

Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

POSITION DESCRIPTION

POSITION TITLE: Charter School Liaison
ORGANIZATION: Charter & Contract School Support
REPORTS TO: Deputy Superintendent
JOB CODE: 67
CLASSIFICATION: ASASP Unit III, Grade 32

POSITION SUMMARY:

The Charter School Liaison serves as the main representative of the Chief Executive Officer and the Board of Education ensuring their duties as the official authorizer of charter schools are fulfilled. The Charter School Liaison provides leadership from the school system with the charter schools; coordinates all phases of the application process; facilitates charter school performance reviews and site visits; develops, revises and implements internal processes, procedures and guidance for operations between PGCPs departments and charter schools; works closely with charter school operators, community organizations, and other stakeholders to maximize the positive impact of charter schools in the district and to ensure that all students and families have access to high quality school options; represents the school system at meetings with charter schools and prepares follow-up documentation including memoranda, correspondence, items for Board action and reports for the Superintendent.

DUTIES & RESPONSIBILITIES:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

Builds school system's capacity and infrastructure to adequately fulfill authorizing responsibilities using best practices:

- Develops a comprehensive authorizing program that forwards the district's efforts to establish and support high quality public charter schools;
- Implements plans, policies and processes that streamline and systemize the work with charter school developers and charter schools;
- Enlists competent leadership and required content knowledge through staff, contractual relationships and agency collaborations;
- Determines the financial needs of the office and communicates those needs to secure sufficient financial resources to adequately fulfill authorizing responsibilities;
- Ensures that schools are not micromanaged but intervenes when necessary to ensure that legal obligations to students and parents are fulfilled and the charter is being fully implemented; and

- Meets regularly with the Chief Executive Officer to provide updates on charter school progress and prepares reports to the local board upon the request of the Chief Executive Officer to assist them in fulfilling their capacity as the local authorizer of charter schools.
- Designs and implements a comprehensive application process that follows fair procedures and rigorous criteria, and grants charters only to those developers who demonstrate capacity for establishing and operating a quality charter school:
- Communicates chartering opportunities, processes, and decisions openly to the public;
- Establishes a submission process, with the support from the Chief Executive Officer, General Counsel and the Board of Education, with realistic and clear timelines, requirements and expectations for content and format;
- Defines clearly how the requirements of all phases of the application are met by outlining and providing the evaluation criteria;
- Facilitates a thorough evaluation of applications using trained reviewers with expertise in the fields of K-12 supervision and leadership, as well as educational, organizational, legal and finances; and
- Ensures that the Chief Executive Office and the Board of Education as authorizers provide prompt notification of decisions for pursuant to the requirements of the Maryland Charter School Law.

Assists legal counsel in the negotiation of the contract with charter schools and ensures clearly articulated rights and responsibilities of each party regarding school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences and other material terms:

- Implements contracts that clearly define the expectations for academic outcomes, and programmatic, financial, and compliance requirements;
- Establishes measures for evaluating success or failure;
- Describes consequences for not meeting expectations as well as intervention and corrective action measures and renewal terms;
- Defines the flexibilities of requirements (through waivers);
- Lists reporting and performance requirements; and
- Describes the conditions of the contract (summary of the conditions upon which the charter approval of the application) was granted.

Conducts contract oversight that evaluates performance, monitors compliance, informs intervention and renewal decisions, and ensures autonomy provided under applicable law:

- Monitors school progress on the implementation of a successful program and accountability measures on a consistent and ongoing basis;
- Conducts periodic visits to schools;
- Ensures that annual financial audits are conducted;
- Requires periodic progress reports and collects essential data in a consistent manner;
- Reviews reports and addresses potential problems;
- Works with system staff to identify delineated actions to take to address concerns;
- Creates systems that hold schools accountable for their academic program, finances and compliance; and

- Ensures that technical assistance provided by the system does not compromise either school autonomy or the authorizer's capacity to make independent accountability decisions.

Designs and implements a transparent and rigorous process that uses comprehensive data to make merit-based renewal decisions:

- Establishes decision making processes that bases contract renewals largely on the school's progress toward meeting student achievement goals requirements, financial status, effective governance and the terms of the contract;
- Establishes clear written criteria for formal reviews and renewals, against which schools are measured (performance indicators and measures);
- Analyzes the schools' performance data to help measure progress;
- Establishes processes for notifying poor performing schools, with adequate time to try to remedy problems;
- Establishes specific provisions for closing a school if necessary (e.g. secures, communicates and follows MSDE school closure guide procedures);
- Establishes and implements quality review processes to collect additional data to help make final decisions about renewal, expansion, replication, and/or revocation; and
- Perform related work as required.

QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and/or abilities required.

- Thorough knowledge of the school system's curriculum and research-based practices;
- Ability to analyze data to determine programmatic implications and provide alternative solutions to problems;
- Ability to work in a fast paced environment with attention to detail;
- Excellent oral and communication skills; experience in public presentations;
- Considerable knowledge of public school administration and instructional programs; and/or external partners to develop, design, operate, manage and evaluate new schools;
- Knowledge of budgeting and accounts monitoring processing;
- Skills in effective outreach efforts involving cross-institutional private/public sector collaboration;
- Ability to interact effectively with all school officials, legal representatives, employees, and others; and
- Ability to use computer technology in an administrative and education setting.

EDUCATION REQUIREMENTS:

Master's Degree required from an accredited college or university with emphasis on school administration and supervision, and five (5) years of a combination of administrative and other professional experience in which the incumbent has demonstrated consistently high quality work preferably in the areas of new small schools, charter, and public contract schools.

CERTIFICATION REQUIREMENTS:

None Required.

SUPERVISORY RESPONSIBILITIES:

Supervises assigned staff.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk, sit, and use fingers, tools or controls. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, the ability to adjust focus, and depth perception. While performing the duties of this job, the employee may occasionally push or lift up to 25 lbs.

WORKING ENVIRONMENT:

The work environment characteristics are representative of those an employee encounters while performing the essential functions of the job.

ADDITIONAL INFORMATION:

None.