

GENEVA COMMUNITY UNIT SCHOOL DISTRICT NUMBER 304
227 NORTH FOURTH STREET, GENEVA, KANE COUNTY, ILLINOIS
PARENT TEACHER ADVISORY COMMITTEE MINUTES

The Board of Education Parent Teacher Advisory Committee met at 4:00 p.m. on Tuesday, February 10, 2026, at Coultrap Educational Services Center, 227 North Fourth Street, Geneva, Illinois.

1. CALL TO ORDER

The meeting was called to order at 4:04 p.m. by Dr. Andy Barrett.

Committee members present: Chris Arnett, Susan Shrader, Melissa Groot, George Petmezas, Taylor McGinnis, Anne Scalia, Dr. Andy Barrett, Kimberly Hornberg, Lana Waters, Pam Doll, Scott Johnson, Paul Radlinski.

2. PUBLIC COMMENT (Policy 2:230)

None.

3. DISCUSSION TOPICS

1. Attendance and Truancy Policy and Definitions

Anne Scalia shared information on board policy 7:70, Attendance and Truancy. This policy references the difference between chronically absent and chronic/habitual truant. It also references valid causes for absences and exemptions.

2. District Attendance Data
    1. Chronic Absenteeism
    2. Truancy
    3. Chronically Truant

In 2025, the School Report Card showed our chronic absenteeism at 14.5%, truancy rate at 1.6%, and chronic truancy rate at 0.6%. There was discussion about families who take extended vacations and the impact that it has on the district and the students. Mental health days are considered an excused absence but do count toward chronic absenteeism. Students do not have to provide a medical note for a mental health day.

Comments, questions, concerns: Are the percentages referenced in the policy state or district percentages? (State.) For reporting, do we exclude 18-year-olds? (Yes.) What is the value of having absence and truancy definitions? (Truancy is unexcused absences and absences are excused, which means a parent is calling them in.) Is there still a truancy officer in the county? (Yes.) Is it fair to say truancy is something that comes with more barriers? (Yes.) Can we remove a student from our roster if they are truant? (Only if there are fifteen or more consecutive absences without a valid cause.) Do we see a lot of highschooler's taking all five mental health days? (No, on average they use two to three days.)

3. Current Proactive and Reactive Approaches

Some proactive approaches that are being used are:

- Regular attendance checks and check ins with students and families
- Relationship building, special projects
- Deans and counselors meet – discipline, emotional, attendance data
- Nurse contacts
- Home visits

Anne Scalia shared current school attendance. For K-8,she broke it down by school showing how many letters were sent home in November 2025, percent of student population receiving a letter, and number of students displaying true attendance concerns. For the high school, 58% of students were absent for 5% or less of the first semester. In October, 19% of students missed 10% or more of the semester and in December, 17% of students missed 10% or more of the semester. The biggest reason for absences was illness.

Comments, questions, concerns: You had a series of talks with an outside source, how was that received? (Not as well as we had hoped, but those that did attend gave great feedback.) Why is Williamsburg an outlier on chronic absenteeism? (Not sure, but we can look at this further.)

4. Barrier and Challenges
    - Difficulty supporting students during extended absences
        1. Hospitalizations and partial-hospitalization programs
        2. Vacations
    - School procedures/policies need to be reviewed

Comments, questions, concerns: Do we have a good understanding of how many students are being pulled out for vacations, 5% or 25%? (Probably closer to 5%.) We have had students out for 2-3 weeks and then show up for a homecoming dance, which is extremely frustrating. Field trips can be frustrating as well, because even though they may be educational students miss their other classes. Is having the whole week of Thanksgiving off helpful? (Yes.) Are extended school trips calculated into this? (No.) Are there any requirements for doing extra curriculars if they have chronic absences? (At high school they cannot participate in sports or plays. Also, if they miss multiple practices they cannot participate in games.) There must be consequences, because this is how students learn.

5. Next Steps
    - GHS deans meeting with deans from other districts
    - Review attendance data at district level
    - Share information with BOE – data, proactive, reactive steps, policy/procedures
    - Share information at Back-to-School nights
    - Consider universal grading practices at each level
        1. High school adopted late work policy – you can get up to a 70% by the end of the unit
    - Send home positive letter for attendance improvements

4. ADJOURNMENT

At 5:07 p.m., the meeting was adjourned.