


**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 Pearl City-Waipahu 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 Mr. Richard Fajardo as Complex Area Superintendent of the Pearl City-Waipahu 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 Mr. Fajardo for the Complex Area Superintendent position will enable the Department to begin the process of filling his 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 Mr. Richard Fajardo as the Complex Area Superintendent of the Pearl City-Waipahu Complex Area (Position Number 68264) 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, Mr. Fajardo 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.

Mr. Fajardo began working with the Department in 2001. His school-level experiences include eight years as a school counselor, one year as a Student Services Coordinator, five years as a vice principal, and five and a half years as an intermediate school principal, four of which the school followed a multi-track school calendar.

As a principal, Mr. Fajardo's foresight and vision facilitated the implementation of programs designed to advance student achievement, such as a designated response-to-intervention time to help students performing below grade-level standards close the learning gap and enable students performing above grade-level standards to extend their knowledge in specific skills and concepts; a data-driven instructional cycle to assess classroom instructional strategies and make the necessary adjustments for improvement; and classes and opportunities aligned to Kapolei High School's career academies to allow his middle school students to explore Career and Technical Education, including learning opportunities provided through community and business partnerships.

Mr. Fajardo also values his school community, offering all stakeholders the opportunity to provide input in school improvement processes via monthly convenings; establishing a threat assessment team which adopted a proactive, collaborative, and coordinated approach to assist individuals who pose a threat to the safety of the school; and guiding the school community in the transition from a multi-track school calendar to a traditional school calendar.

In addition to his school-level experience, Mr. Fajardo has served as a Complex Area School Renewal Specialist for the Campbell-Kapolei Complex Area and led the complex area's efforts in the implementation of the state content standards, data teams, and the data-driven instructional cycle, Academic Review Teams, and the AVID K12 constructs in literacy and organization designed to facilitate student learning.

Mr. Fajardo has been serving as the Interim Complex Area Superintendent of the Pearl City-Waipahu Complex Area since December 19, 2022.

This array of experiences has equipped Mr. Fajardo with the skills needed to guide the Pearl City-Waipahu Complex Area in a manner that is responsive to the needs of schools and navigate across multiple levels within the Department's tri-level system to support the goals of the Board and the Department.

I had the pleasure and privilege of working with Mr. Fajardo when we were both principals in the Leeward District. His commitment to the Department and to improving our public education system is unquestionable. Thus, Mr. Fajardo will 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.

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

Richard Fajardo  
Complex Area Superintendent  
Pearl City-Waipahu Complex Area  
Position No. 68264  
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 Mr. Fajardo.

Mr. Fajardo's resume is attached (Attachment B). The Complex Area Superintendent position, Position No. 68264, 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 Richard Fajardo

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]



## Richard D. Fajardo

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As a lifelong educator, I strive to provide my students with a rigorous and well-rounded education and relevant educational opportunities to enable them to obtain the knowledge, skills, and disposition they need to contribute to the global community.

### **EXPERIENCE**

Dec. 2022 - Present     **Interim Complex Area Superintendent, Pearl City-Waipahu Complex Area**

- Assist the Superintendent and Deputy Superintendents in providing supervision, guidance, and support to the principals and schools within the Pearl City-Waipahu Complex Area.
- Lead the complex area staff in setting and attaining goals of high levels of student achievement across the complex area by monitoring complex area performance reports.

May 2017 – Dec. 2022   **Principal, Kapolei Middle School**

- Prioritized student academic achievement and social growth through a clear vision and set of goals for the school.
- Provided instructional leadership to ensure student growth through rigorous and relevant curriculum, differentiated instruction, and standards-aligned assessments that address the needs of all students.
- Facilitated responsive capacity building through the supervision, guidance, and support for school leaders, teachers, and classified staff.
- Strengthened the school community through relationships developed with parents and community members.
- Promoted the success of the school statewide and nationally through presentations at the 2022 Education Leadership Institute (Building School Culture), 2022 Hawaii State Department of Education school safety conference (Implementation of School Level Threat Assessment Team), and 2019 Visible Learning National Conference (Implementation of Visible Learning Instructional Strategies).

May 2015 - May 2017   **School Renewal Specialist, Campbell-Kapolei Complex Area**

- Assisted the Complex Area Superintendent in carrying out the vision and goals for the complex area.
- Promoted student achievement and data-driven decision-making by leading the implementation of standards-based curriculum (common core state standards), data teams, and academic review teams within the complex area.
- Supported the academic initiatives of the complex area principals and assisted them in monitoring student performance.
- Supported the complex area schools in implementing strategies to increase student success through professional development on effective academic practices.

June 2011 - May 2015 **Vice Principal, Holomua Elementary School**

- Assisted the principal in carrying out the vision and goals of the school.
- Provided instructional leadership through the implementation of curriculum, assessment and instruction initiatives and professional development for teachers and staff.
- Facilitated data-driven decision-making by monitoring and reviewing academic data to assist the principal in identifying enabling activities that would yield academic achievement and social growth.
- Supported student safety and well-being by monitoring and addressing student behavior on campus.

Dec. 2010 - June 2011 **Vice-Principal (Temporary Assignment),  
Holomua Elementary School**

- Assisted the principal in carrying out the visions and goals of the school.
- Supervised and monitored operational staff.
- Supported student safety and well-being by monitoring and addressing student behavior on campus.

July 2008 - Dec. 2010 **School Counselor, Holomua Elementary School**

- Assisted with the social needs of all students.
- Developed and taught guidance lessons in grades K-6.
- Served as the school's Hawaii State Assessment testing coordinator.

July 2006 - June 2008 **School Counselor, Waipahu Intermediate School**

- Assisted with the social needs of all students.
- Developed and taught guidance lessons in grades 7-8.
- Served as the school's Hawaii State Assessment testing coordinator.

July 2004 - June 2006 **School Counselor, Pearl City High School**

- Assisted with the social needs of all students.
- Monitored and reviewed student grades and credits to ensure on-time high school graduation.
- Provided academic counseling.
- Served as the school's Hawaii State Assessment testing coordinator.

July 2002 - June 2003 **Student Services Coordinator, Pearl City High School**

- Coordinated the student support process for special education and Section 504 cases on campus.
- Served as the school's Hawaii State Assessment testing coordinator.

Aug. 2001 - June 2002 **School Counselor, Pearl City High School**

- Assisted with the social needs of all students.
- Monitored and reviewed student grades and credits to ensure on-time high school graduation.
- Provided academic counseling.

**ADDITIONAL EXPERIENCE**

Jan. 2009 - June 2017 **Adjunct Professor, Master of Science in Counseling Psychology Program (Special Education and Curriculum)  
Chaminade University**

- Developed curriculum and assessments and delivered instruction in special education and educational psychology courses in the Master of Science in counseling psychology program.

**EDUCATION**

May 2013 Hawaii State Department of Education Administrator Certification for Excellence  
Educational Administration program  
Chaminade University

May 2004 Master of Science in Counseling Psychology  
Chaminade University

May 1999 Bachelor of Science in Occupational Education  
Wayland Baptist University