● Supervise and support the work of school and complex level administrators. ● Model and promote a positive and supportive complex area culture embedded in HĀ and KKP's vision. ● Strengthen and monitor strong practices in instructional leadership, foundational literacy, data analysis, inclusive practices, and family & community engagement. ● Promote PK-12 alignment to ensure post-high school readiness for students. | |
| 2021-2022 | Principal III | Kea'au Elementary School |
| | <ul style="list-style-type: none"> ● Perform the duties of an elementary school principal. ● Develop school wide structures for leadership, grade level & operational purposes. ● Promote a school culture that supports all members, both within and outside the school community. ● Establish high expectations for student and staff outcomes. ● Provide a safe learning environment while managing all COVID-19 strategies and expectations. ● Align literacy efforts throughout the grade levels to improve student achievement. ● Re-engage families and community partners in school related activities. ● Collaborate with other complex area school administrators to support alignment of expectations to better support students. | |
| 2013-2020 | Principal II | Keaukaha Elementary School |
| | <ul style="list-style-type: none"> ● Perform the duties of an elementary school principal. ● Promote a positive school climate and provide a safe learning environment for everyone. ● Held high expectations for student achievement and staff outcomes. ● Manage the school's operating budget to ensure the needs of the school are met. ● Monitor classroom instruction to support highly effective instructional practices. ● Supervise all personnel on campus. ● Engage families and surrounding community in all school events and initiatives. | |

STACEY LEE M. BELLO

Hilo, Hawai'i

2013	Vice Principal I	Kea'au Elementary School
2011-2012	Vice Principal III	Ka'ū High & Pahala Elementary
2010-2011	Vice Principal – ACE VP Intern	Mountain View Elementary School
2003-2010	District Special Education Resource Teacher	Ka'ū-Kea'au-Pāhoa Complex Area
2001-2002	Special Education Department Head	Kea'au Middle School
1997-2003	Special Education Teacher	Kea'au Middle School
1997	Special Education Teacher	Kea'au Elementary & Intermediate

EDUCATION

2012	University of Hawai'i at Manoa	School Administration
2007	National University	Masters of Arts (MA) - Teaching with Specialization
1999	Department of Education (RISE)	Sped Certification - Special Education K-12
1996	University of Hawai'i at Hilo	Teaching Certification - Elementary Ed K-6
1995	University of Hawai'i at Hilo	Bachelors of Arts (BA) - Liberal Studies

PROFESSIONAL DEVELOPMENT

2022	National Career Academy Coalition (School Academies/Pathways)	Georgia
2022	Peter Dewitt: Instructional Leadership	Hawai'i
2021	Steve Ventura: Student Achievement Teams	Hawai'i
2021	Dr. Anita Archer: Explicit Instruction	Hawai'i
2019	SDE: Differentiation National Conference	Las Vegas
2018	Engaging & Teaching with Poverty in Mind National Conference	Texas
2017	WASC Accreditation: Visiting Committee Training	Hawai'i
2017	ASCD: National Conference	California
2016-2017	Universal Design for Learning (UDL)	Hawai'i
2015	AVID Summer Institute	Hawai'i
2013-2016	Kamehameha Schools: Thinking Maps	Hawai'i
2013-2015	New Principal Academy (NPA)	Hawai'i
2012-2013	Vice Principal Academy	Hawai'i
2012	Education Administration and Special Education Law National Conference	Texas

STACEY LEE M. BELLO

Hilo, Hawai'i

2011-2015	Ho'okele: Leadership Workshops with Kamehameha Schools	Hawai'i
2011-2016	Charlotte Danielson's Framework for Teaching	Hawai'i
2011	AVID National Conference	California
2011	Turning Around Lowest Achieving Schools – SIG National Conference	California
2010-2011	Literacy for Learning	Hawai'i
2010	Administrator Certification for Excellence (ACE) Program Workshops	Hawai'i
2009-2010	Candidate for Administrator Certification for Excellence (ACE) Program	Hawai'i
2009-2010	Cognitive Coaching	Hawai'i
2008	Model Schools National Conference	Florida
2007-2009	Michael Fullan: Literacy Strategies and Bringing About Change	Hawai'i
2007-2008	Inclusive Schools and Practices- Including Special Needs Children	Hawai'i
2006-2009	Differentiation Practices- Seminars & National Conferences	Nevada
2006-2007	Introduction to Mentoring- Strategies, Tools, Instruction and Student Work	Hawai'i
2006	Curriculum Mapping National Conference	New Mexico
2004	Education Administration and Special Education Law National Conference	Florida

PROFESSIONAL MEMBERSHIP

2014-Present	Delta Kappa Gamma: Zeta Chapter (DKG) – International Society for Key Women Educators
2010-2022	Hawai'i Government Employees Association (HGEA)
1997-2010	Hawai'i State Teachers Association (HSTA)