



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

OFFICE OF THE SUPERINTENDENT

June 19, 2025

TO: The Honorable Roy M. Takumi  
Chairperson, Board of Education

FROM: Keith T. Hayashi   
Superintendent

SUBJECT: Appointment of complex area superintendent for the Kapa'a-Kaua'i-Waimea  
Complex Area

**I. BACKGROUND**

I am requesting the approval of the appointment of Ms. Leila Maeda-Kobayashi as Complex Area Superintendent (CAS) of the Kapa'a-Kaua'i-Waimea Complex Area with an initial salary of \$170,852.

Building trust and confidence within the leadership and staff is essential to enhance the Department's operational efficiency and the quality of educational services. Establishing my executive leadership team is a critical step in achieving this goal.

The recommended salary for Ms. Maeda-Kobayashi was determined by the Board of Education's (BOE) approved methodology for CAS salaries. This methodology considers an individual's qualifications and the specific characteristics of their assigned complex area.

Approving Ms. Maeda-Kobayashi for the CAS position will lead to a permanent appointment for her former role.

The CAS is the senior educational leader for a group of schools, serving as a model for collaborative community leadership that respects local culture. This individual sets the strategic direction, offers intellectual support, ensures accountability for complex area staff and principals, and develops principals' abilities to enhance teaching and learning environments in line with the Hawai'i State Department of Education's vision. The CAS has the authority to make daily academic and operational decisions for schools, ensuring excellent instruction and learning throughout the complex area.

The CAS 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 grants the superintendent the authority to appoint a qualified individual as the CAS.

- [§302A-604, Hawai'i 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." 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."
- [§302A-621, HRS](#), authorizes the Board to set the salary of the complex area 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. Leila Maeda-Kobayashi as the CAS of the Kapa'a-Kaua'i-Waimea Complex Area (Position Number 66026) with an annual salary of \$170,852, which is in accordance with the complex area superintendent salary range approved by the Board on March 23, 2023. The Department used the methodology that was the basis of incumbent CASs' salary recommendations that the Board approved on June 1, 2023.

As Complex Area Superintendent, Ms. Maeda-Kobayashi will provide 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 staff and principal evaluations on time 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 to improve 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 against external distractions or non-instructional matters.

As a school administrator for ten years, Ms. Maeda-Kobayashi has gained substantial departmental knowledge, enabling her to effectively address school needs and communicate across all levels of the tri-level system.

Before her years as a school administrator, Ms. Maeda-Kobayashi served as a Special Education Teacher at Waipahu and Kōloa Elementary Schools, Student Services Coordinator at Kōloa Elementary School, and Vice Principal at Wilcox Elementary and Kapa'a High Schools. This array of experiences will enable Ms. Maeda-Kobayashi to continue to guide the Kapa'a-Kaua'i-Waimea Complex Area and to be responsive to the needs of schools.

As Principal of Kōloa Elementary School, Ms. Maeda-Kobayashi transformed Kōloa Elementary into a model of educational excellence through her visionary leadership, unwavering commitment to student well-being, and strategic community engagement. Her tenure is marked by significant improvements in school climate, academic achievement, and resource acquisition.

During her 7 years at Kōloa Elementary, Ms. Maeda-Kobayashi:

- Increased favorable responses for safety and satisfaction for teachers and parents on the School Quality Survey;
- Increased engagement and community partnerships;
- Revitalized the Parent-Teacher Association;
- Increased philanthropic support; and
- Consistent progress in student achievement through focused curriculum alignment
- Empowered teachers through targeted professional development and personalized coaching.

Ms. Maeda-Kobayashi has served as the Deputy Complex Area Superintendent of the Kapa'a-Kaua'i-Waimea Complex Area since March 10, 2025.

A commitment to high expectations, collaborative practices, and a central focus on student success distinguishes Leila Maeda-Kobayashi's leadership at Kōloa Elementary. Her time there has yielded demonstrable improvements in school quality, community engagement, and academic performance. She is highly regarded for her robust leadership and dedication to students. Furthermore, she has cultivated significant partnerships within the community, establishing strong relationships with local organizations, businesses, and families.

Ms. Maeda-Kobayashi's dedication to the Kapa'a-Kaua'i-Waimea Complex Area and the advancement of our public education is evident.

For these reasons, I respectfully recommend that the Board approve the following appointment effective July 1, 2025:

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June 19, 2025  
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Leila Maeda-Kobayashi  
Complex Area Superintendent  
Kapa'a-Kaua'i-Waimea Complex Area  
Position No. 66026  
Annual salary beginning at \$170,852

Ms. Maeda-Kobayashi's resume (Attachment A) and the CAS Position Description (Attachment B) are attached. The Complex Area Superintendent position, Position No. 66026, 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 - Resume of Leila Maeda-Kobayashi  
Attachment B - CAS Position Description

c: Office of Talent Management



# Leila Maeda-Kobayashi

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## **EDUCATION:**

### **EDUCATIONAL CERTIFICATE | 1997 | UNIVERSITY OF HAWAII AT MĀNOA**

- Dual Certification in Elementary and Special Education

### **BBA | 1993 | UNIVERSITY OF HAWAII AT MĀNOA**

- Major: Business Administration - Hotel and Restaurant Management

## **PROFESSIONAL EXPERIENCE:**

### **PRINCIPAL, Kōloa Elementary School, Kōloa, HI**

- October 2018 - Present

### **VICE PRINCIPAL, Wilcox Elementary School, Līhu'e, HI**

- July 2015 - October 2018

### **VICE PRINCIPAL, Kapa'a High School, Kapa'a, HI**

- July 2014 - June 2015

### **STUDENT SERVICES COORDINATOR, Kōloa Elementary School, Kōloa, HI**

- July 2006 - June 2014

### **PRINCIPAL, TEMPORARILY ASSIGNED, Kōloa Elementary School, Kōloa, HI**

- August 2012 - October 2012

### **SPECIAL EDUCATION PRESCHOOL TEACHER, Kōloa Elementary School, Kōloa, HI**

- July 1999 - May 2006

### **SPECIAL EDUCATION TEACHER, GRADES K-3, Kōloa Elementary School, Kōloa, HI**

- July 1997 - May 1999

### **SPECIAL EDUCATION TEACHER, GRADES K-2, Waipahu Elementary School, Waipahu, HI**

- July 1994 - May 1995

## **AWARDS & RECOGNITION:**

- **TEACHER OF THE MONTH / TEACHER OF THE QUARTER - Kōloa Elementary School**
- **2018 OUTSTANDING ASSISTANT PRINCIPAL OF THE YEAR - Kaua'i Nominee**
- **2023 MASAYUKI TOKIOKA PRINCIPAL OF THE YEAR - Semifinalist**

**Hawaii State Department of Education  
Complex Area Superintendent Position Description  
(Revised July 23, 2018, July 2019; Feb 2021)**

**INTRODUCTION**

Pursuant to the State Strategic Plan, the DOE is committed to ensuring that all students have the academic and personal skills required to succeed in life. As the ninth largest school district in the country, the DOE has a workforce of over 22,000 full-time employees, 20,000 substitutes and other casual employees, and a \$2.1 billion budget. The system consists of 257 public schools and 37 charter schools spanning seven islands that collectively serve nearly 175,000 students, of whom nearly 52 percent are economically disadvantaged.

The statewide, single school district is comprised of three levels of governance: state, complex areas, and schools. There are 15 complex areas. Each complex area is comprised of two to four school complexes, consisting of a high school and the elementary and middle/intermediate schools that feed into it. The complex area office, lead by a Complex Area Superintendent (CAS) consist of functions that meet the needs of the respective portfolio of schools, students, parents, employees, educators, and community stakeholders to focus on transforming school design and learning experiences through strong leadership, student voice, and educator and school community collaboration that leads to strong student outcomes.

The complex area superintendent and staff are tasked with providing support and direction to schools within that geographic region, by situating resources with decision making closer to schools as a means of improving student learning.

**PURPOSE OF POSITION**

The CAS 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 CAS 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 CAS 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 complex area direct reports' performance to set and attain high levels of student achievement across the complex area; and 3) ensure efficient and effective use of DOE and community resources through adherence to policy and ethical decision-making.

## **MAJOR DUTIES, RESPONSIBILITIES, AND ESSENTIAL FUNCTIONS**

The CAS provides 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 CAS must demonstrate executive and community leadership by setting, communicating, and reviewing direction; lead development of a complex area plan to reach the system's shared vision of instruction and achievement; strategically connect resources and 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 direct reports to make mid-course adjustments as necessary (25%).

**Accountable Empowerment of Schools:** The CAS 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 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 development and continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complex and schools. (20%)

**Support and Accountability Systems:** The CAS 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 complex area and school level, promote effective and efficient operations of the schools and complex area offices. (15%)

**Feedback and Performance Evaluation of Leaders in Complex Area:** The CAS must conduct in a timely manner direct reports' 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 CAS needs to strengthen and mediate accountability processes so direct reports'/principals' experience support in their growth as instructional leaders. (15%)



**Systems for Talent Management:** The CAS must implement talent management procedures for complex area and school leaders and relevant non-instructional personnel as well as recruiting, selecting, onboarding, assigning, and retaining quality school leaders, educators, and relevant non-instructional personnel, and ensure protocols are in place to develop and implement an effective system of professional development and technical assistance focused on improving educational and operation services for each school as well as the complex area office. (10%)

**Operational Leadership:** The CAS 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; serve as a safeguard to external distractions/non-instructional issues. (10%)

**Evidence/Data:** Reduction in number of procurement violations, system for remediation system for fiscal audit findings, reduction of IEP process-based settlements.

The CAS must perform other related duties as assigned. (5%)