

**Tier 1 Proposal**

**Intrinsic Schools 3**

**Response to RFA**

**Submitted 05/26/15**

1. *If approved to open Intrinsic 3 Charter School in the fall of 2017, please describe the academic, financial and operational metrics that the Board and network leadership will monitor through January 1, 2017 to determine the network’s readiness to open the proposed third school by the intended opening date. Please also outline the timeline for any key decision points when determining whether to request a delay for the opening of the third school.*

Intrinsic Schools Board of Directors and leadership will utilize five criteria to determine readiness for replication:

**Academic Excellence**

Prior to replication, Intrinsic Schools must demonstrate that students are achieving academic excellence. The Board and Leadership will only green-light replication if Intrinsic Schools is a Level 1 or 1+ school according to the CPS School Quality Rating Policy.

**Financial Sustainability**

Intrinsic Schools must raise $3.5 million to offset School 3 operating losses in the first four years (including the incubation year). In order to greenlight School 3, the Board and school leadership must raise $1 million prior to January 1, 2017. In addition, Intrinsic must maintain a reserve of at least 30 days cash at all times.

**Enrollment Demand**

In the year prior to replication, Intrinsic Schools must demonstrate sufficient student enrollment demand to support a new school. As such, at the time of the 2016 lottery, the number of applicants per new seat must be 1.5 or greater for the existing schools.

**Availability of a Suitable Facility**

By January 1, 2017 a suitable and financially viable permanent facility must been secured.

**Identification of a School Leader**

Intrinsic Schools will only replicate if a suitable school leader has been identified nine months before the school is scheduled to open.

In the event that any of these criteria are not met, Intrinsic would request a delay for the opening of the third school.

1. *In the capacity interview, the applicant team stated that the Intrinsic Schools network plans to grow to full scale with 5 schools and a network staff of approximately 15-20 individuals. Please submit the full network’s growth plan from its current structure through full scale. Specifically, please include the following information at minimum:*
2. *Dates when each school would open, if approved;*

School 2 will open in fall 2016 (SY2016-2017)

School 3 will open in fall of 2017 (SY2017-2018)

School 4 will open in fall of 2019 (SY2019-2020)

School 5 will open in fall of 2020 (SY 2020-2021)

1. *List of all network staff positions by year as well as associated job descriptions;*

**Intrinsic Schools Network Office Staffing Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Positions** | FY13 | FY14 | FY15 | FY16 | FY17 | FY18 | FY19 | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 |
| CEO | 0.75 | 0.5 | 0.5 | 0.5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CFO |  | 1 | 0.25 | 0.25 | 0.5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Business Manager |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Facilities Director |  |  |  | 0.5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| IT Director |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of Special Projects |  |  |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of Media and Development | 0.5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of Personalized Learning | 0.75 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of Post Secondary Success |  |  |  |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Finance Clerk |  |  |  |  | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Executive Assistant/Admin Assistant |  |  |  |  | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Manager of Student Recruitment |  |  |  |  |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| HR Clerk |  |  |  |  |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Human Resources Manager |  |  |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of Special Populations |  |  |  |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Resident Principal | 0.25 |  | 1 | 1 | 1 |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total Staff | 2.25 | 4.5 | 5.75 | 6.25 | 12.5 | 15 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |

Following are job descriptions for each position.



**CHIEF EXECUTIVE OFFICER – INTRINSIC SCHOOLS**

**Why Intrinsic?**

We offer a chance to make a unique impact in urban education by creating an academic model that leverages great teaching and the precision of technology to personalize education for each student. Our goal is to prepare all students for post-secondary success as demonstrated by high quality student work, growth on assessments (NWEA and EPAS) and “non­cognitive” factors such as empathy, student independence, perseverance, and intellectual curiosity.

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**Culture at Intrinsic**

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**Our Academic Model**

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**Job Responsibilities**

Mission and Culture

* Establish, maintain and promote the vision of Intrinsic Schools
* Builds a culture of collaboration and ongoing professional development within Intrinsic staff
* Act as public face of the organization to CPS leadership, major donors, and public media

Strategy & Planning

* Work with Board of Directors, Central Office and school leaders to develop strategic plan for existing schools as well as long-term growth/expansion plan
* Oversee allocation of resources to drive ideal balance between financial, operational and academic concerns
* Hire and oversee performance of Central Office and school leaders responsible for supporting/leading operations, finance and academic functions

Operations (Development, Finance, Human Capital, Governance)

* Lead and supervise fundraising efforts including grant submission and cultivating/maintaining relationships with major donors
* Oversee Central Office operations including budgeting, accounting, real estate and compliance, etc.
* Work with outside council to support any legal needs that arise in the organization
* Oversee human capital development efforts including recruiting, training and evaluation and the development of hiring practices, policies, and evaluation protocols for all teachers and staff
* Act as liaison to Board of Directors, reporting on student data trends, school progress, etc.
* Facilitate 360 review process for Central Office employees until Intrinsic reaches growth stage to necessitate dedicated HR staff

Academics

* Ensure that schools are on target for school-specific academic goals
* Supervise and evaluate Principal and school leaders
* Work with school leadership to establish annual and long-term academic and other school goals

**Qualifications**

* Over five years experience managing and leading a high performing organization
* Entrepreneurial drive and proven track record launching new ventures or major initiatives
* Experience working in urban school and/or district setting preferred
* Prior fundraising experience preferred
* Master’s degree in business, education or related field

**Application Process**

* Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
* After you apply you will be contacted by a member of the Intrinsic Recruitment Team



**CHIEF FINANCIAL OFFICER– INTRINSIC SCHOOLS**

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**Job Responsibilities**

Financial Performance, Oversight, and Compliance

* Ensure the management of a fiscally responsible and sustainable organization
* Develop, deploy, and oversee financial systems and procedures
* Oversee annual budgeting and audit process, as well as monthly financial reporting and analysis
* Oversee training and support for school-based staff in financial operations
* Oversee external vendor relationships, including banks and other financial service providers
* Staff liaison to the Audit and Finance committees of the Board of Directors

Operations

* Oversee the design, implementation, and management of internal operational systems, including compliance and reporting, enrollment human resources, payroll, and risk management
* Manage the process for finding and obtaining all necessary financing, primarily for facilities
* Assist in obtaining the necessary licenses and commercial risk management (insurance) required to maintain the business and start new schools
* Manage the Grant Administration function, which includes monitoring and tracking federal and private-sector contracts/grants and invoicing to ensure compliance and timely collection for cash flow management
* Continuously seek improvement and maximum operational efficiency to ensure that we provide high quality, cost-effective services for our schools

Strategy and Planning

* Work with leadership team to facilitate and coordinate the annual planning process
* Perform long-term financial and operational planning to inform organization-wide growth and impact strategy

Management

* Attract, hire train, evaluate, and motivate a financial and operations team of highly skilled and driven individuals, who execute at high levels of excellence and deeply share our sense of mission.
* Establish and maintain high standards of team performance by developing clear long-term and annual goals and rigorously tracking performance against them.

**Qualifications**

* At least four years of broad executive management experience and a minimum of three years of complex operational responsibility where s/he has demonstrated success at building scalable and replicable systems
* Familiarity with charter school finance
* Knowledge of public sector accounting and non-profit finance preferred
* Bachelor’s degree required. Master’s degree preferred.

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**IT DIRECTOR – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Establish, plan and administer long-term technology goals and policies to further the Intrinsic model and curriculum
* Provide ideas and training for further integration of technology in the classroom
* Responsible for overall systems administration, as well as network, system and data security
* Ensure compliance with federal and state school technology regulations
* Create and implement plans to address IT needs at the school and Central Office including but not limited to the learning management platform, student information systems, academic assessment, accounting/finance systems and other technology infrastructure
* Lead and manage IT staff at the Central Office and school levels
* Oversee federal e-rate and other grant process as they relate to IT
* Oversee procurement of technology equipment and software

**Qualifications**

* Over five years of experience in IT, with at least two years of managerial experience
* Technical expertise in server technologies, network wiring configuration
* Experience with technology in a school setting
* Ability to communicate effectively to different audiences (orally and writing)
* Bachelor's degree, Master's degree preferred

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**DIRECTOR OF PERSONALIZED LEARNING – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Collaborate with staff to refine school model, make major curriculum decisions
* Manage community partnership for additional school-based programs (before and after-school programs, intersessions, and extended year, if applicable)
* Support instruction utilizing data and technology through resource acquisition/allocation
* Meet weekly with teaching staff to review student data and participate in instructional planning
* Monitor student data trends (academic, cultural, student autonomy)
* Determine staff professional development needs in conjunction with the principal
* Plan, create and conduct ongoing professional development
* Provide ongoing support for teachers, giving feedback and monitoring individually-set goals

**Qualifications**

* Strong instructional background - minimum of 5-8 years teaching experience
* Track record of using data in the classroom and driving student outcomes
* Experience using technology in the classroom
* Experience conducting and facilitating professional development sessions
* Experience serving in leadership capacity (school committees, coaching/mentoring roles, etc.)
* Administrative experience in school/district leadership preferred
* Master’s degree preferred

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**RESIDENT PRINCIPAL – INTRINSIC SCHOOLS**

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**Job Responsibilities**

School-Level

* Assists the Principal with administrative and organizational tasks
* Participates in instructional planning and professional development with teachers
* Assists in monitoring student data trends (academic, cultural, student autonomy)

Central Office

* Manages special projects (e.g. implementation of new procedure, creation of new policies, rollout of new technologies at the school level)
* Works with CEO staff to conduct preliminary planning for new school including but not limited to setting preliminary budget, acting as liaison to real estate broker/architect team
* Together with CEO, leads organization and administrative tasks to secure facility and necessary approval (charter, zoning, community engagement, etc.) for new school

School Launch

* Sets and implement timeline for hiring, procurement and marketing
* Supports student recruitment and community engagement efforts
* Revises school specific policies and procedures as required by the principal
* Carries out administrative and organization responsibilities until necessary staff are hired

**Qualifications**

* Demonstrated success in closing the achievement gap
* Demonstrated success in supervising or leading a team of educators
* Demonstrated success in helping teachers improve via observation and feedback
* Bachelor's degree, Master’s degree preferred

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**BUSINESS MANAGER– INTRINSIC SCHOOLS**

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**Job Responsibilities**

Accounting and Finance

* Manages the outsourced accounting firm to ensure accurate record keeping per Generally Accepted Accounting Practices
* Oversees all day-to-day financial, project/program, and grant accounting
* Manages the procurement process and vendor relationships
* Reviews invoices to be processed by the outsourced accounting firm
* Manages the collection of student fees and other receipts and the associated recordkeeping
* Maintains accurate accounting records and vendor files
* Provides guidance and direction to the finance clerks as necessary

Special Projects and Strategy

* Manages day-to-day school operations and provide support in the response to unanticipated events
* Prepares all financial and operational reporting for Chicago Public Schools and other public entities
* Prepares all reporting to private funders
* Supports the CFO in preparation of budgets and reports to the CEO and board
* Supports the CFO in preparation for the annual audit

**Qualifications**

* At least three years of experience in accounting or finance
* Demonstrated ability to manage accounting and operations functions
* Ability to manage detail oriented functions and projects
* Technology savvy and comfortable working in a technology driven environment
* Strong work ethic
* Results oriented
* Bachelor’s degree, Master’s degree preferred

**Application Process**

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**HUMAN RESOURCES CLERK – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Supports the maintenance of Intrinsic’s HR software system by assisting with new employee offer letters and onboarding and existing employee personnel HR files
* Supports the administration of all Intrinsic employee benefits, including health, dental, short-term/long-term disability, life, retirement, commuter, and FSA
* Assists with all non-performance management HR related issues
* Prepares semi-monthly payroll
* Special projects for the Human Resources Manager and CEO

**Qualifications**

* At least one year of experience in human resources
* Demonstrated ability to support payroll, benefits, and employee relations functions
* Ability to perform detail oriented functions and projects
* Technology savvy and comfortable working in a technology driven environment
* Strong work ethic
* Results oriented
* Minimum High School Diploma, Bachelor’s degree preferred

**Application Process**

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**FINANCE CLERK (Bookkeeping) – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Records all bookkeeping entries into the Intrinsic accounting software.
* Prepares journal entries with guidance from the CFO and Business Manager
* Reconciles credit card statements with employee expense documentation
* Tracks restricted funds and grants
* Assists with special projects for the Business Manager and CEO

**Qualifications**

* At least one year of bookkeeping experience
* Demonstrated ability to support with the maintenance of corporate accounting records
* Ability to perform detail oriented functions and projects
* Technology savvy and comfortable working in a technology driven environment
* Strong work ethic
* Results oriented
* Minimum high school diploma or equivalent, Bachelor’s degree preferred

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**FINANCE CLERK (Accounts Payable) – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Assists in the procurement process and vendor relationships
* Prepares invoices to be processed, obtains approvals as necessary, and processes payments
* Manages the collection of student fees and other receipts and the associated recordkeeping
* Helps maintain accurate accounting records and vendor files
* Assists with special projects for the Business Manager and CEO

**Qualifications**

* At least one year of experience in accounting or finance
* Demonstrated ability to support accounting and procurement functions
* Ability to perform detail oriented functions and projects
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**Job Responsibilities**

HR & Payroll

* Maintains Intrinsic’s HR software system by managing new employee offer letters and onboarding and existing employee personnel HR files
* Continually edits and revises employee handbook with up to date HR policies
* Manages administration of all Intrinsic employee benefits, including health, dental short-term/long-term disability, life, retirement, commuter, and FSA
* Manages all non-performance management HR related issues
* Reviews semi-monthly payroll
* Provides guidance and direction to the HR Clerk
* Maintains all paid-time-off records
* Supports staff across all schools with their human resources questions and needs

Special Projects

* Manages day-to-day human resources activities and provide support in the response to unanticipated events
* Prepares all employee and compensation reporting for Chicago Public Schools and other public entities
* Special projects for CEO

**Qualifications**

* At least three years of experience in human resources
* Demonstrated ability to manage payroll, benefits, and employee relations functions
* Ability to manage detail oriented functions and projects
* Technology savvy and comfortable working in a technology driven environment
* Strong work ethic
* Results oriented
* Bachelor’s degree, Master’s degree preferred

**Application Process**

* Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
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**EXECUTIVE ADMINISTRATIVE ASSISTANT – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Facilitates and maintains organization of the Network Office
* Works with office managers at all Intrinsic Schools to meet compliance and deadlines as outlined by CPS
* Facilitates purchasing, ordering and receiving for the Network Office
* Supports the CEO and/or CFO as well as other Network Office Directors in organizational and administrative tasks
* Other duties as assigned

**Qualifications**

* Ability to prioritize multiple projects and deadlines
* Ability to communicate courteously and effectively to different audiences (orally and in writing)
* Knowledge and experience in using MS word, PowerPoint, Excel, and Outlook
* Ability to type at least 50 WPM
* Experience as office assistant or senior receptionist within corporate or school setting
* Knowledge and experience with IMPACT student information system preferred
* Bachelor’s degree preferred

**Application Process**

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**MANAGER OF STUDENT RECRUITMENT – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Manages the recruitment and enrollment process for all Intrinsic School Campuses
* Coordinates with the Network Office to develop strategic planning and marketing initiatives
* Serves as the point of contact for all campuses for monitoring, auditing and evaluating student enrollment, retention, and attendance
* Provides information regarding admission to prospective students and parents via phone, mail and personal visits, and follows up with mail or phone call as appropriate
* Oversees mass mailings to let all parents and students know of information sessions, application deadlines and other key enrollment events
* Develops a strategy for campus visits, parent testimonial, stewardship of counselors and other means of promoting enrollment through special events in the community
* Generates reports on the efficiency of recruitment efforts and adequately shares with all stakeholders
* Manages speaking engagements and attendance of high school fairs and/or school events

**Qualifications**

* Bachelor’s degree in education, management, or relevant studies
* 2-3 years experience in urban education and/or recruitment
* Ability to accurately manage and organize contact/community data
* Excellent verbal and written communication skills
* Knowledge of CPS compliance preferred
* Bilingual in both Spanish and English

**Application Process**

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**DIRECTOR OF SPECIAL PROJECTS – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Manages and submits district reporting requirements as needed (with support of resident principal)
* Manages all aspects of non-technical projects and provides a single point of contact for those projects
* Develops detailed work plans, schedules, project estimates, resource plans, and status reports for cross-functional projects
* Assembles project teams, assigns individual responsibilities, identifies appropriate resources needed, and develops schedules to ensure timely completion of projects

**Qualifications**

* Bachelor’s degree
* Minimum of one year project management or consulting experience
* Strategic leadership skills required
* Budget management experience required
* Proven ability to organize and prioritize in a high-stress, fast-paced environment
* Ability to create and maintain good working relationships with a variety of internal and external constituents

**Application Process**

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**DIRECTOR OF SPECIAL POPULATIONS – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Serve as an active member of the Intrinsic Leadership Team, including meeting weekly for strategic planning and discussion of school initiatives
* Supports observation and feedback cycles for special education and ELL teachers in conjunction with campus principals
* Facilitates coordination of special education team across multiple campuses
* Monitors special education compliance across campuses
* Monitors ELL compliances across campuses
* Prioritizes staff training needs and to organize a plan for individual and staff-wide professional development focused on differentiation and supporting students with varying needs
* Develops internal and external professional development opportunities available to our teachers and consistent with Intrinsic’s mission/vision
* Participates in teacher recruitment and hiring process

**Qualifications**

* Master's degree in Special education or related educational field
* Illinois Certification in Special Education, K - 12
* At least five years of full time classroom teaching experience in special education or bilingual education
* At least one year of adult management/teacher coaching
* Demonstrated success in raising the achievement levels of traditionally underserved students
* Demonstrated success developing academic programs and academic culture
* Excellent communications skills, both oral and written
* High degree of flexibility and technologically proficient
* Strong knowledge and experience with Special Education instructional models
* Comprehensive understanding of IDEA, Section 504 and ADA laws and regulations; Child Find and Equitable Participation protocols; and Gifted and Talented identification and service

**Application Process**

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**DIRECTOR OF POSTSECONDARY SUCCESS– INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Leads the efforts of school-level postsecondary counselors
* Assists principals in hiring, training, and evaluating postsecondary counselors
* Develops, prioritizes and implements a secondary plan that focuses on college ready skills
* Identifies opportunities for students to prove their readiness through college standardized tests and higher level high school classes and community college classes
* Serves as a liaison with admissions departments of institutions of higher education to promote the achievements of our students and graduates
* Coordinates with alumni to enhance the college selection and assimilation process for our student
* Coordinates with businesses around career programs

**Qualifications**

* Bachelor’s Degree in Education, Teaching, or Instructional Design, Master’s in Education preferred
* Minimum of 5 years of experience in school college guidance or selective college admissions
* Experience in overseeing admissions personnel or providing department leadership
* Deep knowledge of college admissions process
* Demonstrates knowledge of curriculum development and program design
* Strong communications and community-building skills

**Application Process**

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**DIRECTOR OF FACILITIES – INTRINSIC SCHOOLS**

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**Job Responsibilities**

* Plans, organizes, and supervises the maintenance, repair, construction, and alteration of intrinsic buildings and equipment
* Performs and supervises tasks related to HVAC, electrical, plumbing, security, environmental, safety, custodial, and event coordination
* Collaborates with and supports heads of schools, all administration, teachers custodians, and food service workers
* Responsible for developing planning, and implementing a program of maintenance for the organization within budgetary limitations, administering maintenance service policies and interviewing, and evaluating all maintenance personnel

**Qualifications**

* Associate's degree or equivalent inclusive of training in facility operations and maintenance
* Strong experience of five or more years in building systems, facility operations, and maintenance, preferably in the high school environment
* Background and experience in building construction, building and grounds maintenance, working knowledge of industry cleaning procedures and standards, carpentry, painting, plumbing, and management of personnel and maintenance budgets for school operations
* Clear understanding of business practices and vendor relationships
* Knowledge of security procedures and emergency services
* Knowledge of OSHA and MSDS compliance, hazardous substances, noises, waste, and other environmental regulations

**Application Process**

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**DIRECTOR OF MEDIA AND DEVELOPMENT – INTRINSIC SCHOOLS**

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**Job Responsibilities**

Media Management

* Manages the creative direction/branding of Intrinsic Schools, ensuring all campuses are aligned
* Designs and implement the marketing and advertising strategies for Intrinsic Schools
* Creates and promote all digital media of Intrinsic Schools
* Manages all external communications between Intrinsic Schools and outside media sources
* Builds relations with media reps and writes press releases
* Identifies and arranges public speaking opportunities
* Facilitate sharing Intrinsic information with external educators upon request

Development Efforts

* Leads fundraising for Intrinsic Schools, including (but not limited to) donor cultivation and solicitation
* Manages the grant writing process and writes grant proposals
* Signs inquiry letters and grant applications
* Develops, recommends, and implements donor, public, and media relations events
* Schedules and facilitates all school visits and tours
* Coordinates communication with the Board in conjunction with the CEO
* Finds and cultivates relationships with prospective donors
* Supervises gift processing responsibilities, including timely delivery of thank you letters

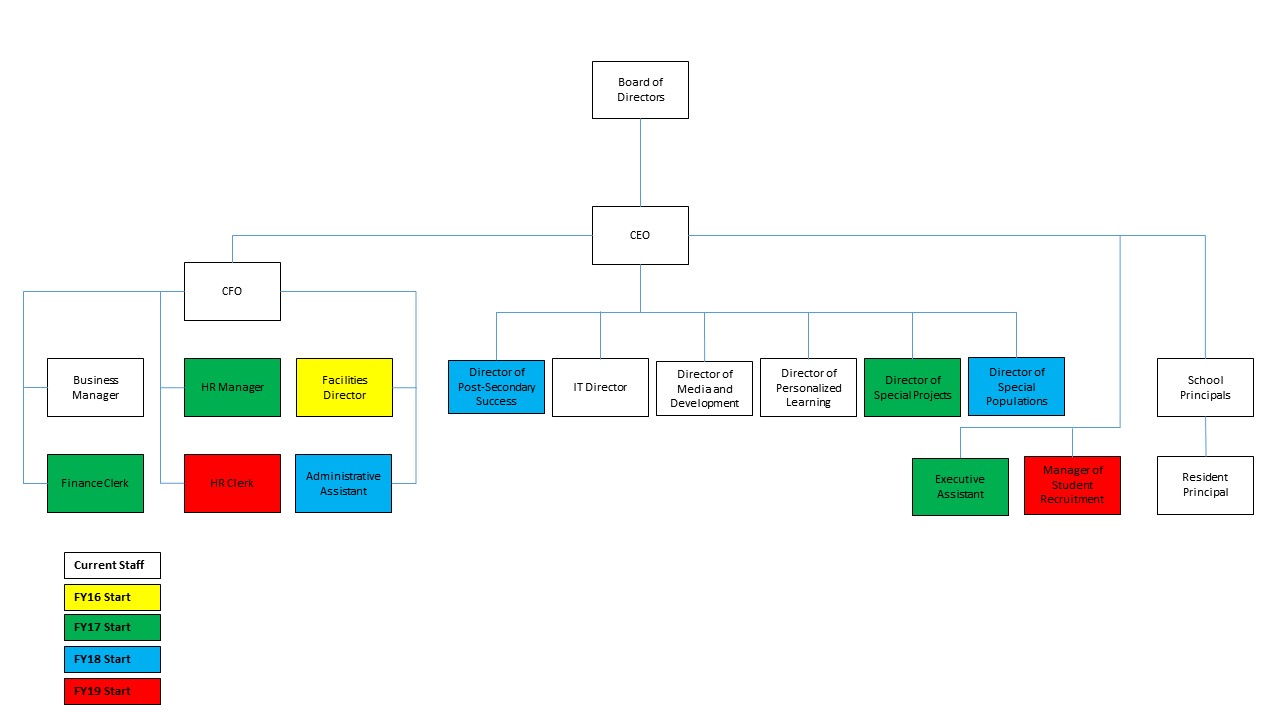
**Qualifications**

* Five to seven years of direct fundraising experience
* Familiarity with fundraising or sales database software
* Public speaking experience
* Experience managing, tracking, and reporting on the financial efforts of a region or organization
* Proven ability to effectively generate, develop, nurture, and maintain individual relationships and the skill to lead those individuals to make large financial investments

**Application Process**

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1. *Organizational chart demonstrating reporting relationships as the network grows;*

**

1. *A comprehensive pro forma budget that includes both the network and the schools’ personnel and non-personnel expenses for each year of the planned growth strategy.*

The pro forma budget will be submitted separately.

1. *Please clarify any inconsistencies between the financial policies that have been submitted in the attachments and the narrative in the proposal. For example, please ensure alignment between the financial policies and the network organizational chart provided in response to request 2 above. In your response, please also explain what the role of the outsourced accounting management firm is and what that firm would be responsible for on a day-to-day basis.*

Intrinsic Schools currently has two individuals who manage the finances of the organization: a Chief Financial Officer (CFO) and a Business Manager. At scale, Intrinsic Schools will add two finance clerks, one to serve as the bookkeeper and the other to manage accounts payable. The CFO will be responsible for the oversight and management of the finance team and will report to the CEO. In addition, the CFO will be the staff liaison to the Finance Committee and Treasurer of the Board. The Business Manager will manage all day-to-day financial activities and work with either the external accounting firm or the Intrinsic Finance Clerks (this changes in FY17 as described below) to maintain Intrinsic’s general ledger and accounting records in accordance with Generally Accepted Accounting Principles.

To clarify roles and responsibilities as they pertain to the financial policies that were submitted with the proposal for Intrinsic 3, the CFO will take on the role of the Director of Finance and Operations and the Business Manager will take on the role of the Accounting Manager. We currently utilize an external service provider for the bookkeeping and accounts payable functions and will continue to do so until FY17 when Intrinsic hires two Finance Clerks. We intend to bring all accounting functions in house once the finance clerks are hired. In the interim, the external accounting firm will manage the following activities:

* General Ledger – Create and maintain ISBE and GAAP compliant General Ledger. Accounting Firm will modify, revise, and incorporate more or less detail in account code structure as requested by Intrinsic Schools.
* Accounts Receivable – Monitor receipt of revenues tied to budget and expected entitlements. Includes all collection activities necessary to obtain past due funding.
* Accounts Payable – Process all vendor invoices and payments. Includes utilizing GAAP system for verification, approval, and payment. System includes utilization of AP batch approvals, and check register reviews. Includes preparation of all 1099’s.
* Fund / Restricted Accounts – Track any legally-restricted revenues (e.g. Title I) and/or other revenues client wishes to separately track (e.g. parent fundraising) and corresponding expenditures via unique account coding to yield separate net income / loss per account.

The external accounting service provider enables Intrinsic to sufficiently segregate duties so that even with only two finance staff members, we are able to implement strong internal controls.

1. *Please provide a specific plan to provide accommodations and modifications for diverse learners while using technology (blended learning), including how special education teachers will be utilized when students participate in this component of the instructional program.*

At the start of the school year, special and general education teachers who are responsible for instruction in subjects that require specific accommodations per IEPs will be provided with an explanation and list of those accommodations. To the extent that Intrinsic has the relevant IEPs during staff professional development in August, the special education team and teachers delivering instruction will review IEPs together during designated collaborative planning time. Staff development time during the year will be used to review IEPs that are received after summer professional development.

Our academic model employs a mix of off and online technology designed to meet the instructional needs of every student. This mix can be adjusted for each student depending the match between the online tools and the needs of the student. Many online tools provide embedded accommodations as indicated on IEPs such as:

* Give verbal directions in clearly stated steps
* Provide extra examples when teaching new vocabulary/concepts
* Explain directions and give concrete examples
* Test one concept at a time
* Provide visual cues and guides
* Provide motivation and rewards on a daily basis.

As students work independently online, special education teachers are present during the class to monitor their work, provide additional IEP accommodations, and make adjustments to the program to ensure that students’ individual needs are being met. They use real time data from online programs to plan small group instruction as they monitor student work and progress. They provide accommodations not embedded in the program such as:

* Walk by student's desk to check for accuracy
* Walk by student's desk to check for behavior
* Provide printed study guide before test
* Allow the use of a calculator
* Allow breaks upon request
* Provide targeted support in the use of the technology tools
* Support students with difficulty logging in to their accounts
* Guide students to select the most appropriate online programs given their unique needs as described in the IEPs

In the event that an online tool does not meet the needs of a student, the mix of on and offline instruction can be adjusted. Some of the programs offer printable activities and exercises. These activities may be substituted for students that struggle with the computer or need teacher-delivered feedback on written work during the class period. A teacher always supervises online instruction. Thus, small group, teacher-led instruction can be substituted for online work, if appropriate.

To ensure appropriate support for students with low incidence disabilities, Intrinsic will first reach out to the Office of Diverse Learner Supports and Services at Chicago Public Schools for consultation and guidance and to ensure a teacher with the appropriate credentials can be hired. Additionally, Intrinsic will reach out to relevant organizations that specialize in low incidence disabilities such as Chicago Lighthouse or the National Association of the Deaf.

1. *Please provide a comprehensive plan for how multi-tiered systems of support (or Response to Intervention) will be implemented in your schools to address the behavioral and social-emotional needs of your students. Please include all steps in the process, including and up to evaluation and possible identification, and cite who will oversee this process.*

Intrinsic will use a Multi-Tiered System of Support (MTSS) to monitor student behavior. MTSS is more comprehensive than the Response to Intervention (RtI) program as it is a “coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards” (Kansas MTSS). MTSS will allow Intrinsic to bridge the gap so that all students can achieve high standards. Similar to the medical profession, Intrinsic will use multiple data sources to diagnose, apply treatment and monitor progress. We will increase intensity when needed, but allow enough time for the intervention to work.

As stated in the proposal, all students at Intrinsic are supported by an advisor that meets with a single sex group of roughly 20 students twice a day. The advisor serves as the primary advocate for his/her advisees within the school. Each morning the advisor makes sure that every advisee is prepared for school. Advisors check uniforms and ensure students have charged computers and appropriate materials. The advisors constantly monitor grades, attendance, tardy and behavior data of advisees. They conference with students about progress toward goals during afternoon sessions. If an advisor notices a gap between the expectation and what is occurring in terms of student performance, the advisor addresses with the student and calls home to develop an intervention plan in combination with the family. The plan is informed by input of classroom teachers and implemented by all.

Behavioral support starts in the classroom for all students. Teachers deliver lessons with clear expectations. They will utilize the Intrinsic Student Code of Conduct to maximize the amount of time spent on learning. When an MTSS plan is developed, data will be collected from a variety of sources, such as universal screens, progress monitoring, student work, parents’ input, etc., to determine why the learning and/or behavior may be occurring. If the student continues to exhibit reason for concern, the advisor will work in coordination with either the Dean of Culture for behavioral concerns or the social worker for social emotional concerns to create appropriate interventions.

Students that continue to struggle with behavioral issues will be supported by a behavioral intervention plan. Details of the plan will be shared and further developed with all instructional teachers. This could include strategies for self-regulation and ways for the student to recover when getting off-track behaviorally. The Dean of Culture plays a key role in such plans as he/she manages any adjustments to the student code of conduct for the student. Both the advisor and the Dean of Culture would the monitor behavior data for the student in our tracking system, Kickboard. This allows both the advisor and the Dean to identify when and where any behavioral issues occur to better understand possible triggers and ways to help the student and staff navigate the behavioral issues.

When an advisor notices a social emotional need of a student, he/she will work with the Intrinsic social worker (independent from the CPS social worker that provides IEP minutes) to create a plan for the student in partnership with the family. They will set a goal in conjunction with classroom teachers that describes the expected improvement in learning, select the intervention that will address the problem, identify how progress will be monitored, and carry out the interventions and check to be sure they are being done correctly. The social worker may recommend additional classroom interventions or services such as counseling, mentoring or partnerships with outside agencies (Adapted from CPS Action Plan). Finally, the advisor will work with the social worker and classroom teachers to determine if the plan is working or if changes are needed (Adapted from illinoisrti.org).

Intrinsic will develop data-based decision rules so all interventions follow a systematic process. For example, if an intervention produces a positive response from the student, the team will continue the intervention for a specified time period or systematically fade the intervention. If there is questionable response from the student, the team will increase intensity of the intervention and monitor more frequently. If there is a poor response from the student, the advisor will work with a combination of the Dean of Culture, social worker and classroom teachers to modify the current intervention or develop a new intervention for the student.

Students receiving support from an intervention plan will be monitored weekly. Classroom teachers will provide weekly feedback via surveys to rate students’ classroom participation, preparedness, academic performance and physical appearance. Such data will be used to inform the effectiveness of interventions. Finally, if multiple iterations of interventions prove ineffective, the student will be referred to the special education team.

1. *Please provide a transportation plan that includes general education students, students with disabilities and students in transitional living situations (STLS). Please include specific details around what school level and network level personnel will be responsible for identifying and providing services.*

Intrinsic Schools will select a facility that is easily accessed by public transportation. As such, transportation will not be provided to general education students. In addition to public transportation, Intrinsic will facilitate carpool opportunities at orientations and through the Parent Advisory Council.

Intrinsic Schools will comply with all legal requirements regarding students in transitional living situations (STLS) and students with disabilities (SWD) who require transportation services. To this end, Intrinsic Schools will provide STLS with CTA Ventra Cards to ensure that they are able to get to and from school each day and will coordinate with Chicago Public Schools to ensure that SWD receive transportation services in accordance with their IEPs. The school social worker will be responsible for identifying STLS and providing them with the transportation services described above. The school’s special education case manager will be responsible for identifying SWD who require transportation services and for coordinating such services with CPS. Intrinsic Schools has set aside $15,000 in the budget for these transportation services.

1. Does Intrinsic currently have or will it have conflict of interest and ethics policies that apply to more than board members (i.e. employees, agents, family members) and include all of the requested components, including but not limited to nepotism, loans and secondary employment? If so, please provide these policies in compliance with the requirements in the RFP.

Intrinsic intends to implement conflict of interest and ethics policies that apply to: directors, officers, board members, employees, agents and family members in the upcoming school year. Following are drafts of each policy.

**Intrinsic Schools**

**Draft Ethics Policy**

Intrinsic Schools’ board members, directors, officers and employees should act with honesty, integrity and openness in all their dealings as representatives of the organization.

**Nepotism**

Intrinsic Schools permits employment within the Intrinsic community of individuals of the same family or those who have a personal relationship. However, a manager employing a family/household member or someone with whom s/he is in a close relationship is prohibited. Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate or participate in decisions involving employment, promotion, salary, performance appraisals, work assignments or other working conditions for those related by blood or marriage, membership in the same household, including domestic partners, or persons with whom employees have an intimate relationship.

Any supervisor involved in a familial or consensual romantic relationship, in the context of employment supervision, must discuss the matter on a confidential basis with his or her own supervisor or with Human Resources to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. These and other employment-related decisions will be reviewed and approved by the CEO.

**Purchasing & Contracts**

Intrinsic Schools’ board members, directors, officers, and employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

* board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or
* board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation, and/or
* board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or board chair so that alternate arrangements can be made for the management of the transaction.

**Gifts, Loans and Favors**

All board members, directors, officers, and employees must act with integrity and good judgment and recognize that accepting personal gifts, loans, or favors from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities.

When deciding on the appropriateness of receiving a business gift, loan or favor employees and board members should consider:

* How the gift, loan or favor compares in value to the usual gift-giving practices of other vendors
* The sum of gifts from that entity over time
* The suitability of the gift given your position at Intrinsic
* The impact of the gift on building positive business relations
* How the gift might look to an outsider.

Board members and employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the gift can withstand public scrutiny without damaging Intrinsic’s reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgment on accepting gifts, favors or loans with a value of $50.00 or less. The acceptance of any gifts, favors, or loans above $50.00 must be approved by the CEO or Board Chair. This policy applies to all employees, directors, officers, and board members.

**Secondary employment**

Individuals employed by Intrinsic Schools may hold outside jobs as long as they meet the performance standards of their job with Intrinsic Schools. Employees should consider the impact that outside employment may have on their ability to perform their duties at Intrinsic Schools. All employees will be evaluated by the same performance standards and will be subject to Intrinsic Schools scheduling demands, regardless of any outside work requirements.

If Intrinsic Schools determines that an employee's outside work interferes with their job performance or their ability to meet the requirements of Intrinsic Schools, as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain employed with Intrinsic Schools.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals or organizations for materials produced or services rendered while performing their jobs with Intrinsic Schools.

**Postsecondary Employment and Post-Membership Restrictions**

If a former board member, director, officer or employee participated personally and substantially in the subject matter of the transaction during his or her term of office or employment, then the former board member, director, officer or employee shall not assist or represent any person in any business transaction involving Intrinsic Schools for a period of one year after the termination of the his/her term of office or employment.

Intrinsic Schools shall not hire a former board member in any capacity for a period of one year after the termination of his or her membership on the board.

**Political activities**

Employees are permitted to engage in political activity on a voluntary basis during non-work hours, vacation, or personal time. Employees are not permitted to engage in political activity during any other Intrinsic compensated time.

No director, officer, supervisor or board member shall require any employee to participate in political activity in consideration for that employee being awarded additional compensation or employee benefit such as a salary adjustment, bonus, compensatory time-off, or continued employment.

No director, officer, board member or employee shall use his or her position at Intrinsic to engage in political activity or endorse a candidate for elective office.

No director, officer, board member or employee is permitted to use Intrinsic resources to perform any political activity.

**Intrinsic Schools**

**CONFLICT OF INTEREST POLICY**

**DRAFT**

*Article I* – Purpose

The purpose of these policies is to protect the interest of Intrinsic Schools (the “Corporation”) and its tax-exempt status when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Board member, director, officer, employee, agent, or family member. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

*Article II – Definitions*

* 1. Interested Person. Any Board member, director, officer, employee, agent, or family member who has a direct or indirect financial interest, as defined below, is an interested person.
  2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
     1. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
     2. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
     3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

C. Significant Leadership Interest. A person has a significant leadership interest if he or she is a director, officer, or management worker (whether volunteer or paid staff) of any entity with which the Corporation has a material transaction or arrangement.

*Article III –* Procedures *for Addressing Financial Interests*

* 1. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the CEO (employees) or other Board members (Board members) who are considering the proposed transaction or arrangement.
  2. Determining Whether a Conflict of Interest Exists (Board Members and CEO). After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
  3. Determining Whether a Conflict of Interest Exists (Employees). After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the CEO will confer with the Board of Directors to determine if a conflict of interest exists.
  4. Procedures for Addressing the Conflict of Interest.
     1. An interested person may make a presentation to the CEO, or at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
     2. The CEO or committee chairperson shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
     3. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
     4. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation’s best interest and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
  5. Violations of the Conflicts of Interest Policy (Board and CEO).
     1. If the board or committee has reasonable cause to believe that the CEO or a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
     2. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, including removal from the Board.
  6. Violations of the Conflicts of Interest Policy (Employee).
     1. If the CEO or a Board member has reasonable cause to believe that an employee, officer, or agent has failed to disclose actual or possible conflicts of interest, the CEO shall inform the individual of the basis for such belief and afford the individual an opportunity to explain the alleged failure to disclose.
     2. If, after hearing the response of the individual and making such further investigation as may be warranted in the circumstances, the CEO determines that the member has in fact failed to disclose an actual or possible conflict of interest, he or she shall take appropriate disciplinary and corrective action, which may include termination.

*Article IV – Records of Proceedings (Board)*

The minutes of the board and all committees with board-delegated powers shall contain:

* 1. The names of the persons who disclosed or otherwise were found to have a financial or significant leadership interest in connection with an actual or possible conflict of interest, the nature of the interest, any action taken to determine whether a conflict of interest was present, and the board’s or committee’s decision as to whether a conflict of interest in fact existed.
  2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

*Article V –* Compensation *and Avoiding Excess Benefits (Board)*

* 1. A voting member of the board of directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member’s compensation.
  2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member’s compensation.
  3. Persons who receive compensation, directly or indirectly, from the Corporation, whether as employees or independent contractors, are precluded from membership on any committee whose jurisdiction includes compensation matters. No person, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

All compensation arrangements shall be reviewed by the Corporation at least every other year to assure that compensation is reasonable and is the result of arms-length bargaining. Decisions regarding compensation shall be made only after the board or an appropriate independent committee examines relevant financial information regarding compensation received by similarly situated individuals for similar services performed. The board or appropriate committee shall examine the data on compensation paid by at least three comparable organizations in the same or similar communities for similar services (or at least five such comparable organizations in the event that the Corporation receives in excess of $1,000,000 during the current period during which compensation is set or during the previous accounting period) . A copy of such relevant comparable financial information, including a description of how the data was obtained, shall be maintained as a part of the records of board or appropriate committee making such compensation decision.

*Article VI – Annual Statements (Board)*

Each Board member, director, principal officer, employee, and agent shall annually sign a statement which affirms that such person:

* 1. Has received a copy of the conflicts of interest policy;
  2. Has read and understands the policy;
  3. Has agreed to comply with the policy; and
  4. Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

*Article VIII –* Periodic *Reviews*

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted by the Corporation’s Executive Committee. The periodic reviews shall, at a minimum, include the following subjects:

* 1. Whether compensation arrangements and benefits are reasonable and are the result of arm’s-length bargaining.
  2. Whether provider services result in inurement or impermissible private benefit.
  3. Whether partnership and joint venture arrangements and arrangements conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation’s charitable purposes and do not result in inurement or impermissible private benefit.
  4. Whether agreements with other providers, employees, and third party entities further the Corporation’s charitable purposes and do not result in inurement or impermissible private benefit.