



**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2017 New Schools Request for Proposal
Board Member Application Form**

General

Name:	Alice Epstein
E-mail Address:	epstein.alice@gmail.com
Phone Number:	773-816-8032
Position/Title:	Secretary
Job Description:	Operations, Project Management, Marketing & PR
Type of Experience:	Business analyst, Communications & marketing associate

Role of a Board Member

Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization.

Yes

No

If yes, please list and describe:

What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

The Board plays a crucial role in the success of a charter school by ensuring all academic, operational and financial goals are met, by evaluating the Principal's performance, reviewing financial statements, keeping apprised of any family/school conflicts, meeting fundraising objectives, and ensuring that the a school operates according to its charter and all applicable local, state and federal laws. The founding Board will continue to be a hands-on working Board throughout the incubation year and will strategically transition to a governing board once the school opens its doors.

Why are you interested in serving as a member of a public charter, contract, or alternative school?

I want to ensure that (1) the classical model is offered through a Chicago charter school and (2) the school will become an exemplary model of what public education can look like. It is an honor to be part of this project and once, approved, it will be an even greater honor to serve the students and their families and to ensure the continued academic excellence of the school.

Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

As a parent of four and a long-time resident of the City, I bring valuable insight, a mother's passion and zeal, and a keen awareness of the current educational vacuum that many families experience. In my professional life, I have worked in lean start-up organizations that required creativity, quick-thinking, flexibility and the ability to succeed at any task that required attention. Currently, I work as a communication and marketing associate at a Chicago private equity firm. My experience in business development, marketing, PR, project management and research coupled with my role as mother and a passionate advocate of school choice serves as a foundation for our work and for Chicago Classical.

What is your understanding of the school’s mission, vision, educational philosophy and program?

Our mission is to bring a classical educational model to Chicago. Though we are initially applying for a K-8 charter, we intend to grow to a full K-12 school, providing a coherent, structured curriculum rich in content. Classical education requires a more traditional approach to teaching methods, emphasis on character development and includes a strong civics component.

As a Board member, how do you assess whether a school is (or is not) achieving its mission?

The school proposal must include actionable and measurable objective goals to ensure that the Board can fairly assess its performance. School goals must include measures for academic achievement and growth, and just as critically, measurable goals and benchmarks for operational and financial health. In addition, parent, teacher and staff satisfaction must be assessed as well. The key to any assessment is a clear understanding, and agreement upon, all predetermined goals and objectives. The Board must communicate directly, as frequently as necessary, and always as one voice.

Describe the role that the Board will play (or currently does play) in the school’s operation.

The Board currently functions as the Founding Board – we are driving this project forward and working with strategic advisors and partners to build a strong academic model supported by a realistic and achievable start-up plan. We will continue in this active role as we begin to execute on our community engagement plan and complete our facility search. The Founding Board will continue to be a working board until the school is ready to open its doors.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Board members must always act in the best interest of the school. This is our duty and our responsibility. If another Board member is not living up to this standard, it must be addressed immediately. I would present the Board member with the evidence demonstrating that he/she acted unethically, initially this conversation should happen in a one-one setting. If the behavior persists or if the behavior was egregious enough, I would address it during the non-public of our next Board meeting. If the behavior is not addressed, the Board member will be removed. It is critical to address any unethical behavior right away and in a direct manner.

Verification

I declare that the above statements reflect my own views, opinions, and experience.

Signature: Alice Epstein Date: 09-26-17

Print Name: Alice Epstein



Chicago Public Schools (CPS)
Office of Innovation and Incubation
2017 New Schools Request for Proposal
Board Member Application Form

General

Name:	Bruno Behrend
E-mail Address:	brunobehrend@comcast.net
Phone Number:	847 343 4250
Position/Title:	Vice Chair - Chicago Classical Academy Charter School
Job Description:	Oversight
Type of Experience:	

Role of a Board Member

Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization.

Yes

No

If yes, please list and describe:

I am on the Board of an Illinois not-for-profit under 501(c)3 of the IRC. It is named "American Transparency," and its mission is to gather, compile, and publish spending data on all government entities in the United States.

What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

A board member's role is to work with the other individuals on the board to provide governance and oversight of the public charter school. The primary goal of the board is to ensure the success of the school according to its charter.

This will best be accomplished by diligently seeking out the best school leaders, and then providing them with the support and oversight that allows them to best implement the vision, mission, and goals set forth in the schools founding documents, and according to the charter agreement.

Why are you interested in serving as a member of a public charter, contract, or alternative school?

I support the mission of bringing high quality education to Chicago's citizens, and working with the others involved in this project allows me to back up that support with my time and effort.

Public education is one of America's more pressing problems and I believe it is worthwhile to be part of the solution to those problems.

Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

Supreme Court Justice Louis D. Brandeis wrote that "the most important political office was that of the private citizen." All across America, private citizens run for, and are elected to school district boards. They bring with them the primary qualification that they stepped up to serve their community.

I have followed education policy since entering the workforce, and understand the benefits of innovative schools in an urban setting. As a citizen, lawyer, and small businessman, I will apply the interest, skills and knowledge that I have acquired over time to my role as board member.

What is your understanding of the school’s mission, vision, educational philosophy and program?

It is my understanding of the value of a classical education that induced me to get involved in this project. Our mission is to bring a classical education option to the South Loop area that provides a "classical liberal-arts curriculum with a strong civics and character component coupled with a commitment to the overall health and wellness of every child."

This is in line with our Vision of a school that brings academic excellence to its constituent community, creating citizens that have deep understanding of the world, how it works, and how best to thrive and interact with it.

The educational philosophy is one of enriched content, beginning with the mastery of language and communication, which then builds up to the better and deeper understanding of increasingly enriched subject matter in literacy, numeracy, cultural literacy, and the sciences.

The academic program that we will use is heavily reliant on E. D. Hirsch's "Core Knowledge" curriculum, but also uses other, well-established programs and methods. This model and program has been proven effective in virtually all settings where it has been properly implemented.

As a Board member, how do you assess whether a school is (or is not) achieving its mission?

The school must first meet or exceed all the requirements of our charter agreement with the Chicago Public Schools. For that reason, the board will relentlessly focus on meeting all the criteria set forth in the agreement, and rigorously apply all benchmarks and timelines to ensure that we are meeting the needs of the students according to the charter. We cannot achieve our mission if we do not meet the needs of the chartering organization.

From the perspective of the students and parents, we will know that we are achieving our mission based not only upon the student's mastery of subject matter, but also whether they demonstrate the joy of learning and the engagement one sees in an active, growing, and engaged mind.

We have experienced this as we have visited institutions using a classical model, and we will know we are on track if we are seeing the same joy and engagement.

Describe the role that the Board will play (or currently does play) in the school's operation.

It is the role of the school leader(s) to operate the school. It is the role of the board to guide and oversee the school leader(s) so that they can best implement the school's mission and meet the goals set forth by the board.

While some view a board as a "co-manager" of the school, our view is that the board is there to ensure the success of the school, not to manage its operations. One of the surest ways to lose sight of a vision or a mission is for a board to get mired in the day-to-day details of school management.

It is the board's role to find the best people and empower them to implement the organization's vision and mission. To that end, choosing the best leaders is the key duty of the board.

This, along with exercising the legal standards of duty of loyalty to, oversight of, and obedience to the school and its mission is the proper role of the board and its members.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?


The first duty a board member has in a potential ethics issue with another board member, or members, is to the school as an entity, which is represented by the board members.

Therefore, the situation must be brought to the attention of entire board at the earliest possible time. It is the duty of the board to investigate or address the situation in a satisfactory manner. Should it appear that the board is unwilling to address a situation where a member (or a majority of the board) is acting unethically or against the interests of the school, I would see it as my duty to inform the charter authorizer.

In any situation regarding ethics, all persons should be afforded due process, and be informed of the potential ethics violations so that they can address or explain them.

Verification

I declare that the above statements reflect my own views, opinions, and experience.

Signature:  Date: 04/26/2017

Print Name: Bruno Behrend



Chicago Public Schools (CPS)
Office of Innovation and Incubation
2017 New Schools Request for Proposal
Board Member Application Form

General

Name:	Heidi Schroeder
E-mail Address:	heidi.rose.schroeder@gmail.com
Phone Number:	231-301-2588
Position/Title:	Chair/President
Job Description:	Oversight
Type of Experience:	<p>She was schooled in private and public schools, as well as at home, which positioned her to attend Hillsdale College, where she received a B.S. in Mathematics and Theatre. Starting her career in international business development and social enterprise (including opening a Quanta Services, Inc. (NYSE: PWR) branch in Qatar and starting SOMO Generations, an education/job creation enterprise in Uganda), Heidi took a hard pivot into American education reform. She now applies her leadership and entrepreneurial skills to starting schools with high-academic and character components.</p> <p>Her life and work overseas exposed her to extreme injustices; those past experiences and her current life in the East Garfield Park neighborhood, has motivated her to advocate for racial and socio-economic restoration. Ms. Schroeder has taught at Muchin College Prep Charter School (Noble) and Moving Everest Charter school in the Austin Neighborhood.</p>

Role of a Board Member

Please indicate whether you are currently or have previously served on the Board of a school

or any non-profit organization.

Yes

No

If yes, please list and describe:

What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

A board member's role is to work with the other individuals on the board to provide governance and oversight of the public charter school. The primary goal of the board is to ensure the success of the school according to its charter.

This will best be accomplished by diligently seeking out the best school leaders, and then providing them with the support and oversight that allows them to best implement the vision, mission, and goals set forth in the school's founding documents, and according to the charter agreement.

Why are you interested in serving as a member of a public charter, contract, or alternative school?

I believe a classical option should be available for any child that wants it - in Chicago or elsewhere- not dependent on ability or zip code.

Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have been with the project from inception. Alice (the secretary) and I have dreamed this dream for almost 4 years and are making steps to see it through fruition. My passion for education, specifically classical, keeps me dedicated to the prosperity of Chicago Classical Academy.

What is your understanding of the school's mission, vision, educational philosophy and program?

It is my understanding of the value of a classical education that induced me to get involved in this project. Our mission is to bring a classical education option to the South Loop area that provides a "classical liberal-arts curriculum with a strong civics and character component coupled with a commitment to the overall health and wellness of every child."

There is a strong emphasis on character and virtues infused into the curriculum and the culture of the school.

This is in line with the vision of a school that brings academic excellence to its constituent community, creating citizens that have deep understanding of the world, how it works, and how best to thrive and interact with it.

The educational philosophy is one of enriched content, beginning with the mastery of language and communication, which then builds up to the better and deeper understanding of increasingly enriched subject matter in literacy, numeracy, cultural literacy, and the sciences.

The academic program that we will use is heavily reliant on E. D. Hirsch's "Core Knowledge" curriculum, but also uses other, well-established programs and methods. This model and program has been proven effective in virtually all settings where it has been properly implemented.

As a Board member, how do you assess whether a school is (or is not) achieving its mission?

The school must first meet or exceed all the requirements of our charter agreement with the Chicago Public Schools. For that reason, the board will relentlessly focus on meeting all the criteria set forth in the agreement, and rigorously apply all benchmarks and timelines to ensure that we are meeting the needs of the students according to the charter. We cannot achieve our mission if we do not meet the needs of the chartering organization.

From the perspective of the students and parents, we will know that we are achieving our mission based not only upon the student's mastery of subject matter, but also whether they demonstrate the joy of learning and the engagement one sees in an active, growing, and engaged mind.

We have experienced this as we have visited institutions using a classical model, and we will know we are on track if we are seeing the same joy and engagement.

Describe the role that the Board will play (or currently does play) in the school's operation.

It is the role of the school leader(s) to operate the school. It is the role of the board to assess and oversee the school leader(s) so that they can best implement the school's mission and meet the goals set forth by the board.

While some view a board as a "co-manager" of the school, our view is that the board is there to ensure the success of the school, not to manage its operations. One of the surest ways to lose sight of a vision or a mission is for a board to get mired in the day-to-day details of school management.

It is the board's role to find the best people and empower them to implement the organization's vision and mission. To that end, choosing the best leaders is the key duty of the board.

This, along with exercising the legal standards of duty of loyalty to, oversight of, and obedience to the school and its mission is the proper role of the board and its members.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The first duty a board member has in a potential ethics issue with another board member, or members, is to the school as an entity, which is represented by the board members.

Therefore, the situation must be brought to the attention of entire board at the earliest possible time. It is the duty of the board to investigate or address the situation in a satisfactory manner. Should it appear that the board is unwilling to address a situation where a member (or a majority of the board) is acting unethically or against the interests of the school, I would see it as my duty to inform the charter authorizer.

In any situation regarding ethics, all persons should be afforded due process, and be informed of the potential ethics violations so that they can address or explain them.

Verification

I declare that the above statements reflect my own views, opinions, and experience.

Signature:



Date: 04/23/2017

Print Name: Heidi Schroeder

Chicago
Public
Schools



Chicago Public Schools (CPS)
Office of Innovation and Incubation
2017 New Schools Request for Proposal
Board Member Application Form

General

Name:	James Gurnee
E-mail Address:	jamesgurnee@gmail.com
Phone Number:	989-513-0082
Position/Title:	Board Member, Treasurer
Job Description:	Financial Projections and Budgeting
Type of Experience:	Financial Research and Projections

Role of a Board Member

Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization.

Yes

No

If yes, please list and describe:

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What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

The main purpose of a charter school board is to ensure that the school performs to the highest potential of the school's mission. Board members are responsible for governing, not managing the school. In order to carry out this purpose, the Board members of a public charter school must maintain duty of loyalty, care, and obedience to the school and the students at all times. Board members must place the interests of the school and its students above all others. In order to make decisions that are in the best interest of the school, Board members must be aware of the school's operational condition. Board members must also abide by Federal, State of Illinois and City of Chicago rules and regulations.

Why are you interested in serving as a member of a public charter, contract, or alternative school?

I am interested in serving as a member of Chicago Classical Academy because I believe the classical school model CCA is based on is likely to improve educational options and performance for students in Chicago. Additionally, I have an interest in education and have seen the benefits of a strong education especially in the early development years.

Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I am qualified to serve as a Board member of a public charter school given my background in equity research. In my work as a research analyst I build financial models for publically traded companies and assess their prospects. My involvement with Chicago Classical to date has largely been related to financial projections and modeling. I earned a Bachelor of Arts in Economics from Hillsdale College and am a 2017 CFA (Chartered Financial Analyst) Level III Candidate.

What is your understanding of the school's mission, vision, educational philosophy and program?

Chicago Classical Academy's mission is to develop students with high academic achievement, personal discipline and strong ethics. Our goal is to help students to graduate as well rounded, open-minded and ethical citizens who are well prepared to pursue any endeavor. This can be accomplished through providing students with a classical liberal arts curriculum including a mastery of the basics, as well as an exploration of the arts and sciences and the foundational tenets of our heritage.

As a Board member, how do you assess whether a school is (or is not) achieving its mission?

As a Board member, we must continuously assess the efficacy of our offerings. This includes the success of our students' development as well as the success of our graduates. We can measure this by monitoring changes in behaviors or conditions over the long term.

Describe the role that the Board will play (or currently does play) in the school's operation.

The Board will be focused on governing, but not co-managing the school. Board members will ensure the school performs properly through guiding, coaching, overseeing school management as well as aiding and investigating on behalf of management.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would address the Board member or members in question in person in order to investigate my belief. If the investigation validates the belief that the Board member or members are acting unethically, I would bring the issue to the attention of all Board members and further urge the members in question to cease such activities. If the Board member or members in question are unable to cease or refuse to cease, then I would escalate the issue by potentially seeking removal of the Board member and rectifying the issue if damage had been the outcome of the unethical behavior.

Verification

I declare that the above statements reflect my own views, opinions, and experience.

Signature: James Gurnee Date: 4/24/2017

Print Name: James Gurnee

General

Name:	Alice Epstein
Position/Title:	Secretary
Job Description:	currently proposal manager Marketing / PR
Type of Description:	Business analyst, communications & marketing associate

When did/will your term as a Board member start?

11/17/2015

Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

- Yes
- No

If yes, describe the circumstance:

Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

- Yes
- No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflict of Interest

Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

- Yes
- No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

Please list any other disclosures you wish to make.

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct, and complete statement of my interests, to the best of my knowledge and belief.

Signature: Alice Epstein Date: 01-26-17

Print Name: Alice Epstein

General

Name:	Bruno Behrend
Position/Title:	Board Member
Job Description:	Board oversight
Type of Description:	Board member, American Transparency; Senior fellow, Heartland Inst.

When did/will your term as a Board member start?

October 2016

Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

- Yes
- No

If yes, describe the circumstance:

Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

- Yes
- No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflict of Interest

Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

- Yes
- No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

Please list any other disclosures you wish to make.

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct, and complete statement of my interests, to the best of my knowledge and belief.

Signature: Bruno Behrend Date: 4/9/2017

Print Name: Bruno Behrend

General

Name:	HEIDI SCHROEDER
Position/Title:	CHAIR/PRESIDENT
Job Description:	OVERSIGHT
Type of Description:	<p>She was schooled in private and public schools, as well as at home, which positioned her to attend Hillsdale College, where she received a B.S. in Mathematics and Theatre. Starting her career in international business development and social enterprise (including opening a Quanta Services, Inc. (NYSE: PWR) branch in Qatar and starting SOMO Generations, an education/job creation enterprise in Uganda), Heidi took a hard pivot into American education reform. She now applies her leadership and entrepreneurial skills to starting schools with high-academic and character components.</p> <p>Her life and work overseas exposed her to extreme injustices; those past experiences and her current life in the East Garfield Park neighborhood, has motivated her to advocate for racial and socio-economic restoration. Ms. Schroeder has taught at Muchin College Prep Charter School (Noble) and Moving Everest Charter school in the Austin Neighborhood.</p>

When did/will your term as a Board member start?

11/17/2015

Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

MUCHIN COLLEGE PREP; MOVING EVEREST CHARTER SCHOOL

What is/was your job title?

TEACHER

What are/were your dates of service?

10/2014 TO 12/2016

Nepotism

Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes

No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflict of Interest

Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes

No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing

Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes

No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes

No

If yes, please describe:

Gifts

Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

\$50?

Yes

No

An item or service valued at more than

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

Please list any other disclosures you wish to make.

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct, and complete statement of my interests, to the best of my knowledge and belief.

Signature:  **Date: 04/23/2017**

Print Name: HEIDI SCHROEDER

General

Name:	James Gurnee
Position/Title:	Board member, Treasurer
Job Description:	Financial projections and Budgeting
Type of Description:	Financial research and projections

When did/will your term as a Board member start?

2017

Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

- Yes
- No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

Are or will any of your Relatives be employed at the proposed school?

- Yes
- No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes

No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflict of Interest

Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes

No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes

No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

—

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

—

Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes

No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

—

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

—

Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes

No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

Please list any other disclosures you wish to make.

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct, and complete statement of my interests, to the best of my knowledge and belief.

Signature: James Gurnee Date: 4-24-17

Print Name: James Gurnee