

Elgin Math & Science Academy

Board Meeting

Date and Time

Wednesday January 28, 2026 at 4:00 PM CST

Location

Admin Building

Social Studies Classroom

Our Mission:

The Elgin Math and Science Academy is an EL Education public charter school.

We strive to support the whole child and develop socially responsible leaders who aspire to create a better world.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
Opening Items			
A. Record Attendance and Guests		Akash Gandhi	1 m
B. Call the Meeting to Order		Sue Bennett	1 m

		Purpose	Presenter	Time
II.	Board Meeting			4:02 PM
A.	Public Comment	FYI	Akash Gandhi	5 m
	Public comment: If anyone would like to participate, we ask that you comment with your first and last name, your comment/question and the best way for us to contact you. We take public comment seriously, but we cannot respond immediately unless the President or meeting chair decides that an immediate response by the board is needed and can be made during public comment, s/he will refer it to the appropriate person for a brief response.			
	In order to allow more public input, the Board welcomes written comments or inquiries submitted before the meeting to board@emsacharter.org.			
B.	Approve Minutes from the December 2025 Board of Directors Meeting	Approve Minutes	Sue Bennett	2 m
III.	Financial Report			4:09 PM
A.	Review December Financial Statements	FYI	Kathryn Martinez	10 m
	Review December 2025 financial statements.			
B.	Vote on Resolution to Establish Banking Relationship with American Community Bank and Trust	Vote	Paul Stagen	5 m
IV.	Administrative Reports			4:24 PM
A.	Executive Director's Report	FYI	Kathryn Martinez	15 m
	Kathryn Martinez will share an update on instruction and operations of the school.			
B.	2026/2027 School Calendar	Vote		5 m
	Review two options of calendars compiled by EMSA's calendar committee.			
V.	EMSA Committee Reports			4:44 PM
A.	EPTC Update	FYI	Jennifer Delgado	5 m

		Purpose	Presenter	Time
B.	Executive Committee	FYI	Sue Bennett	15 m
	Discussion on Proactive Board Recruiting			
C.	Development Committee Report	FYI	Kathryn Martinez	5 m
D.	Academic Excellence Committee Report	FYI	Kathryn Martinez	5 m
VI.	Executive Session			5:14 PM
A.	Vote to Enter Closed Session	Vote	Sue Bennett	1 m
	The Board will vote to enter closed session to discuss individual student matters, including placement in special education programs, under 5 ILCS 120/2(c)(10).			
B.	Executive Session	Discuss	Sue Bennett	10 m
	The EMSA Board proposes a closed session to discuss specifically items enumerated below and in accordance with the Open Meetings Act which provides:			
	(c) Exceptions. A public body may hold closed meetings to consider the following subjects:			
	(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, and other items allowed under the Open Meetings Act.			
	(2) The discussion of minutes of meeting lawfully closed under the Open Meeting Act, whether for purposes of approval by the body of the minutes or semi-annual review of the Minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).			
	(3) Litigation when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/(c)(11).			
C.	Motion to Exit Closed Session	Vote	Sue Bennett	1 m
VII.	Closing Items			5:26 PM
A.	Adjourn Meeting	Vote	Sue Bennett	

Coversheet

Approve Minutes from the December 2025 Board of Directors Meeting

Section: II. Board Meeting
Item: B. Approve Minutes from the December 2025 Board of Directors Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 17, 2025

APPROVED



Elgin Math & Science Academy

Minutes

Board Meeting

Date and Time

Wednesday December 17, 2025 at 4:00 PM

Location

Admin Building

Social Studies Classroom

Our Mission:

The Elgin Math and Science Academy is an EL Education public charter school.

We strive to support the whole child and develop socially responsible leaders who aspire to create a better world.

Directors Present

J. Delgado, O. Faruqi, P. Stagen, S. Beck, S. Bennett, T. Gandhi

Directors Absent

A. Gandhi, A. Scimeca

Ex Officio Members Present

K. Martinez

Non Voting Members Present

K. Martinez

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

S. Bennett called a meeting of the board of directors of Elgin Math & Science Academy to order on Wednesday Dec 17, 2025 at 4:11 PM.

II. Board Meeting

A. Public Comment

B. Approve Minutes from the October 2025 Board of Directors Meeting

O. Faruqi made a motion to approve the minutes from Board Meeting on 11-19-25.

T. Gandhi seconded the motion.

The board **VOTED** to approve the motion.

III. Financial Report

A. Review November Financial Statements

B. FY25 Audit

O. Faruqi made a motion to Approve to fiscal 2025 financial audit.

T. Gandhi seconded the motion.

The board **VOTED** to approve the motion.

IV. Administrative Reports

A. Executive Director's Report

Kathryn Martinez gave update on enrollment, operations, instructional programs and update on community.

B. EMSA Public Participation Policy

O. Faruqi made a motion to Approve Public Publication Policy.

P. Stagen seconded the motion.

The board **VOTED** to approve the motion.

V. EMSA Committee Reports

A.

EPTC Update

Jennifer Delgado reviewed the EPTC report

B. Executive Committee

C. Development Committee Report

Kathryn Martinez reviewed updates from the development committee meeting.

VI. Executive Session

A. Vote to Enter Closed Session

P. Stagen made a motion to Enter closed session.

O. Faruqi seconded the motion.

The board **VOTED** to approve the motion.

B. Executive Session

C. Motion to Exit Closed Session

P. Stagen made a motion to Exit closed session.

O. Faruqi seconded the motion.

The board **VOTED** to approve the motion.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,

A. Gandhi

Coversheet

Review December Financial Statements

Section: III. Financial Report
Item: A. Review December Financial Statements
Purpose: FYI
Submitted by:
Related Material: FY26-6_EMSA_Financials_December v0119 (1).xlsx

Notice

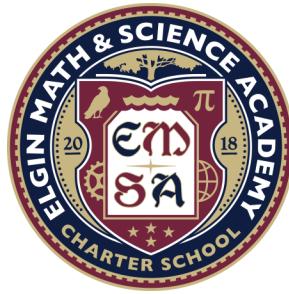
The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

FY26-6_EMSA_Financials_December v0119 (1).xlsx

Coversheet

Vote on Resolution to Establish Banking Relationship with American Community Bank and Trust

Section: III. Financial Report
Item: B. Vote on Resolution to Establish Banking Relationship with American Community Bank and Trust
Purpose: Vote
Submitted by:
Related Material: American First Resolution.pdf



**ELGIN MATH & SCIENCE ACADEMY
CHARTER SCHOOL**

1600 Dundee Avenue, Elgin, IL 60120
www.elginmathandscience.org

P 630.883.5013
E info@emsacharter.org

**RESOLUTION AUTHORIZING EXECUTIVE DIRECTOR AND BOARD TREASURER TO
EXECUTE DOCUMENTS RELATING TO BANKING AND LINE OF CREDIT WITH AMERICAN
COMMUNITY BANK AND TRUST**

A meeting of the Board of Directors of Elgin Math and Science Academy Charter School, herein referred to as "School" was held on the 28th of January 2025, in accordance with the School's bylaws. The Directors authorized EMSA's Executive Director and Board Treasurer to execute documents relating to establishing a banking relationship and line of credit with American Community Bank and Trust.

The following resolutions were offered, seconded, and unanimously adopted.

BE IT RESOLVED that Executive Director Kathryn Martinez and Board Treasurer Paul Stagen are authorized to execute all documents relating to American Community Bank and Trust.

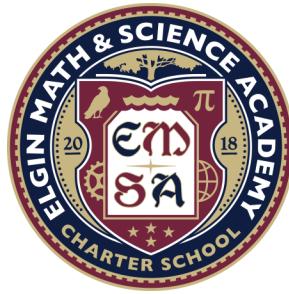
Certification

I, the undersigned Secretary of the Board of Directors of the School, do certify that the foregoing is a true, exact and correct copy of a resolution adopted at a lawfully held meeting of the School's Board of Directors on the 28th of January 2026.

**BOARD OF DIRECTORS,
ELGIN MATH AND SCIENCE
ACADEMY CHARTER SCHOOL**

By: _____
President

Attest: _____
Secretary



ELGIN MATH & SCIENCE ACADEMY CHARTER SCHOOL

1600 Dundee Avenue, Elgin, IL 60120
www.elginmathandscience.org

P 630.883.5013
E info@emsacharter.org

STATE OF ILLINOIS)) SS
COUNTY OF KANE)

CERTIFICATION OF RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Directors of the Elgin Math and Science Academy Charter School, Kane County, Illinois, and that as such official I am the keeper of the records and files of the Charter School.

I do further certify that the foregoing is a full, true and complete copy of a resolution entitled:

RESOLUTION AUTHORIZING EXECUTIVE DIRECTOR AND BOARD TREASURER TO EXECUTE DOCUMENTS RELATING TO A 90-DAY RENEWAL WITH FIRSTMID BANK

which said resolution was adopted at a meeting of the Board held on the 28 day of January, 2026.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended and that the Board has complied with all of the provisions of said Acts and said Codes and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 28 day of January , 2026.

Secretary, Board of Directors

Coversheet

Executive Director's Report

Section: IV. Administrative Reports
Item: A. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: Executive Director Update - January (1).pdf



Executive Director Update

January 2026

Instructional Programs

- Assessment: Results will be shared in Academic Excellence Report
- Expeditions: Professional Development on January 5th was focused on modifying the final product/project at the end of the expedition.
- Math: Team is receiving professional development on problem solving strategies, word problems, and written responses in math.
- ISBE Site Visit

Operations & Enrollment

- SY26
 - Goal: 502 (full enrollment 504)
 - Fully enrolled at 504, funded for 502 on January 1
- SY27
 - 170 Applications so far, 45 for kindergarten

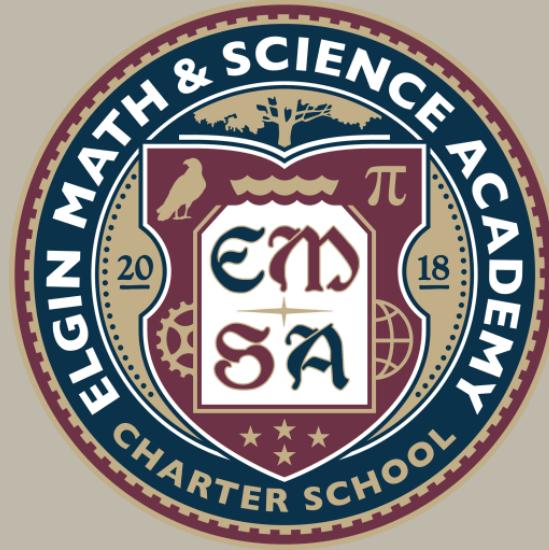
Community Engagement

- Lexington Inn
- IL State Legislature & Next Steps

Coversheet

2026/2027 School Calendar

Section: IV. Administrative Reports
Item: B. 2026/2027 School Calendar
Purpose: Vote
Submitted by:
Related Material: School Year Calendar Template (2).pdf



2026 - 2027 School Year Calendar

This shading means
there is no school for
students.

JULY						
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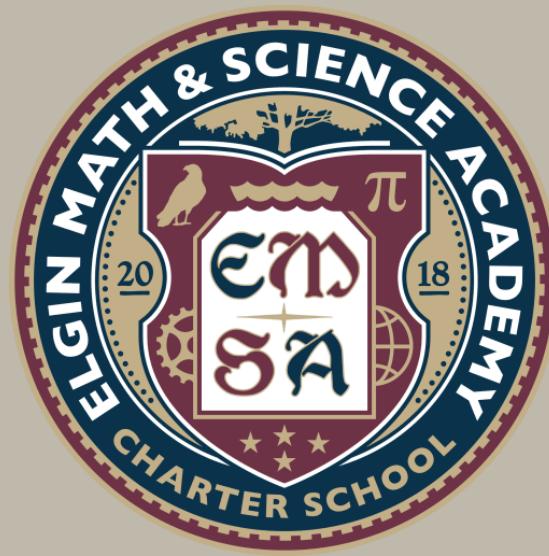
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2026 - 2027 School Year Calendar

This shading means
there is no school for
students.

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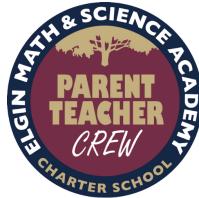
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Coversheet

EPTC Update

Section: V. EMSA Committee Reports
Item: A. EPTC Update
Purpose: FYI
Submitted by:
Related Material: _EPTC Report 1_2026.pdf



EPTC Report- January 2026

Jenn Delgado-EPTC President
Sarah Beck- EPTC Treasurer

- **Updates**

- **Big Donation Survey** went out to students, families and staff. Currently we have 144 responses with Field Trip Fund in the lead with 60 votes.
- **1/31- Chicago Wolves Game- EMSA Family Night Out 7:00pm** (portion of sales goes to EMSA, tickets include a hat and our school will be advertised throughout the game). Currently we sold 81 tickets which should have us at an estimated funds raised at 486.00

Upcoming Events

- **2/12- Math Night- EPTC** is supporting Mrs. Parra in this school sponsored event with volunteers and \$400.00
- **2/13- Glow Party Dance K-5 with DJ.** RESCHEDULED.
- **2/21- EMSA Pool Party-** free event provided by EPTC- RSVPS needed
- **2/26-2/27- Book Fair** during student led conferences

Coversheet

Academic Excellence Committee Report

Section: V. EMSA Committee Reports
Item: D. Academic Excellence Committee Report
Purpose: FYI
Submitted by:
Related Material: EMSA Quarter 2 Data Share.pdf

January 2025

EMSA

Quarter 2

Data Report

ISBE Remediation Plan



Today's Agenda

- Attendance Data
- Review Tiered Instruction Framework
- Formative Data Tier 1
- Formative Data Tier 2
- Coaching Notes



Priority #3

Attendance

Attendance

Strategic Tracking and Data

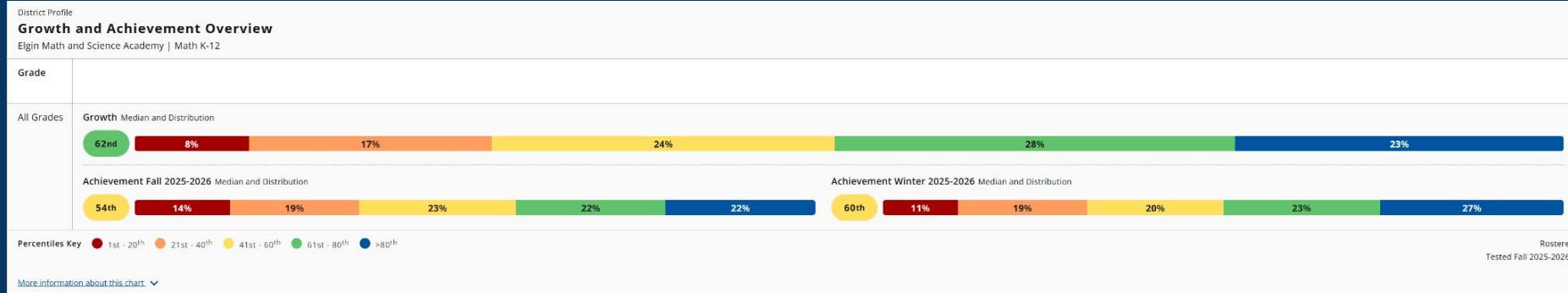


- 5 students (2 families) were chronically absent last year. This year only 1 student of this group has exceeded more than 5 absences this year, with others having 0-4 absences (small increase from Q1).
- All families whose students have had more than 5 absences so far this school year have been contacted, which is 38% of students at EMSA, in comparison to 51% by quarter 2 of last school year.
- Of the students remaining at EMSA who were truant last year, 2 of 3 has had more than 5 absences this year.
- EMSA shares a newsletter weekly that has included messages regarding the important of attendance, scheduling doctor's appointments at the beginning or end of school days.
- EMSA celebrated students who had perfect attendance for Q2 which was 14% of students, in comparison to 10% of students at this time last year.
- After attending admin academy on chronic absenteeism, creating a tiered system of approach to absences in collaboration with teachers, front office, and social workers.



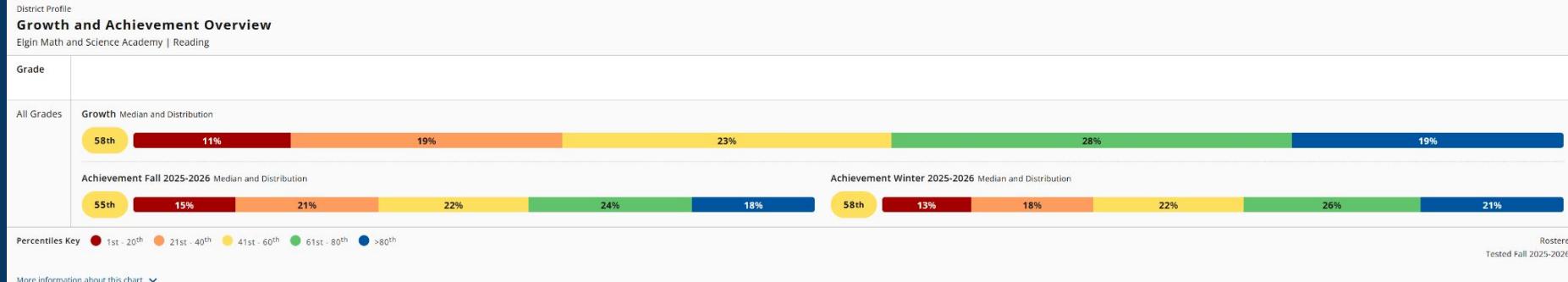
Priorities #1 & 2

Academic Data



70% of students on grade level (5% increase from the fall)

75% of students met growth in math



68% of students on grade level (4% increase from the fall)

67% of students met growth in reading

What do we believe about tiered instruction at EMSA?



We believe in a prevention-based framework for improving the outcomes of every student. At EMSA, we create a strong system of support for all children. We work as adult teams in a variety of capacities to screen students, monitor their progress, and make data-based decisions about instruction. We provide a layered continuum of support that utilizes evidence-based approaches. We believe in creating a partnership between the school, community and home to build a web of support for our students.

Tiered levels of support:

- **Tier 1 - Universal.** This is the strong, core academic and social emotional instruction happening within the classroom and received by all children. This should meet 80-90 percent of student needs.
- **Tier 2 - Intermediate.** These are targeted interventions designed to meet specific skill gaps. Typically, 10-20 percent of students receive tier 2 supports. If we see higher percentages of students needing intervention, it is common practice to bring tier 2 supports down to a universal level.
- **Tier 3 - Intensive support.** Supports at this level are highly individualized to the child receiving them. They are also used for students whose needs aren't being fully met from tier two approaches. In these instances teams typically develop tailored interventions plans either 1) in addition to tier two supports or 2) as an alternative to tier two supports. They then implement the plan and collect data as part of a pre-evaluation or evaluation process for special education services.

Academic MTSS

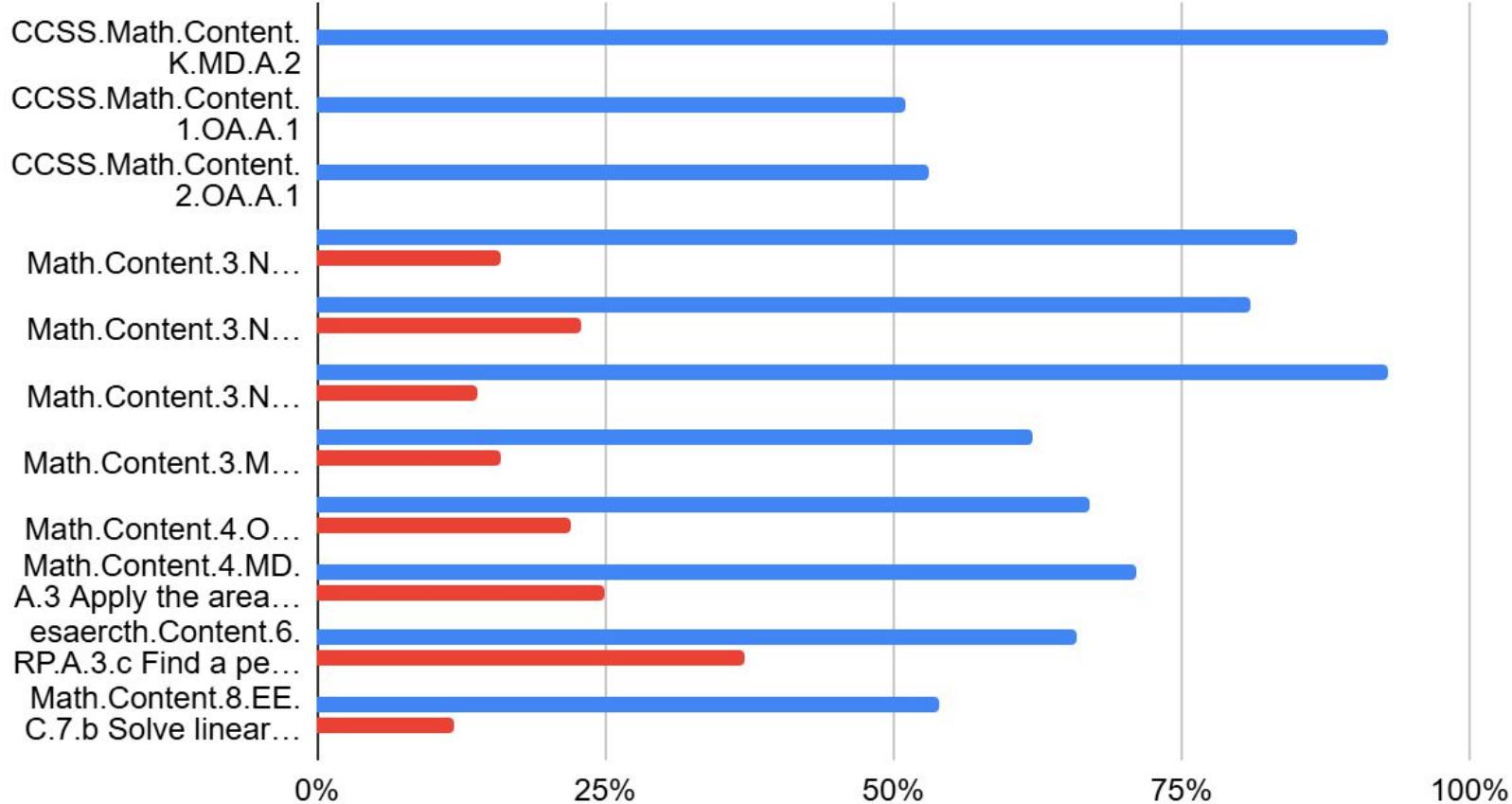
	Definition	What assessment criteria are used to determine Tier?	What does instruction look like?	Teaching Resources	Progress Monitoring Expectations
Tier I	On grade level (<1 year below grade level)	<p>NWEA (math, ELA)- tested by teacher, fall in the 41st+ percentile</p> <p>K-2 Skills Block - benchmarks and cycle assessments</p> <p>Words Their Way - Benchmarks</p> <p>Formative assessments</p> <p>IAR*</p>	<p>Whole group or small group instruction using the core curriculum for that subject provided by the teacher. Tier 1 students are seen in small groups at least one time per week.</p> <p>K-2 Skills Block:</p> <ul style="list-style-type: none"> • All students receive the whole group cycle mini-lesson. • Tier 1 students receive small group instruction at least 1 day per week. <p>K-5 Modules:</p> <ul style="list-style-type: none"> • All students received the EL Module lessons <p>3-5 ALL Block:</p> <ul style="list-style-type: none"> • All students receive a 15 minute mini-lesson based on identified focus standards • Tier 1 students receive small group instruction at least 1 day per week. <p>K-6 Math:</p> <ul style="list-style-type: none"> • All students receive the curriculum lesson. <p>7-8 Grade: All subjects</p> <ul style="list-style-type: none"> • All students receive the curriculum lesson. 	<p>Open Up Resources (EL Modules & Skills Block)</p> <p>Eureka Squared</p> <p>Amplify</p> <p>Social Studies Curriculum</p> <p>Lexia</p> <p>IXL</p>	<ul style="list-style-type: none"> • Curriculum exit tickets • Curriculum assessments

Quarter 2 Assessment Data

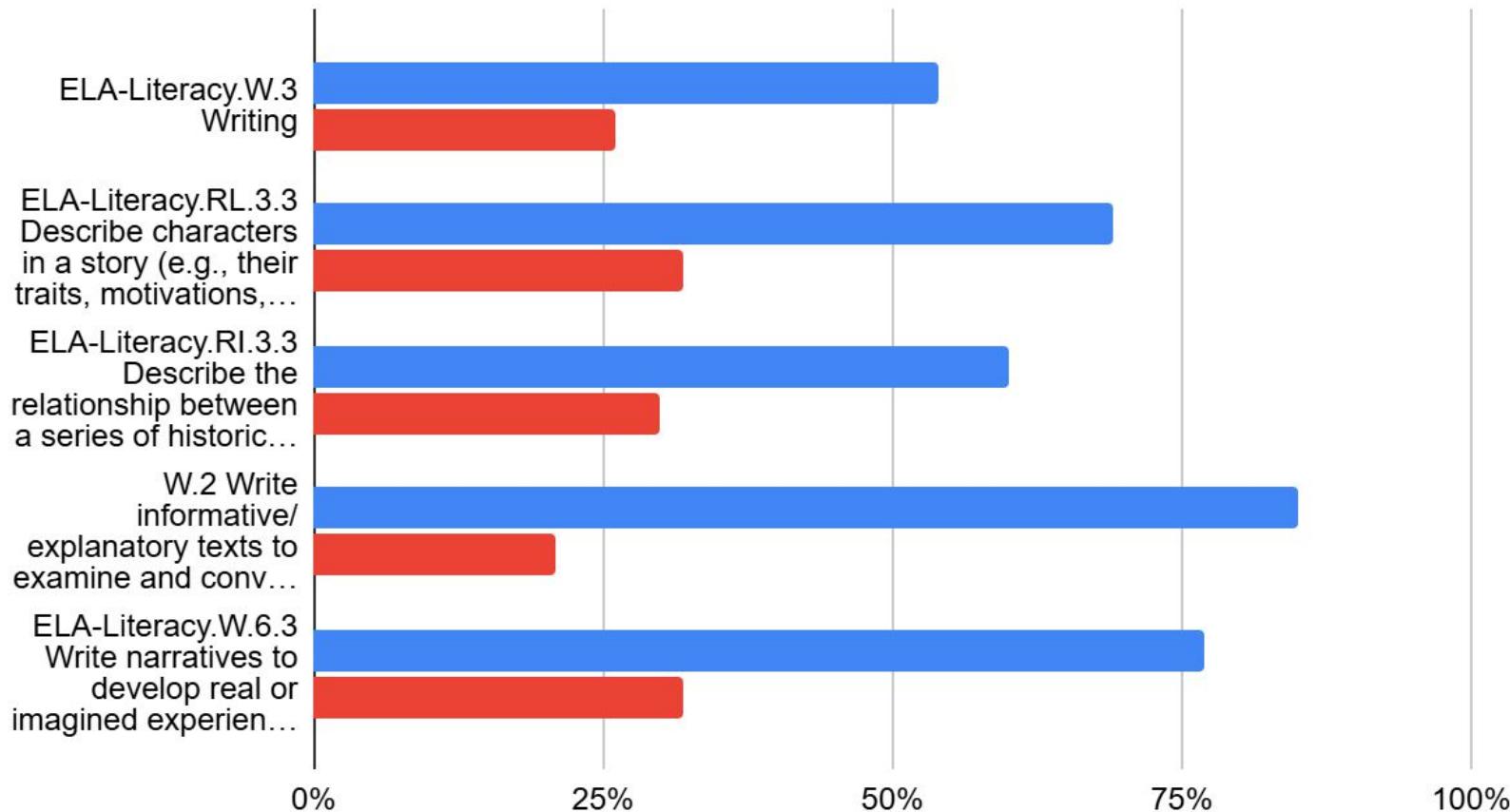
Ongoing monitoring of Priority Standards

- Weekly monitoring of assessment data
- Weekly grade level meetings related to assessment data (if there was an assessment that week, if not, still meeting on planning for upcoming assessments).
- Weekly adjusting instruction based on data results.
- Currently a stronger focus on math over reading as this has been our weakest area IAR data wise.

Current Data ■ 24-25 IAR Data



Current Data 24-25 IAR Data



Quarter 2 Assessment Data

Data analysis in ELA/Math

- Started tracking K-2 Math standards assessments that were aligned to further priority standards in 3-8
- K-2 team continued to focus on writing endurance for ELA
- 3 math priority standards and 1 ELA standard are above 80% of students mastering that standard.
- Many new priority standards were addressed this semester, of the 3 (1 math, 2 ELA) priority standards that were assessed in both quarters 1 and 2, all standards increased in percentage of students mastering the standard

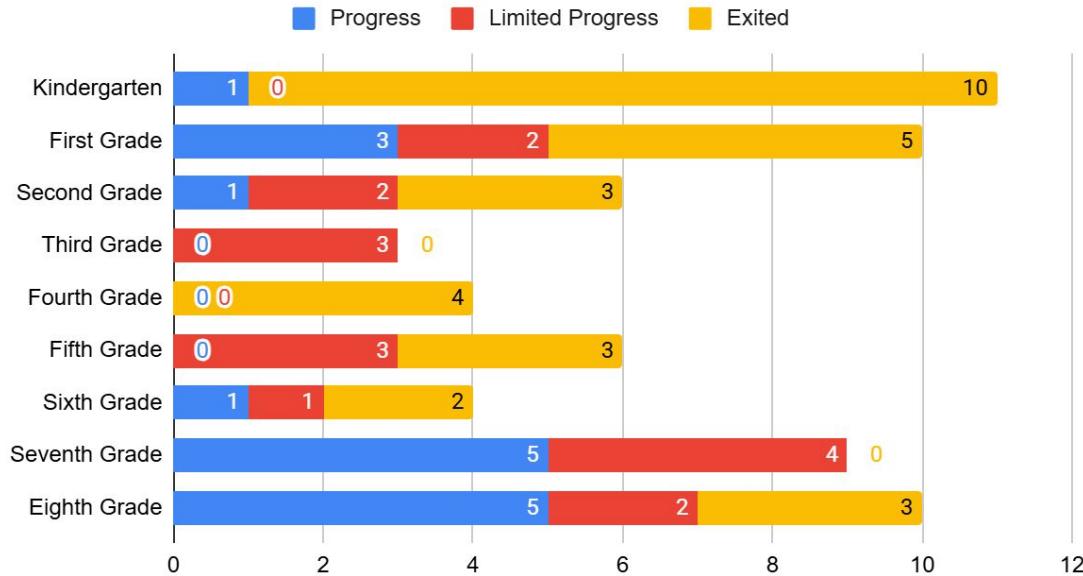
Next steps:

- Continuing conversations and planning for vertical alignment of standards
- Math professional development in specific problem solving protocols
- Completed an IAR Practice test for Math and are looking at the data outcomes with teachers. Once those are scored we'll add those to our comparison of priority standards as well.

Academic MTSS

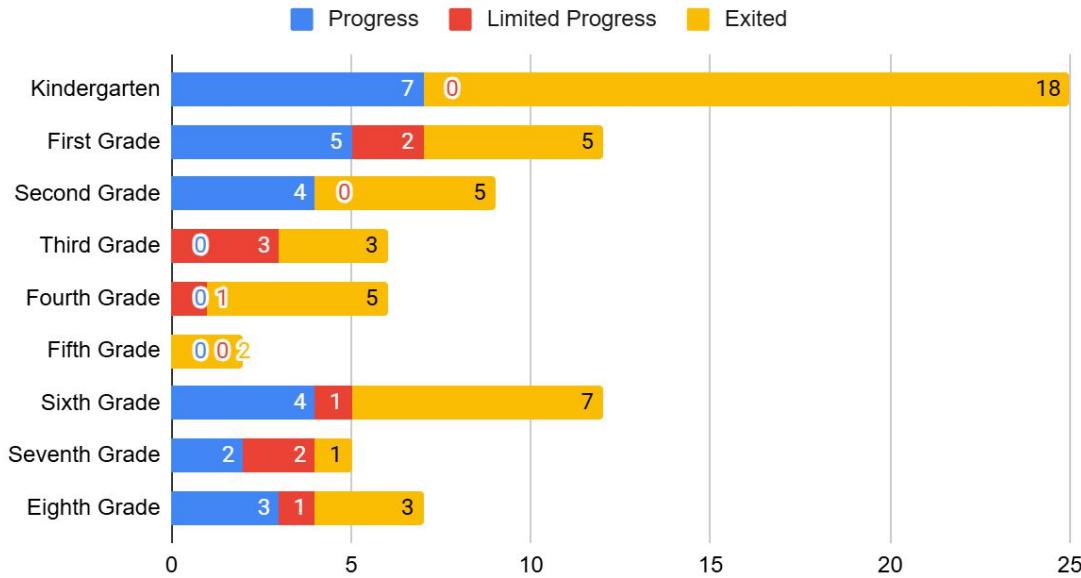
	Definition	What assessment criteria are used to determine Tier?	What does instruction look like?	Teaching Resources	Progress Monitoring Expectations
Tier 2 Roll out 9/15, full system by 9/22	No more than 1-1.5 years below grade level	<p>NWEA (math, ELA) - tested by teacher, falls below the 40th percentile</p> <p>Formative assessments - approaching expectations</p> <p>IAR*</p>	<p>Students receive all Tier 1 instruction AND additional small group lessons.</p> <p>K-2 Skills Block:</p> <ul style="list-style-type: none"> • Tier 2 students receive small group lesson at least 4x per week (10-15 min) <p>3-5 Skills Block</p> <ul style="list-style-type: none"> • Tier 2 students receive small group lesson at least 4x per week (15 min) <p>K-6 Math:</p> <ul style="list-style-type: none"> • Tier 2 students receive small group lesson at least 4x per week <p>WIN (6-8):</p> <ul style="list-style-type: none"> • Tier 2 students receive targeted intervention during WIN time on Fridays 	<p>K-2 Skills Block</p> <p>3-5 ALL Block</p> <p>K-6 Math</p> <p>K-4 Intervention Block</p> <p>WIN Block</p> <ul style="list-style-type: none"> • Expectations • Rosters 	<ul style="list-style-type: none"> • Every 2-3 weeks • Exit criteria: Skill demonstrated consistently <p>3-5 Reading: WTW data</p>

Student Tier 2 MATH Progress Data



- At the end of Q1, 57 students were receiving math intervention. Four had exited, 21 were making progress and 32 were making limited progress.
- At the end of Q2, 63 students were receiving math intervention. Thirty have exited, 16 are making progress and 17 are making limited progress.

Student Tier 2 ELA Progress Data



- At the end of Q1, 69 students were receiving reading intervention. Five had exited, 50 were making progress and 14 were making limited progress.
- At the end of Q2, 84 students were receiving reading intervention. Fifty have exited, 24 are making progress and 10 are making limited progress.



Next Steps:

- Teachers are continuing Tier 2 interventions for students who are making progress, and adjusting course for students who are not making progress as expected.
- For the students not making progress, a new strategy will be tried and more in depth data collection will be occurring to determining if students need to move to Tier 3.
- Teacher coaching plans are being developed for teachers who are not seeing expected progress.

Questions