



STATE OF HAWAII  
DEPARTMENT OF EDUCATION

P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 17, 2022

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

FROM: Keith T. Hayashi  
Superintendent 

SUBJECT: **Board Action on Appointment of Assistant Superintendent for the Office of Student Support Services**

I. **BACKGROUND**

The Assistant Superintendent of the Office of Student Support Services works closely with the Superintendent and Deputy Superintendent of the Hawaii State Department of Education (Department) as a strategic partner in the coordination and oversight of student academic, social, emotional, and behavioral support services. As a member of the Superintendent's executive leadership team, the Assistant Superintendent of the Office of Student Support Services plays an important role in executing the priorities and initiatives of the Hawaii State Board of Education (Board) and the Department through thoughtful planning, timely execution, and effective implementation.

The Office of Student Support Services exercises technical staff oversight of student support and special needs support, alternative learning education, and special education support for the Department. The Assistant Superintendent is the spokesperson to the state Legislature, the Board, and the media on all issues dealing with support services. The three branches of the Office of Student Support Services consist of the Exceptional Services Branch, Student Support Branch, and Alternative Learning Branch, which directly provide schools, state, and district administrative offices with centralized support services.

The Assistant Superintendent of the Office of Student Support Services currently provides strategic oversight of the following key functions:

- Providing statewide leadership in the implementation of a focused and responsive system of supports to strengthen the social, emotional and physical well-being of all students and their families and communities to impact student achievement, which includes research; development of statewide frameworks, guidance, procedures, and

tools; and the provision of professional development, technical assistance, and support to complex areas;

- Coordinating school health services and partnerships with health-related public and private agencies to ensure students maximize in-person learning;
- Developing policies, procedures, and operational guidelines for the education of individuals with disabilities, ages 3 to 22, for application throughout the school system;
- Providing technical assistance and training to schools and complex areas on the implementation of the Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 Rehabilitation Act of 1973 (Section 504) and the corresponding administrative rules;
- Developing policies, procedures, and operational guidelines for vulnerable populations including students experiencing unstable housing, migratory students, English learners, neglected and delinquent students, and at-risk youth; and
- Supporting schools and complex areas in developing, maintaining and enhancing programs offering opportunities of alternative paths to success for at-promise students.

The Assistant Superintendent will assist Deputy Superintendent Heidi Armstrong with priority and general business items identified for and agendized by the Board's Student Achievement Committee.

## II. **AUTHORITY**

The following policies provide the superintendent with the authority to appoint a qualified individual as the assistant superintendent. Please note, in accordance with [§1-17, Hawaii Revised Statutes \(HRS\)](#), "Words in the masculine gender signify both the masculine and feminine gender, those in the singular or plural number signify both the singular and plural number, and words importing adults include youths or children."

- [§302A-1111, Hawaii Revised Statutes \(HRS\)](#), designates the superintendent as "the chief executive officer of the public school system having jurisdiction over the internal organization, operation, and management of the public school system, as provided by law" under the policies established by the Board.
- [Board Policy 500-4, Duties and Responsibilities of the Superintendent](#), states the superintendent is responsible for the "planning, organizing, staffing, directing and controlling the educational program, finances, personnel and facilities of the department."
- [§26-39, HRS](#), provides the superintendent the ability to appoint a subordinate: "Except as otherwise provided by this chapter and with the approval of the governor, the head of a department may establish or abolish any subordinate office or position, transfer officers and employees between positions, appoint and remove any subordinate, and change the duties, titles, and compensation of offices and positions as is deemed necessary by the head of the department for the efficient functioning of the department, subject to the limitations of available appropriations and of the provisions of chapter 76."

- 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 assistant superintendents. [Board Policy 500-6](#) states 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. Annie Kalama as the Assistant Superintendent of the Office of Student Support Services (Position Number 604480) to manage the Department’s student support services and programs for vulnerable students with an annual salary in accordance with the assistant superintendent salary range approved by the Board on May 5, 2022. I recommend an entry salary of \$175,000, which is within the range approved by the Board and is comparable to the average salaries of similar leadership positions across the nation.

The School Superintendents Association (AASA) [“2021–22 Superintendent’s Salary & Benefits Study”](#) provides data on the base salary for associate superintendents, similar to the assistant superintendent position, based on the district enrollment size (pg. 21, Table 2.5). The Hawaii State Department of Education is the only statewide public school district in the country. It comprises 258 public and 37 charter schools, educating nearly 170,000 students. The salary requested for Ms. Kalama falls within the base salary range for districts with an enrollment of more than 100,000 students based on the AASA Salary and Benefits study.

*TABLE: Associate Superintendent Base Salary and District Enrollment*

<b>District Enrollment</b>	<b>Minimum</b>	<b>25%</b>	<b>Median</b>	<b>75%</b>	<b>Maximum</b>
Fewer than 300	\$ 40,000.00	\$ 80,000.00	\$ 90,000.00	\$117,500.00	\$140,500.00
300 to 999	\$ 65,000.00	\$ 92,244.75	\$101,000.00	\$124,000.00	\$185,000.00
1,000 to 2,999	\$ 75,000.00	\$104,000.00	\$116,000.00	\$135,000.00	\$259,116.00
3,000 to 4,999	\$ 75,000.00	\$117,500.00	\$135,000.00	\$155,320.00	\$250,000.00
5,000 to 9,999	\$ 64,000.00	\$122,265.80	\$144,500.00	\$164,269.50	\$265,000.00
10,000 to 24,999	\$ 89,000.00	\$135,000.00	\$149,000.00	\$175,000.00	\$250,000.00
25,000 to 49,999	\$100,000.00	\$152,500.00	\$170,000.00	\$188,000.00	\$258,000.00
50,000 to 99,999	\$127,765.00	\$155,250.00	\$172,000.00	\$179,000.00	\$225,000.00
<b>100,000 or more</b>	<b>\$148,000.00</b>	<b>\$165,963.80</b>	<b>\$180,975.00</b>	<b>\$197,500.00</b>	<b>\$220,000.00</b>

As Assistant Superintendent, Ms. Kalama will be responsible for monitoring and overseeing the student academic, social, emotional, and behavioral supports and services implemented by the Department. She will ensure the work of the Office of Student Support Services advances the Department's efforts in:

- Developing the Department's strategic priorities and plan for system and school improvement;
- Assessing the functions, processes, and practices of the Office of Student Support Services as part of the systemic approach to better our public education system, which will complement a possible plan for reorganization;
- Streamlining operations to increase efficiency and effectiveness;
- Modernizing systems and processes to replace what is currently outdated and archaic;
- Conducting an inventory of functions to eliminate duplicity and redundancy and to identify needs to address;
- Addressing the academic, behavioral, social, emotional, and mental health needs of students through a comprehensive multi-tiered system of support to facilitate student achievement;
- Addressing learning loss through instructional strategies and supports that meet students' academic needs, especially the needs of vulnerable learners, to accelerate learning;
- Increasing access to programs, services, and supports across the state, including rural and remote communities, to ensure equitable access to student support services;
- Exploring new ways of teaching and learning to meet the needs of all students;
- Conducting research and executive analysis of data and information obtained to inform strategic decision-making; and
- Facilitating more state office involvement in assisting schools and complex areas with their needs.

Ms. Kalama has extensive experience in education, spanning 35 years, in which she has advocated for students with special needs. Ms. Kalama's 11 years with the Office of Student Support Services (and the former Office of Curriculum, Instruction, and Student Supports) as interim assistant superintendent, director of the Exceptional Support Branch, administrator of the Special Needs Section, and educational specialist within the Special Education Branch provides her with an intimate knowledge of the services, supports, and resources available at the school, complex area, and state office levels to promote student achievement and close the achievement and opportunity gap. This will enable her to better lead the Office of Student Support Services in implementing Department initiatives by utilizing Department resources system-wide to meet the goals and objectives of the Board and the Department, maneuvering through the three levels of the Department to effectively and efficiently address student needs, and navigating the ever-changing landscape of the public education system to ensure student success and equity of access to educational opportunities, supports, and services for all students.

Ms. Kalama 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 the Board approves the following appointment effective November 18, 2022:

Annie Kalama  
Assistant Superintendent  
Position No. 604480  
Annual salary beginning at \$175,000

Ms. Kalama has been serving as the interim Assistant Superintendent of the Office of Student Support Services since May 2022.

Ms. Kalama's resume is attached. The Assistant Superintendent position, Position No. 604480, is an established permanent position with funding included in the Department's budget.

Thank you for your consideration and your continued support.

KTH:ha

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

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]



## **Annemarie Leong Kalama**

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### **Education**

BA Elementary Education/Special Education, New Mexico State University, Las Cruces, NM - 1985  
MA Educational Administration, New Mexico State University, Las Cruces, NM - 1991

### **Leadership Experience**

#### **Interim Assistant Superintendent - Office of Student Support Services**

State of Hawaii Department of Education

July 1, 2022 - Present

#### **Hawaii State Special Education/Branch Director - Office of Student Support Services, Exceptional Support Branch**

State of Hawaii Department of Education

January 2020 – June 30, 2022

- Served as the state lead and representative for Special Education
- Provided leadership and supervision to section administrators
- Worked in collaboration with the Department's Monitoring and Compliance Branch, ensuring compliance of all aspects of the Individuals with Disabilities Improvement Education Act 2004 (IDEA) General Supervision requirement
- Oversaw the annual IDEA grant application and allocation process
- Led a team of professional specialists on the implementation, monitoring, and reporting efforts of the State Systemic Improvement Plan
- Provided leadership and oversight to a team of professionals in the development of tri-level special education program guidelines, professional learning opportunities, and technical assistance
- Partnered with parent and community groups to facilitate parent communication and education
- Collaborated with Department offices and other state agencies to address infrastructure barriers

#### **Administrator (Educational Specialist III) - Office of Student Support Services, Special Needs Section**

State of Hawaii Department of Education

July 2017 – December 2019

- Served as a state-level program manager for various state and federally funded mandates under the authority of IDEA and applicable Hawaii Administrative Rules and Board of Education policies
- Provided leadership and supervision to state-level professional teams providing indirect and direct support to schools and students
- Prepared, reviewed, and approved state and federal budget and expenditure plans

- Collaborated with other branches to ensure the availability of an array of prevention, early intervention, and tertiary student support services to students with disabilities
- Advised schools, districts, and state personnel on areas relating to education of and services for students with disabilities
- Provided leadership and monitoring of special projects or assignments supporting school-level understanding and application of best practices

**Title V Grant Project Director for United States Department of Education - Hispanic Serving Institution Development Grant**

Eastern New Mexico University – Ruidoso Branch Community College

October 1, 2015 to June 2017

- Managed and supervised the development and piloting of three (3) new industry-aligned Applied Associates of Science Degree programs and a suite of online student support services
- Recruited, hired, and supervised a Title V team of five (5) professionals (activities director, instructional designer, online student support specialist, and subject matter specialists) and one (1) administrative assistant
- Managed 5-year site budget of \$2,624,369
- Supervised onsite grant implementation plan
- Assumed responsibility for the achievement of identified deliverables and outcomes
- Managed and supervised the collection and submission of data
- Engaged community partners in program development, ensuring curriculum alignment with industry standards and certifications
- Communicated and collaborated with college leadership and departments to ensure the integration and sustainability of the grant innovations
- Collaborated with other colleges and community partners to establish formal articulation agreements
- Completed and submitted annual performance report

**SUN PATH Grant Coordinator - United States Department of Labor TAACCCT Grant**

Eastern New Mexico University – Ruidoso Branch Community College

June 15, 2015 – October 1, 2015

- Managed and facilitated SUN PATH on-site services
- Managed a 3-year site budget of \$576,767
- Facilitated site work plan and timeline development with SUN PATH site team.
- Assumed responsibility for the achievement of identified deliverables and outcomes
- Facilitated collection and submission of data
- Conducted community outreach and recruitment
- Completed and submitted required reporting
- Collaborated with community and college partners
- Provided orientation and registration of SUN PATH students/participants
- Used online project management tool for implementation and monitoring of work plan

**Educational Specialist II - Office of Curriculum Instruction and Student Supports,  
Special Education Branch**

State of Hawaii Department of Education

September 2008 - March 31, 2014

- Managed Po'okela Project - Development and implementation of Centers of Educational Excellence to include Inclusive Practices /Access to CCSS and Autism Spectrum Disorders (ASD) strands,
- Assisted in the development and implementation of special education initiatives
- Provided program support and technical assistance to districts and schools
- Managed the following programs:
  - Programs for Students with Autism (\$43,000,000.00 annual budget) – Allocated funds to districts using the child count funding formula, provided oversight of program guidelines and requirements, led the districts in establishing statewide programs standards and best practices for students with Autism and other Developmental Disabilities, instituted statewide training to increase the use of evidence-based practices.
  - Autism Center (\$600,000.00 annual budget) – Competitive grant allocation to districts conducting action research
- Managed and monitored contracts that provided both program development and direct services
- Provided leadership to district leaders in the development of statewide program standards (ASD and other disabilities)
- Coordinated statewide staff and parent training using evidence-based practices for adult learning
- Supervised a team of resource teacher
- Participated in various community and parent collaboration activities
- Served as a member of state implementation and monitoring team on performance and compliance indicators (US DOE IDEA Part B State Performance Plan/Annual Performance Report)

**District Educational Specialist II, Autism - Windward District**

State of Hawaii Department of Education

September 2006 - September 2008

- Provided technical assistance to principals and teachers (program and compliance)
- Supervised Autism Consulting Teachers, Autism Educational Assistants, and clerical staff
- Monitored and managed intensive services contracts
- Monitored practices and procedures to ensure compliance with regulations
- Developed and revised budget
- Maintained ongoing parent communication
- Developed and coordinated district training
- Served as IEP team member as needed

**Special Education Coordinator**

Las Cruces Public Schools Special Education Department, June 2005 - September 2006  
(Las Cruces, NM)

Central Consolidated School District #22, February 2003 - May 2003, August 1996 - June 2000  
(Kirtland, NM)

**Department Lead/Special Education Liaison**

JW Runyon Elementary Dallas Independent School District, July 2003 - May 2004 (Dallas, TX)  
Kirtland Middle School, Central Consolidated School District #22, August 1994 - May 1996  
(Kirtland, NM)

**Adjunct Faculty**

Eastern New Mexico University Ruidoso, Ruidoso NM  
January 15, 2016 to July 2017

EDF 222 – Foundations in Education (3 credits)

University of New Mexico – San Juan College, Farmington NM  
August 2002 - May 2003

Working with Special Needs Population (3 credits)

New Mexico Highland University– San Juan College, Farmington NM  
April 1999 - May 2003

SPED 535 Understanding Children with Multiple Disabilities (1 credit) SPED 535 Helping  
Students with Behavior Problems (1 credit)

Special Education/Early Childhood Practicum Supervisor Educational Leadership Intern  
Supervisor

**Professional Associations**

National Association of State Directors of Special Education - Member

Council for Exceptional Children, Council of Administrators of Special Education - Member

**Special Education Classroom Experience**

- Special Education Inclusion, 8/2004 to 6/2005, Kailua Intermediate School, HIDOE, Honolulu, HI
- Elementary Resource, 7/2003 to 6/2004, JW Runyon Elementary, DISD, Dallas, TX
- Secondary English Language Arts Resource, 8/1994 to 6/1996, Kirtland Middle School, Central Consolidated School District #22, Kirtland, NM
- Behavior Intervention Classroom, 8/1993 to 6/1994, Kirtland Middle School, Central Consolidated School District #22, Kirtland, NM
- High School Work-study Program, 8/1990 to 12/1991, Bloomfield High School, Bloomfield Municipal Schools, Bloomfield, NM

- Developmental Disabilities Classroom, 8/1989 to 6/1990, Tse' Bit' Ai Middle School, Central Consolidated Schools District #22, Shiprock, NM
- Developmental Disabilities Classroom, 8/1988 to 6/1989, Picacho Middle School, Las Cruces Public Schools, Las Cruces, NM
- Behavior Intervention Classroom, 8/1986 to 6/1988, Picacho Middle School, Las Cruces Public Schools, Las Cruces, NM
- Developmental Disabilities Classroom, 8/1984 to 6/1986, Los Lunas Hosp & Trng Center, Los Lunas, NM