


**FEDERAL WAY
PUBLIC SCHOOLS**

POLICY TITLE: MONITORING RESPONSE DOCUMENT (ENDS)	POLICY SECTION: BOARD/SUPERINTENDENT RELATIONSHIP	POLICY NO: B/SR-5- Sub E-3
APPROVED BY: BOARD	REGULAR BOARD POLICY REVIEW FREQUENCY:	MONITORING OF SUPERINTENDENT FREQUENCY: ANNUAL
DATE APPROVED: SEPTEMBER 28, 2010	DATE REVIEWED / REVISED:	

Monitoring Response Document (Ends)

B/SR-5-Sub E-3

Board/Superintendent Relationship

Monitoring Response Document (Ends)

Policy Monitored: Sub E-3 Date Report Submitted: February 13, 2026

**SUB END 3 – A VOICE – WHOLE CHILD: PERSONAL RESPONSIBILITY AND CONTRIBUTING TO
AN INCLUSIVE COMMUNITY**

**Each scholar will be empowered to take responsibility for their academic success and exhibit
positive, ethical behaviors, treating others with dignity and respect.**

The Board, on the date shown above, received and reviewed the official internal monitoring report of its policy E-3 submitted by the Superintendent. Following its review of the report, the Board concludes:

1. X Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas:

- **Proposed Interpretation Aligned:**

The proposed interpretation of the Sub End 3 policy statement (“Each scholar will be empowered to take responsibility for their academic success and exhibit positive, ethical behaviors treating others with dignity and respect”) relies on Conley’s Four Factors of College Readiness and includes five success factors—academic behaviors, perseverance, mindsets, learning strategies, and social skills. In addition, WA state law includes the concepts of personal responsibility and respectful behavior towards others as part of the goal of public education. These interpretations appear to be aligned with the policy statement focusing on positive, responsible behavior.

- **Rationale Clear and Aligned:**

The rationale for focusing on Goal Two and Goal Three is clear—these are directly related to scholar responsibility and engagement. The data chosen to assess progress in these areas included measures related to attendance, student-led conferences, discipline, and perceptions of safety/belonging. Additional



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data measured participation in extracurricular activities, and scholars' perception of being challenged and engaged in classes. These appear to be reasonable measures of Goals Two and Three under Sub End 3.

- **Amount of Achievement Reported Considered Reasonable Growth:**

Attendance at student-led conferences increased slightly from 90% to 91% over the past school year. Expanding opportunities to participate, including in-person and Zoom, have helped more families attend their scholar's SLCs. Extending the time window for SLC's, reaching out to families more often, and increasing language access have also helped to maintain high levels of interest and participation, as anticipated in last year's report.

Over the past three years, attendance has improved in the district overall. Schools continue to focus on attendance, holding competitions for different grade levels, having celebratory assemblies, and posting attendance data publicly in the buildings so students can see their progress. The improvement is especially significant at the elementary school level. The high school levels continue to be an issue, due to factors such as the scheduling that allows scholars to successfully complete their graduation requirements without attending the full number of school days. Regular attendance of 90% or higher has reached 67% districtwide, reflecting the difference between attendance rates at the elementary, middle, and high school levels.

There was an increase from 95% to 96% of scholars who have experienced no exclusionary discipline in the past year. This is the highest rate since the 2021-22 school year. The higher number of exclusions for African American (91% with no exclusions) and students with disabilities (93% with no exclusions) continues to be a focus of attention. The district has addressed this issue with continued focus on PBIS and SEL at all levels, as well as partnering with community organizations for mentoring and support.

There has been a continued improvement in the percentage of scholars who report feeling safe and secure in their school. During the past year, the figure for grades 3-5 has reached 71%, and 76% for grades 6-12. This is a very positive trend over the rates in the low 50's that were reflective of the years immediately post COVID. A sense of safety enables students to focus more on their class work. Clearly, students feel safer when they treat one another with dignity and respect. However, the district reports that students regard safety in a larger sense than what occurs in the school building—they are concerned about issues and events in their communities. There are subgroups who report higher than average levels of feeling unsafe—this district needs to obtain input in order to increase the feeling of safety. The district continues to employ PBIS, SEL, and the first 30 days school culture activities. The district has also emphasized de-escalation strategies, trauma-sensitive classroom trainings, family engagement, and school counseling.

Students continue to access a wide variety of clubs and sports activities. STEM and STEAM clubs, robotics competitions, and expanded sports opportunities have all contributed to a sense of belonging and engagement in school. The large majority of scholars feel challenged and engaged in their classes, although there is variation by race, gender, and program. Student engagement is higher at the 3-5 grade levels (79%) than at the 6-12 grade levels (72%).

The district is continuing to connect FWPS scholars with community resources and has begun to incorporate the competencies from the Portrait of a Graduate work into the curriculum. The expansion of dual language offerings to include Korean as well as Spanish at the elementary levels (along with the seal of biliteracy in multiple languages) means more opportunities for scholars to feel challenged and engaged. There is more emphasis on writing in the early grades to help younger scholars with reading



comprehension. The SIOP framework for targeting instruction for multilingual scholars helps students improve their reading and language development. And the district has increased CTE offerings to include pre-apprenticeship programs in construction, electrical, and heavy diesel mechanics, in addition to internships in STEM, visual arts, and health sciences to connect students with future careers.

It is clear that we are seeing positive movement of the system as a whole and in student outcomes. The district is making reasonable progress in terms of Sub End 3, with hopes that our students will push through to greater achievement for their personal success. Our students will need to continue to stretch to meet today's high expectations.

_____ Based upon the information provided, the Board finds that the district is making progress toward achieving the desired results called for in the relevant Ends policy, but a greater degree of progress is expected in the following specific areas:

Further action required.

_____ Based upon the information provided, the Board finds the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:

_____ The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate.

Signed:	Signed by: <i>Dr. Jennifer Jones</i> Signed by: F879B6ADFA1A455... _____ , Chair	Date: <u>3/30/2026</u>
Signed:	Signed by: <i>[Signature]</i> 09BAD98653DC43C... _____ , Superintendent	Date: <u>3/20/2026</u>