



The Northwest School

Welcome to the Northwest School

The Northwest School provides an exceptional educational program for middle and upper school students. The environment within which students pursue their coursework combines an engaged faculty, small classes, and a commitment to the quality of personal interactions. We are an intentional community with a wide range of identity backgrounds. We are committed to a culture of care and belonging which supports self-expression and authentic connection.

The Northwest School Student and Family Handbook is designed to provide clarity regarding the school's policies, practices, and expectations. We consider the handbook a living document, and it will be updated on a regular basis. The Northwest School reserves the right to interpret, change, modify, add, or delete any part of this handbook at any time.

The Northwest School is centered on the principles of trust, integrity, and respect.

- Trust as the foundation for our relationships
- Integrity and honesty in our interactions
- Respect for ourselves and the rights, differences, and dignity of others

Accountability is essential for a healthy expression of these values. These principles are interwoven and cannot exist without accountability for our personal behavior and for our role in institutional actions.

The Northwest School Mission

The Northwest School offers a faculty who engage each student in sequential, cross-disciplinary study in the Humanities, Sciences, and the Arts.

We are a diverse community of people who challenge each other to learn in a healthy, creative, and collaborative atmosphere of respect for ourselves, others and the environment.

We graduate students with historical, scientific, artistic, and global perspective, enabling them to think and act with integrity, believing they have a positive impact on the world.

Our Philosophy

These values are foundational to The Northwest School and guide our behavior:

- Excellence in education is determined by the quality of the faculty.
- The Humanities, Sciences, and Performing and Fine Arts are the appropriate areas of concentration in secondary education.
- Ethnic, racial, religious, gender, and economic diversity are essential for the highest quality of secondary education.
- The development of a sense of responsibility for the immediate environment and concern for the larger community are fundamental to the education of responsible citizens.
- All interactions in the School community can and should be directed toward the development of mutual support, the creative spirit and independence.

Our Core Values

Respect

We expect and foster interactions within our community based on mutual respect. Valuing the diversity within our community, we are committed to dialogue that allows us to find common ground, supporting a school culture of care and belonging.

Integrity

We are committed to honesty and authenticity in our words and actions as we seek to improve our community and our world. We believe that our community is strongest when individuals integrate their values into all their words and actions.

Safety

We take measures to protect the physical, emotional and intellectual safety of students and faculty. Recognizing that a good education involves a certain amount of risk, we are committed to teaching students the skills to assess and appropriately respond to those risks.

Diversity, Equity, and Inclusion

At The Northwest School, students and faculty come from multiple regions and backgrounds. We speak different languages and follow different cultural paths. And through these differences we learn and grow. Since its founding in 1980, we have embraced diversity, equity, and inclusion as essential to a robust and quality education. The Northwest School cultivates an inclusive, authentic, and positive experience for its students, faculty, and extended family. In doing so, we provide a home for academic, social, and personal growth and model our values for the larger community. We believe that the education of responsible citizens happens best when a diverse group of students studies a variety of perspectives in an atmosphere of respect. Advancing equity is an integral part of the Northwest mission. NWS articulates its commitment to diversity, equity and inclusion through action. D.E.I. is embedded in the curriculum, the hiring of faculty from diverse backgrounds, admission considerations and institutional priorities. Recognizing there is ample room for institutional growth, our community is nimble, intentional, and deliberate in enhancing our actions. Our goal is to ensure every member of this community feels welcomed, affirmed and heard.

Defining Our Commitments

Diversity is our commitment to build and maintain a mission-congruent community that includes individuals and families who represent a wide variety of identities. Characteristics by which individuals or families may identify include dimensions of race, ethnicity, socio-economic status and family structure, national origin, gender identity and expression, sexual orientation, religion, age, political perspectives, learning differences, ability, and more.

Equity is our commitment to acknowledge and overcome the barriers, both historical and contemporary, that prevent individuals and groups from full agency and achievement. Equity requires the fair treatment of all members of our community, including full access to school programs and opportunities.

Inclusion is our commitment to enable and encourage the participation and contribution of all members of our community. Inclusion is the intentional, ongoing practice of creating conditions where all individuals are valued and all voices heard, and where each member of our community feels a sense of belonging, respect, support, and empowerment.

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Program Policies

Community Expectations

Our community expectations are grounded in our values of respect, integrity, and safety and the behaviors and measures of accountability which ensure that we are a community of people who respect one another, who act with integrity, and who create a safe environment where everyone can thrive. Expectations are most effective in guiding behavior when they are clear, and the accountability for meeting those expectations is consistent. The purpose of the following section is to outline the community expectations and the consequences of not meeting those expectations.

Academic Integrity

An educational community is a place of dialogue, a forum for the exchange and analysis of ideas and information. The authorship and source of ideas must be clearly acknowledged to preserve the essential integrity of that dialogue in all its forms (essays, exams, lab reports, discussion sessions, etc.). Cheating will not be tolerated. Plagiarism, defined as appropriation and use of another's ideas or writings as one's own, cannot be allowed. The student must give credit where it is due by acknowledging the source or author of the idea or passage. Cheating and willful plagiarism will have serious consequences. An incident of plagiarism or cheating will result in a conference involving the student, teacher, and Deans of Students or Division Directors. Depending on circumstances, an initial incident of cheating or plagiarism can have consequences that include failure on that piece of work and possibly failure for the term. Repeated incidents can lead to permanent withdrawal from the school. All incidents will be reported to the Division Directors.

Discipline Approach

Students and faculty who come to The Northwest School engage in a serious academic and social process involving personal, intellectual, artistic, and community growth. In such a community, rules are necessary to protect the rights of the individual by guiding behavior. The school attempts to apply the rules in an equitable and fair manner with the support of students and parents and guardians. The school documents the process of each incident and reviews its documentation of discipline to hold itself accountable to being equitable and fair. The school expects everyone to act in a way that creates a culture of care and belonging. While the school believes that every individual is responsible for their decisions and actions, the school is accountable for supporting a healthy school culture. When someone has caused harm, it is the individual's responsibility to repair the harm, often with the guidance and in partnership with the school. If the individual refuses to engage in the process of repairing harm or the school determines harm cannot be repaired by evaluation of the individual's behavior and actions, the school must take action which prioritizes its communal values of safety, integrity, and respect. The Northwest School faculty see discipline as an extension of teaching, even in its sanctions and consequences, and recognize the developmental stages of young people with respect to their ability to understand what is at stake and to assume responsibility for their decisions and actions.

Standard Disciplinary Practice

Most disciplinary issues are handled by the Deans of Students, who investigate the issue at hand to determine who was involved and the harm that was caused. The Deans hold the students accountable to ensure that they take responsibility for their actions, with the ultimate goal of restoring relationship and repairing harm to all involved. This will look different depending on the circumstances; some disciplinary matters may involve temporary suspension or permanent withdrawal. To center the well-being of students, and ensure an equitable and anti-racist process, the Deans often work in collaboration with the Advancing Equity Team, Learning

Resources Team, School Counselors, and Division Directors. In general, disciplinary issues include the scope of any behavior that harms the school community.

At times, serious behavior problems may result in withdrawal from the School: These behavior problems include but are not limited to:

- Hate speech and actions motivated by prejudice on the basis of race, religion, sexual orientation, or other identifiers
- Sexual harassment and assault
- The possession of weapons
- Harassment, bullying or intimidation, including physical, verbal and social abuse
- Stealing or malicious destruction of property
- Possession and/or distribution of drugs and alcohol
- Repeated incidents showing lack of academic integrity
- Repeated violations of the attendance expectations

The school cannot allow actions that jeopardize the health, safety or academic purposes of the community. Students who have been withdrawn may be allowed to petition for return with the appropriate Deans and Division Directors. Students involved in a petition process may not attend classes or school functions except by advance permission from the Deans.

Personal and Academic Integrity

A student's word is expected to be the complete truth; therefore, lying and plagiarism are violations of community expectations. A student's work is expected to be entirely their own, unless research or group work is permitted and properly credited. Cheating encompasses giving, receiving, or attempting to give or receive unauthorized help that could result in an unfair advantage in completing schoolwork. Plagiarism encompasses representing another's ideas or work in any form as one's own.

The property of others is to be respected; therefore, stealing—no matter how minor—is a violation of community expectations. Stealing encompasses taking anything without the prior consent of the owner.

Attendance Policy

Student attendance is essential for an engaged educational environment. Students are expected to attend class, advisory, grade level meetings, Community Meeting, and other school functions on time and on task, with few allowable exceptions. Regardless of their grade in the class, students may be deemed not to have passed a course when the Director determines that their absences are excessive. The school reserves the right to refuse credit to students who miss 20% or more of their classes in any course during the trimester. Final decisions about credit rest with the Division Directors. A pattern of absences will also prompt the Dean of Students to notify the student's parents or guardians.

Planned Absences

With proper notice, excused absences generally include religious holidays and observances; illnesses and medical procedures; and family events like graduations, weddings, and college visits. College visits and family trips should be planned over vacations and weekends whenever possible. Providing there are no objections on academic grounds, other planned absences may be excused with permission of the Division Directors or Deans of Students. All planned absences require the student's completion of a "Pre-Arranged Absence" form (obtained in the Main Office) with appropriate teacher signatures at least two days prior to departure. The

student is responsible for arranging all make-up work prior to departure for a planned absence. Work missed because of an absence must be made up as soon as possible.

Unplanned Absences

Absences, when they occur and for whatever reason, are to be handled in the following manner:

- The parent, host parent, guardian, or Residential Advisor of the absent student must call or email the school (attendance@northwestschool.org) before 8:30 AM to account for the absence; or, in the case of an accident, the school must be notified as soon as possible.
- A student who is unable to attend school in the morning due to physical illness should not attend school in the afternoon. A student absent during the day should check in with the Division Directors or Deans of Students to participate in after-school events, such as plays, rehearsals, sports, and outings.
- Medical and dental appointments ideally are to be scheduled outside the regular school day. If this is unavoidable, the student is responsible for communication ahead of time with the teachers of any missed classes so that the student can keep current with their work.
- Family or personal vacations should not cause students to miss school. If such absences are unavoidable, the student must complete and submit to the front desk a pre-arranged absence form and at least two days prior to the proposed absence. This form must be signed by all of the student's teachers and their Advisor.
- For the health of all members of the school community, we want to keep sick people away from healthy people. If your student is sick, you must keep your student home. We consider a temperature over 100 degrees, or coughing while contagious, examples of reasons to keep your student at home. Staying home when sick stops the spread of illness and helps the sick person get well. When responding to cases of influenza, The Northwest School follows the guidelines set by the King County Public Health Department. We therefore ask that you keep your student at home for at least 24 hours after the fever and other flu-like symptoms are gone, without the use of a fever-reducing medicine.

Late Arrival/Early Departure

Punctuality to class and all other school activities is required. A student arriving at school late or leaving school early for any reason must sign in/sign out in the Main Office. A parent or guardian must notify the office if a student will be missing classes due to early departure and parents of middle schoolers must pick up their students if they are leaving early. Students must attend all scheduled periods, including Advisory, Environment Program, Community Meeting and Grade Level Meeting.

Arranging for Religious Observances

Respect for religious and cultural beliefs is a cornerstone of The Northwest School's philosophy. In that spirit, the school seeks to recognize major religious holy days, cultural celebrations and practices and to honor every family's choice to participate fully in such observances. Our goal is to work with students so that the choice to miss school for religious/cultural reasons can be made comfortably and without undue burden. When the students return to school, teachers will be available to meet with them to review lecture notes, discussion topics, lab projects, etc. Students should follow the prearranged absence process when planning ahead for absences due to religious holy days and cultural celebrations and practices.

Sign-in Policy

For safety purposes and to enable the school to determine students' whereabouts in the case of an emergency, students must sign-in when they arrive on campus via SchoolPass. They must sign-out when they leave campus during school hours and sign-in again when they return. Students must only sign-in for themselves and not for any other students. The following are the procedures for signing-in:

- All Middle School students must sign-in before 8:30 AM when first arriving at school and before Morning Meeting. Middle school students arriving after 8:30 AM, should sign-in at the front desk when first arriving at school and before going to class.
- Upper School students must sign-in before their first class or no later than 10:00 AM, whichever comes first. After 8:40 AM, students must sign-in at the front desk.
- Students who have not signed-in by the designated time must have their parent, host parent, guardian or Residential Advisor notify the school that they will be absent or late. If this is not done, the parent, host parent, guardian, or Residential Advisor will be called to determine the student's whereabouts.

Sign-out Policy

Middle School students may not sign themselves out or leave the campus at any time during the school day. Upper School students may sign-out only if all obligations in classes, Environment Program, and other responsibilities have been met according to the times below. Students must sign-out and then sign back in when they return to school. It is considered a privilege for Upper School students to sign-out therefore any student who abuses the sign-out privilege is initiating the process of withdrawal from the school. We define the neighborhood as the area around the school with Madison, Boren, Pine and Broadway as the outer boundaries. Students may travel beyond these boundaries only with pre-approval.

Sign-out times are:

| | |
|-------------------------|----------|
| 12 th grade: | Open |
| 11 th grade: | 10:00 AM |
| 10 th grade: | 11:20 AM |
| 9 th grade: | 12:00 PM |

Upper School students may not sign-out before these times unless they have special permission from the Upper School Director, Assistant Upper School Director, Director of Student Life, or Dean of Students. Students should sign-out using SchoolPass in the Main Office or sign-out station. When returning to school, they should sign back in as soon as they enter the building. Students must sign out if they leave school before 3:30.

All students must check in with the Main Office if they need to sign-out due to illness or appointment. Middle School students must have a parent or parent designated adult pick them up and sign them out. The office will need to speak with the parent, host parent, guardian, or Residential Advisor before an Upper Student can sign-out for an illness or appointment.

Medical Leave

Sometimes a student's medical circumstances necessitate taking time away from school. Before returning from a medical leave, a student and/or their parents/guardians must follow the steps provided below:

- Schedule a re-entry meeting with guardian/parent(s), Division Director, and/or Director of Student Life, Dean of Students, School Counselor, Health Coordinator.
- Provide written documentation from an outside healthcare provider(s) to establish the student's

readiness to return to classes.

- Provide the School Counselor and Health Coordinator access to the student's health care provider for a follow-up conversation to support the student's re-entry.
- Establish continuous outpatient care and permission for communication between the school and the care provider on an as-needed, ongoing basis.

Terms, Credits and Grades

The Northwest School is on a trimester system. Written evaluations and grades are given at the end of each term. All grades are unweighted and included in each student's cumulative GPA. Each Northwest School student pursues a balanced and challenging program of studies, consisting of Humanities, science, mathematics, modern languages, visual and performing arts, and physical education. This program is outlined in the Northwest School Curriculum Guide. ([Middle School Curriculum Guide](#), [Upper School Curriculum Guide](#))

Middle School: Students in 6th grade earn credit/no credit, and students in 7th and 8th grade earn letter grades in most classes; Arts and PE Health and Wellness teachers have the discretion to issue grades or use credit/no credit. Grades in middle school are not included in college application transcripts.

Upper School: Each completed year-long course is awarded two academic credits, with the exception of Humanities in grades 9-11, which earns four credits. Therefore, upon completion of each trimester, .66 credits (or 1.33 credits in Humanities 9-11) are awarded. While NWS courses generally are full year, occasionally an arts class might be one or two trimesters in length, and credit is awarded accordingly. Students in the Upper School earn letter grades in most courses, though some courses are credit/no credit (CR/NCR). In all cases, in the written evaluation, grade and credit refer to the term just completed. No cumulative grades are given. The grading system and Upper School GPA calculations are based on the following standards:

| | | |
|----------|----------|----------|
| A = 4.0 | B- = 2.7 | D+ = 1.3 |
| A- = 3.7 | C+ = 2.3 | D = 1.0 |
| B+ = 3.3 | C = 2.0 | D- = 0.7 |
| B = 3.0 | C- = 1.7 | F = 0.0 |

Add/Drop of Courses

Middle School: Students may only request to change into a different Art class during the first week of each trimester. This change must be approved by the Middle School Dean of Students. The change in enrollment is not official until the Add/Drop form is approved by the Middle School Dean of Students and communicated to the Registrar.

Upper School: Students may drop or add a course only during the Add/Drop period in the fall, which opens the second Wednesday of the year and closes the third Friday. If a student wants to drop or add a course, they first consult with the Advisor and the faculty members whose classes they want to add or drop. Then the student will need to submit an online [Add / Drop form](#). The change in enrollment is not official until the online Add/Drop form is received by the Registrar and approved. Once the schedule change has been processed, the student will receive an email notification from the Registrar's office.

Academic Difficulty and Student Well-Being

Occasionally, circumstances in a student's life may necessitate a change to grading and credit procedures and/or a reduction in course load. When a student is struggling to engage fully in school, the following exceptions to program may be granted:

Remote School

The Northwest School's academic program is designed to be experienced in person. We do not offer a remote/online educational program*. All students are expected to attend school in person to earn course credits. If a student for any reason is unable to attend their classes in person regularly, their performance in the class will be impacted. Ongoing attendance concerns may also prompt a conversation between the student, their parents/guardians, and the school about continued enrollment in Northwest's program. If the need arises for a student to take time away from attending school in person, the school, student, or their parents/guardians may initiate a conversation about possible options, including withdrawal or medical leave.

**An exception to this policy was made during the COVID-19 global pandemic. The Northwest School offered a remote and hybrid learning program in response to this crisis, and future exceptions may be made for natural disasters, persistent inclement weather, etc. This policy pertains to day-to-day school operations when school is held in person.*

Credit/No Credit Grading

Students may move to Credit/No Credit grading as a short-term option (typically for only one trimester) upon the recommendation of the Division Directors or Director of Learning Resources. The designation of CR or NCR will be made on the transcript in place of a letter grade; CR/NCR grades do not factor into the cumulative GPA calculation.

Middle School: In 6th and 7th grade, as well as trimesters one and two of 8th grade, credit is equivalent to a D - grade or above; in trimester three of 8th grade, in alignment with the upper school policy, credit is equivalent to a C - or above. When possible and when the decision has been made to move to credit/no credit, course teachers should outline what constitutes as earning credit in their particular course and share this with both the student and parent/guardian. In most cases, students who move to Credit/No Credit grading for a trimester do so for all courses.

Upper School: A corresponding contract outlining the required work to earn credit (the equivalent of a C- grade or above) is required by all course teachers and must be signed by the student, a parent/guardian, and the Upper School Director. This contract is due by end of the 6th week of the trimester. In most cases, students who move to Credit/No Credit grading for a trimester do so for all courses; they cannot opt to earn grades in some classes and Credit in others.

Course Reduction

Middle School: A full course load in the middle school includes Humanities (meets daily), two Art courses, PE, Science, Math, and Modern Language in 7th and 8th grade and Foundations in 6th grade. In certain cases, the Middle School Director may approve a reduction to this course load. This may include dropping one or more classes, or in rare circumstances, earning half credit for one or more classes.

Upper School: A full course load in the upper school is generally six or seven courses, depending on the grade level. All year-long courses earn two academic credits, except Humanities (in grades 9-11), which earns four credits, as it meets daily and fulfills both English and Social Studies requirements. In certain cases, the Upper School Director may approve a reduction to this course load. This may include

dropping one or more classes, or in rare circumstances, earning half credit for one or more classes. Any impact on the student's progress to graduation will be documented in writing by the Registrar.

Course Incomplete

Incompletes may occasionally be given in the case of illness or other clearly extenuating circumstances. In all cases, the end-of-term evaluation will outline the specific expectations of work to be completed and corresponding deadline. At that time, an addendum to the evaluation will be written, an appropriate grade determined, and the transcript will be updated accordingly.

Course Withdrawal

Dropping a class after the drop/add period has ended is considered a Withdrawal. A student may withdraw from a course after the add/drop period has ended with no grade penalty (the WD is not factored into the student's cumulative GPA), however, they will receive a "WD" grade for the term in which they withdrew. The withdraw deadline for each term is the end of the 8th week of the term; students who remain enrolled in courses after the withdrawal deadline has ended will be assigned a grade in the course.

Course Audit

In rare cases, a scheduling conflict may prohibit a student from progressing to the next course level (for example, in math or modern language). In this uncommon circumstance, the Division Director, in conversation with the course instructor, may provide the option for a student to audit a course. The goal is to provide the student with the ability to continue to engage with the discipline. The instructor, student, and Division Director will agree upon the student's level of participation in the class at the time of registration. Upon successful completion of each term, an AUD will be represented on the student's transcript.

Daily Time Schedule

Below is a simplified view of the daily schedule of classes.

| Monday | | Tuesday | | Wednesday W1 / W2 | | Thursday | | Friday | |
|--|--|--|--|--|-------------------------------------|--|--|--|--|
| 8:30 - 8:35 Morning Meeting | | 8:30 - 8:35 Morning Meeting | | | | 8:30 - 8:35 Morning Meeting | | 8:30 - 8:35 Morning Meeting | |
| 8:40 - 9:55 Block B 75 minutes | | 8:40 - 9:55 Block G 75 minutes | | 9:00 - 9:55 Block B/G 55 min | | 8:40 - 9:55 Block B 75 minutes | | 8:40 - 9:55 Block G 75 minutes | |
| 10:05 - 11:20 Block A 75 minutes | | 10:05 - 11:20 Block H 75 minutes | | 10:00 - 10:30 30 min Advisory 10:35 - 11:30 Block A/H 55 min | | 10:05 - 11:20 Block A 75 minutes | | 10:05 - 11:20 Block H 75 minutes | |
| 11:30 - 12:45 Block C 75 minutes | 11:20 - 12:05 Lunch 1 45 minutes | 11:30 - 12:45 Block E 75 minutes | 11:20 - 12:05 Lunch 1 45 minutes | 11:35 - 12:30 Block C/E 55 min | 11:30 - 12:15 Lunch 1 45 min | 11:30 - 12:45 Block C 75 minutes | 11:20 - 12:05 Lunch 1 45 minutes | 11:30 - 12:45 Block E 75 minutes | 11:20 - 12:05 Lunch 1 45 minutes |
| 12:45 - 1:30 Lunch 2 45 minutes | 12:05 - 1:20 Block C 75 minutes | 12:45 - 1:30 Lunch 2 45 minutes | 12:05 - 1:20 Block E 75 minutes | 12:30 - 1:15 Lunch 2 45 min | 12:15 - 1:10 Block C/E 55 min | 12:45 - 1:30 Lunch 2 45 minutes | 12:05 - 1:20 Block C 75 minutes | 12:45 - 1:30 Lunch 2 45 minutes | 12:05 - 1:20 Block E 75 minutes |
| 1:30 - 1:40 Environment | | 1:30 - 1:40 Environment | | 1:15 - 1:55 Community Mtg/DEAR 40 min | | 1:30 - 1:40 Environment | | 1:30 - 1:40 Environment | |
| 1:45 - 3:00 Block D 75 minutes | | 1:45 - 3:00 Block F 75 minutes | | 2:05 - 3:00 Block D/F 55 min | | 1:45 - 3:00 Block D 75 minutes | | 1:45 - 3:00 Block F 75 minutes | |
| 3:00 - 3:30 Flex | | 3:00 - 3:30 Flex | | 3:00 - 3:30 Flex | | 3:00 - 3:30 Flex | | 3:00 - 3:30 Flex | |

Click here to see a more accurate view of the [current daily schedule](#).

Flex Time

Flex time occurs from 3:00 – 3:30 pm each day. Grade Level Meetings and Advisory are required for all students. Students in grades 6 through 9, and 10th graders during the first trimester, are required to stay at school until the end of the day at 3:30 pm. If they are not participating in Affinity Spaces or Interest Groups, students must attend a supervised study hall. During their study hall time, they may attend Office Hours, which means they can meet with one or more of their teachers during study hall time for academic support.

All teachers will communicate through their course descriptions if their office hours will be drop-in or by appointment.

Environment Program

As a community, it is our responsibility collectively and individually to care for our surroundings—our environment. Through the Environment Program, students, and faculty team up four times per week to clean and care for the school campus and neighborhood. The Environment Program philosophy has three components:

1. Build community
2. Develop as leaders
3. Ground our school's sustainability ethic in attention to and care for our immediate surroundings.

The Environment Program thus fosters an attitude of stewardship for both the school campus and the planet. During Environment Program periods all members of the school community (students and faculty) are expected to participate in the regular cleaning of and care for the campus. Each student and faculty member are assigned to an Environment Program team for the school year with clear responsibilities. The teams are generally led by a Senior and supported by a faculty member. All team members are expected to attend all Environment Program periods and complete their assigned tasks. The school considers the Environment Program to be an essential part of its educational mission. In keeping with this philosophy, every student receives an evaluation of their Environment Program participation. In addition to participation in the Environment Program, all Northwest School community members share in a continuous responsibility to care for and maintain the campus and our immediate environment.

Student and Family Support

Advisory Program

Our Advisory program offers a balance of focusing on advocacy for each individual student and building an authentic community in a small group. While attention to academic progress is an important aspect of Advisory, our time together will have a high priority on the personal and interpersonal development of each student. Through the advisory program students learn study skills, how to sustain health and wellness, how to be responsible digital citizens, to engage in active citizenship, to develop social and academic skills, and to foster intercultural understanding. The following are features of the program.

- Each student feels known and valued in the community as an individual.
- Each student's academic progression and achievement is monitored.
- Each student has an adult advocate.
- The mission and values of the school are intentionally taught.
- Each student's academic and social progress is supported, and the student and family have a known connection point with the school that is a sustained relationship.
- 6-9th grade students are in grade level advisory groups. 10th through 12th grade students are in mixed grade level advisory groups and typically have the same advisor for 10th through 12th grade.
- Advisory groups meet each week for 30 minutes.
- Grade Level Coordinators oversee the advising responsibilities at each grade level and work to promote communication and coordination among faculty and families.

Learning Resources Program

The Learning Resources Department, made up of two learning resources coordinators and a director, focuses on supporting Northwest School students with learning differences and other academic struggles. This work is grounded in the philosophy that all students want to learn, have a natural curiosity and thirst for knowledge, have learning strengths, and, with the right support, can succeed in our academic program. We welcome students from diverse academic backgrounds and with different learning needs.

The Northwest School serves students with learning differences that can be accommodated but do not require significant curriculum modification. Students are full participants in the entire school curriculum, supported and guided to become independent learners. Students who qualify receive a customized Learning Support Plan (LSP) that is created for them and provided to their teachers and any other faculty or staff where their specific needs are beneficial to know. Most academic support students need is provided by the classroom teachers. The Learning Resources Department works by supporting teachers directly and helping them come up with strategies and accommodations to best help struggling students in their classes. Small group and one on one regular academic assistance outside of the classroom is not a component of the Learning Resources Program at The Northwest School.

Members of the Learning Resources Department are part of the school's student support teams in both Middle and Upper School, advisors, and on various committees within the school. We strive to ensure all students receive a supportive, equitable, and inclusive education that allows them various avenues to demonstrate their knowledge and proficiency. We meet and communicate regularly with teachers, advisors, students, and families always striving to maintain a partnership we feel is crucial in the holistic approach and success of all students. Click [here](#) to access the Learning Resources page on our Web site.

School Counseling

The Northwest School has two full-time school counselors who support student wellness through services related to the social, emotional, and mental health experience of students in our Middle and Upper Schools. Our school counselors make intentional efforts to build relationships with all students to increase their effectiveness in providing support throughout the NWS experience. Students may access a school counselor during the school day and/or by appointment for supportive connection and problem solving as needed. Our school counselors offer short-term counseling services and can provide referrals for mental health support when student needs surpass situational and/or short-term circumstances. Students who would be well-served with and qualify for a Learning Support Plan (as it relates to mental health and wellness) will work with one of our school counselors in the development and maintenance of classroom accommodations. Learning Support Plans are internal documents that serve to align and support mental health treatment goals with academic and school experiences. For more on Learning Support Plans related to mental health, please reach out to one of our school counselors.

In addition to direct support of students, our school counselors consult and collaborate closely with faculty and families to help build and maintain a consistent, reliable, and caring school environment based on current research and practices for trauma-sensitive environments. School counselors participate on both the Middle and Upper School Student Support and Administrative Teams, while also serving as consultants with grade level teaching teams and advisors. School counselors also offer several opportunities throughout the school year to connect with parents and guardians, and are available for private conversation when social, emotional, and/or mental health questions and concerns arise for families.

School counseling conversations are confidential unless shared disclosures indicate a student is at-risk of hurting themselves or others, there is a suspicion of abuse or neglect of a minor, or there is a concern that the values of our school community are in jeopardy. In these delicate situations, the school counselors will work privately with the student to identify and inform the appropriate support systems outside of school (often including, but not limited to, parents/guardians, appropriate administrators and, as dictated by state law, Child Protective Services and/or the Police). As mentioned in the Health and Safety section, all faculty are mandated reporters as required by Washington State law.

Click [here](#) to access the School Counseling Department page on our Web site.

Support for Transgender and Gender Independent Students

To ensure a safe, affirming, and healthy environment in which every student can learn, this policy seeks to identify avenues of support for transgender and gender independent students. The support and accommodations offered to each student will be determined based on the specific requests and needs of each student.

Privacy/Confidentiality

The Northwest School shall ensure that all personally identifiable and medical information relating to transgender and gender expansive students shall be kept confidential in accordance with applicable state, local, and federal privacy laws. Parents/guardians and students should not disclose any information that may reveal a student's gender identity to others, including students, parents or guardians, and school faculty, unless legally required to do so or unless the student has authorized such disclosure.

Names, Pronouns, and School Records

We believe that every student should be addressed by the name and pronouns that correspond to the student's gender identity. Regardless of whether a transgender or gender expansive student has legally changed their name or gender, The Northwest School allows such students to use a chosen name and gender pronouns that reflect their identity within our community.

If the student has previously been known at school by a different name, faculty, staff, and students will use the student's chosen name and appropriate pronouns. To ensure consistency among administrators and staff, every effort will be made to update student education records (as allowed by law) in a timely manner (such as attendance reports, class rosters for substitutes, school IDs, electronic records, etc.) with the student's chosen name and appropriate gender markers.

Access to Gender-Segregated Activities and Facilities

Students will have access to all restrooms, locker rooms or changing facilities that correspond to their gender identity. Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule.

However, requiring a transgender or gender independent student to use a separate space threatens to publicly identify and stigmatize the student as transgender and will not be done unless requested by a student. Under no circumstances will students be required to use gender segregated facilities that are inconsistent with their gender identity.

Classes and Gender-Segregated Activities

If gender-segregated activities are necessary, students may participate in such activities in a manner consistent with their gender identity. The school will work with interscholastic organizations to provide transgender and gender expansive students with opportunities to participate in interscholastic athletics in a manner consistent with their gender identity, under the guidelines established by the interscholastic organization.

School Trips: The Northwest School will make efforts to ensure the safety and comfort of transgender and gender expansive students, maximize the student's social interaction and equal opportunity for participation, and minimize any stigmatization and isolation from the general student population. The Northwest School will design sleeping arrangements that best support each student's emotional and physical safety. Generally, separating students into groups according to their stated gender identity is most appropriate, but the composition of the group and/or the nature of the trip environment may require another arrangement.

Dormitory and Student Housing Policy

All Northwest School students must live in situations with responsible adult supervision. All day-students must reside with a parent, legal guardian, or host family designated by their parents. Students may live with non-parent family members or guardians in the Seattle area, subject to the approval of the Middle School Director or the Upper School Director, Director of Student Life, and Dean of Students. No student may live independently in an apartment or house, or with a guardian or host family who is younger than 24 years of age.

Northwest School is unique among Seattle-area schools in offering a co-ed dormitory in an urban setting. Our Dormitory is a professionally supervised residence hall that supports academic achievement and emotional

growth within an inter-cultural environment. Students whose circumstances do not allow them the opportunity to live in approved situations with responsible adult supervision must live in the Northwest School Dormitory. If a student violates the Student Housing Policy or any other policies of The Northwest School, the parents/legal guardian are responsible for all living arrangements and/or transportation arrangements and costs incurred as a result of their student's withdrawal from The Northwest School.

Health and Safety

Drugs and Alcohol

Students may not possess, use or make arrangements for the use of alcohol, marijuana, other drugs, or related paraphernalia on campus, at any school function, or in any way or at any time that interferes with their functioning or the functioning of others at the school. In support of the school's policy, alcohol may not be served at school-related functions where students are present.

The Northwest School recognizes alcoholism, drug addiction and chemical dependency as treatable health problems that require early identification and response. The school, where appropriate, will refer students to professional alcohol/drug assessment, counseling and/or treatment. Our primary purpose is to be helpful in securing the appropriate support. It is also the school's intent to take preventive measures to help students and others avoid the dependencies which can arise from drug and alcohol use and abuse.

The Northwest School believes that it is in the best interest of the entire school community to take steps to promote, enhance, and maintain a drug-free environment. These steps include:

- Education about the problems of drug and alcohol abuse
- Support of students in their decision to remain drug free
- Direct and immediate attention and assistance when an individual's use of alcohol or other drugs may be deemed harmful to oneself or to others, or when the capacity to make responsible decisions has been reduced or compromised.

The goal is for NWS students to be in charge of their own lives and make healthy decisions. Students are expected to make well-considered choices based on the reality that drugs and alcohol abuse are contrary to the goals of good physical, mental, and emotional well-being.

Smoking and Vaping

The Northwest School believes smoking is unhealthy and wants to discourage students from smoking through both policy and education. The School is a non-smoking campus, and smoking is not allowed at school-related functions, including school trips. Under Washington State law, it is illegal for minors to purchase, obtain, or possess tobacco products. Smokeless tobacco, e-cigarettes, or vaporizing devices fall under the same prohibition. This policy goes beyond the state law in that we require all students, not just those under age 18, to refrain from smoking.

NWS Faculty Mandated Reporting Responsibilities

As defined by the Revised Code of Washington 26.44.030 and the Department of Children, Youth & Families (DCYF), all NWS faculty are mandated reporters of suspected abuse and neglect of a child. *"Mandated reporters" are persons or groups of persons who have frequent contact with children and families and are required by Washington's State law to report suspected cases of child abuse and neglect to CPS or to the appropriate law enforcement agency.*

If there is reasonable cause to believe that a child has suffered abuse or neglect or may be at risk of abuse or neglect, the report must be made at the first opportunity but in no case longer than 48 hours. "Reasonable cause" means a person witnesses or receives a credible written or oral report alleging abuse, including sexual contact or neglect of a child (RCW 26.44.030).

In instances of mandated reporting, the NWS will make every effort to protect, support, and maintain the privacy of the student and family.

For more details on mandatory reporting please refer to the Department of Children, Youth, and Families website [here](#).

Dress Code

Students must be appropriately dressed on campus, during school functions, and while representing the school in performances and activities. We recognize that the primary responsibility for a student's attire resides with the student and their parent/guardian. The Northwest School is responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students must wear: a top (i.e. shirt/dress/blouse/sweatshirt), a bottom (i.e. pants/sweatpants/shorts/skirt/dress/leggings), and shoes.

Students cannot wear: violent language or images; images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same; hate speech, profanity, pornography; images or language that creates a hostile or intimidating environment based on any protected class; visible underwear (visible waistbands or straps on undergarments worn under other clothing are not a violation); bathing suits; helmets or headgear that obscures the face (except as a religious observance).

Students who are in violation of these community standards will be asked to be in conversation with the Division Directors, Director of Student Life, or Deans of Students.

School Messenger

The Northwest School uses School Messenger to communicate with parents, faculty, and students in the event of a school emergency or school closure. School Messenger allows us to send emails, voicemails, and text messages. In order to receive an emergency text message, we ask students and parents to provide us with cell phone numbers. Instructions are sent with the summer back-to-school email and are available on My BackPack.

Medical Information

We collect student medical records through Magnus Health. Once you log in you will find the forms that are required for your student to attend The Northwest School during the 2021-2022 school year. This information is used in the event of an emergency during the school day or on field trips and allows us to respond accordingly.

If you have indicated that your student has a medical condition or life-threatening allergy, please be sure to complete the corresponding forms as completely as possible. It's important that we know the nature of the condition and have an action plan outlining what steps to take in case of an emergency. If your student has a condition that requires medication, special foods, or other supplies, please make sure the school has a three-day supply of whatever they may need. These can be dropped off in the main office or directly to the Health Coordinator.

Washington State School Immunization Law, RCW 28a.31.118, requires that students be properly immunized in order to attend school and that a Certificate of Immunization Status (CIS) be on file for each student before the first day of school. Please email your student's immunization records directly to the Health Coordinator.

Service Animals

The Northwest School allows only service animals to be in school buildings or on school properties. A service animal, as defined by the American Disabilities Act, is a dog that has been individually trained to do work or perform tasks for an individual with a disability. The tasks performed by the dog must be directly related to the person's disability.

Dog owners are responsible for their companion's behavior and well-being and should be supervised at all times. All requests for service animals on campus for faculty should be directed to the Health Coordinator.

Harassment and Hate Speech/Symbols (Meg...has looked over this section, Ruth, Kevin, Amy)

An atmosphere of mutual respect and physical and emotional safety is essential for The Northwest School community. Thus, conduct, language, symbols, or gestures that create an intimidating, hostile, offensive, racist, transphobic, anti-Semitic, sexist, misogynistic or otherwise hateful or unsafe environment are not to be tolerated and may constitute harassment. Harassment may involve a single serious incident or a pattern of physical, verbal, written, electronic, online, or sexual interactions that are hurtful, hateful, intimidating, unwelcome, and unwanted between students, between faculty, between students and faculty, or between parents/guardians and faculty. The use of any electronic communications on social media platforms to harass, bully or threaten another is unacceptable and will be addressed by the administration. Conduct that parallels harassment or hateful behavior in the real world and online in virtual spaces will result in the school needing to act on information received from social networking sites.

Examples of prohibited Hate Harassment include but are not limited to:

- Verbal abuse, slurs, and jokes. This includes oral or written jokes, slurs, and comments that stereotype individuals or groups based on their race, color, religion, national origin, gender identity, gender expression, sex, sexual orientation, disability, or other protected class status or characteristic.
- Graffiti, cartoons, vandalism or other graphic materials (such as pictures and depictions) that are demeaning or hostile towards individuals or groups based on their race, color, religion, national origin, gender identity, gender expression, sex, sexual orientation, disability, or other protected class status or characteristic.
- Threats, pranks, and spreading of malicious gossip directed at individuals or groups based on their race, color, religion, national origin, gender identity, gender expression, sex, sexual orientation, disability, or other protected class status or characteristic.

The school encourages the person experiencing harassing behavior to report their experiences to a faculty member so that they can receive the support necessary to deal with the issues in a safe environment. Furthermore, in order to create a respectful and safe school community for everyone, it is the responsibility of every community member to stand up and speak out on behalf of classmates and peers. Being a silent bystander to harassing and hateful behaviors allows such behaviors to continue. It is critical that all members of the school community report incidents of harassment and hateful behavior promptly to a member of the faculty, such as a teacher, advisor, school counselor, Division Director, or Head of School.

Reports of harassment and hateful behavior of any kind will be promptly investigated. School administration will follow the same guidelines enlisted in our sexual harassment policy. These reports will be responded to with great care, sensitivity, and thoughtfulness. The Northwest School does not tolerate harassment and hate speech/symbols and an investigation of the alleged perpetrator may lead to disciplinary action up to and including withdrawal from the community.

Sexual Discrimination Policy and Grievance Procedure (Meg, Ruth, Kevin, Amy)

As noted in its Nondiscrimination Policy, The Northwest School ("Northwest") prohibits discrimination based on sex, sexual orientation, and gender identity and expression, in any of its education programs or activities. The following policy addresses Northwest's prohibition against sex discrimination, including sexual harassment and sexual assault, and the procedure to follow if violation of this policy is alleged. Sexual harassment under this policy can occur adult to student, student to student, or can be carried out by a group of students or adults and will be investigated by Northwest even if the alleged harasser is not an employee, such as a volunteer or third-party consultant. For allegations of sexual harassment where an employee is the alleged victim, please refer to the applicable policy in the faculty handbook.

Definitions

For purposes of this policy and procedure, the following definitions apply:

Complainant: Person who is alleged to be the victim of conduct that could constitute sexual harassment under this policy. Under this policy, parents and guardians may act on behalf of a Complainant, including by filing a formal complaint.

Education Program or Activity: Northwest's education program and activity includes locations, events, or circumstances over which Northwest exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred, such as school-sponsored sporting events, field trips, and other off-campus programs and activities.

Formal Complaint: Document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and that triggers Northwest to investigate.

Remedies After a Determination with a finding of responsibility has been made, Remedies are individualized services that are designed to restore equal educational access, protect safety, or deter sexual harassment. Examples include disciplinary sanctions, dismissal, no-contact orders, and grade adjustments.

Reporter: Person who makes the initial report of alleged sexual harassment. This person may or may not be the alleged victim and may or may not be an employee of Northwest.

Respondent: Person who has been reported to be the perpetrator of conduct alleged to be sexual harassment.

Sexual Harassment: Sexual harassment is defined as:

- Any instance of quid pro quo harassment by a Northwest employee. This includes sexual demands, sexual advances, or requests for sexual favors when submission is a stated or implied condition of obtaining an educational benefit; and/or sexual demands, sexual advances, or requests for sexual favors where submission or rejection is a factor in an academic or other school-related decision affecting an individual.
- Unwelcome conduct on the basis of sex or gender that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Northwest's educational program or activity.
- Any instance of Sexual assault, which is any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
- Dating violence, which is violence committed by a person who is or has been in a social

relationship of a romantic or intimate nature with the victim.

- Domestic violence, which is a felony or misdemeanor crime committed by a current or former intimate partner of the victim.
- Stalking, which is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their or others' safety or suffer substantial emotional distress.

Supportive measures: Individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party that are designed to preserve or restore equal educational access, protect safety, or deter sexual harassment. Supportive measures may be applied prior to a finding of responsibility and with or without a formal complaint, and include: course adjustments; class schedule changes; counseling; no-contact orders.

Required Reporting for Employees

Any employee who receives a report of or witnesses sexual harassment or assault is obligated to inform the Title IX Coordinator (Director of Human Resources) as soon as possible. This obligation is separate and apart from any mandatory obligation the employee may have under state law to report on reasonable cause to believe that a child is being abused or neglected.

Filing a Report

Any person may report sex discrimination, including sexual harassment (whether or not the Reporter is the person alleged to be the victim), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the Reporter's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Title IX Personnel

Northwest's response to a report of sexual harassment under this policy and procedure shall be under the supervision and/or with the cooperation of the relevant Title IX personnel, to include the:

- Title IX Coordinator, who is the Northwest official charged with receiving and managing the Northwest's response to formal complaints of sexual discrimination.
- The Faculty Title IX Coordinator is Ruth Donohue who may be reached at 1415 Summit Ave, Seattle, WA 98122, 206-816-6226 ruth.donohue@northwestschool.org
- The Student Title IX Coordinator is Amy Berner-Hays who may be reached at 1415 Summit Ave, Seattle, WA 98122, 206-816-6106 amy.berner-hays@northwestschool.org
- Investigator who is the person charged with fulfilling Northwest's obligation to gather evidence, disclose evidence to the parties, where applicable, and prepare the investigative report.
- Decision-maker who is the person identified to review the evidence obtained by the Investigator and make the Determination applying the standard of proof.

All Title IX personnel shall be free from conflicts of interest or bias for or against the Complainant or Respondent, and shall be trained on the:

- Definition of sexual harassment,
- Scope of the Northwest's education program or activity,
- Conduct of investigations, grievance procedures, appeals, and informal resolution process,
- Avoidance of prejudgment of facts, conflicts of interest, and bias, and
- Application of relevance to consideration of evidence.

Any and all materials used to train Title IX personnel shall be posted on the website or made available to the public for review.

After a Report is Received

After a report of alleged sexual harassment is received, the Title IX Coordinator shall take the following actions on behalf of Northwest:

- Promptly and confidentially contact the Complainant to discuss the availability of supportive measures,
- Consider the Complainant's wishes with respect to supportive measures,
- Inform the Complainant of the availability of supportive measures with or without filing a formal complaint, and
- Explain to the Complainant the process for filing a formal complaint.
- Northwest shall offer supportive measures to the Complainant.

Formal Complaint

Following discussion with the Title IX Coordinator, the Complainant may choose to file a formal complaint. Generally, Northwest will respect a Complainant's wishes with respect to whether to proceed with a formal complaint and investigation. However, if the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the Complainant is not clearly unreasonable in light of the known circumstances, the Title IX Coordinator may do so. There is no time limit or statute of limitations filing a formal complaint but, at the time a formal complaint is filed, a Complainant must be participating in or attempting to participate in the Northwest's education program or activity.

A formal complaint filed by a Complainant must:

- allege sexual harassment against a respondent,
- request that the Northwest investigate the allegations of sexual harassment,
- contain the Complainant's physical or digital signature, or otherwise indicate the Complainant is the person filing the formal complaint, and
- be filed with the Title IX Coordinator in person, by mail, or by electronic mail.

Complaint Investigation and Grievance Procedures

On receipt of a formal complaint, the following procedures shall be implemented within thirty (30) calendar days:

- Northwest will send notice of the formal complaint and allegations to both parties (Complainant and Respondent).
- Northwest may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
- Throughout the investigation process, Northwest will send written notice of any investigative interviews, meetings, or hearings, to both parties.
- Northwest will carry the burden of proof and gathering evidence, not the parties.
- The presumption of innocence shall apply throughout the process.
- Northwest will not have access to or use a party's medical, psychological, or other treatment records unless Northwest obtains the party's voluntary and written consent.
- Northwest will provide equal opportunity for the parties to present inculpatory and exculpatory evidence, including fact and expert witnesses.
- Northwest may not restrict the ability of any party to discuss the allegations or gather evidence (e.g., no "gag" orders).
- Northwest must keep confidential the identity of complainants, respondents, and witnesses, except as

may be required by law, or as necessary to carry out a Title IX proceeding.

- Both parties will have opportunity to select an advisor of their choosing, who may or may not be an attorney.
- Northwest shall send the parties and their advisors, if any, evidence directly related to the allegations, in electronic format or hard copy, with at least ten (10) calendar days for the parties to inspect, review, and respond to the evidence.
- Northwest shall send the parties and their advisors, if any, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least ten (10) calendar days for the parties to respond.
- After Northwest has sent the investigative report to the parties and prior to reaching a Determination, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party, in the Decision-maker's discretion. Any decision to exclude questions as not relevant must be explained to the party proposing them.
- Questions and evidence about a complainant's prior sexual behavior and conduct are per se irrelevant and inadmissible unless offered to prove consent or that someone other than the respondent committed the alleged misconduct.

Determinations

Decision-makers shall apply the same preponderance of the evidence standard to the determination of all formal complaints whether the complaint is against a student or an employee. Preponderance of the evidence means that, based on the evidence and witness testimony, it is more likely than not or a greater than 50% chance, that the sexual harassment allegations are true. Decision-makers may not be the same person as the Title IX coordinator or the investigator.

- If indicated by the evidence, Northwest must dismiss allegations of conduct that do not meet the definition of sexual harassment as stated in this policy. Any such dismissal is only for Title IX purposes and does not preclude the school from addressing the conduct in any manner Northwest deems appropriate.
- Northwest may, in its discretion, dismiss a formal complaint or allegations if the complainant informs the Title IX Coordinator in writing that they desire to withdraw the formal complaint or allegation(s), if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the Northwest from gathering sufficient evidence to reach a Determination.
- Northwest shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
- All Determinations shall be written, sent simultaneously to all parties with information on how to appeal, and include:
 - Findings of Fact,
 - Conclusions (and findings of responsibility) about whether alleged conduct occurred,
 - Rationale for the result as to each allegation,
 - any Disciplinary Sanctions imposed, and
 - whether Remedies will be provided.

No disciplinary sanctions or other actions that are not supportive measures may be imposed against a respondent if this grievance process has not been followed.

Appeal

Within ten (10) calendar days, either party may appeal a Determination made on a formal complaint on the following alleged grounds only:

- 1) procedural irregularity that affected the outcome of the Determination,
- 2) newly discovered evidence that was not previously available that could affect the outcome of the Determination, or
- 3) conflict of interest or bias of Title IX personnel (coordinator, investigator, or decision-maker) that affected the outcome of the Determination.

Informal Resolution

Northwest may, in its discretion, choose to offer and facilitate informal resolution options, such as mediation or restorative justice. In order to attempt informal resolution, a formal complaint must have been filed and both parties must give consent that is 1) voluntary, 2) informed, and 3) written, and the person who facilitates the informal resolution must be well trained. Any party may withdraw and resume the grievance process at any time prior to resolution. In no case may Northwest condition enrollment or continued enrollment, employment or continued employment, or other right, on waiver of the right to a formal investigation and adjudication of a Complaint. Informal resolution is not available for claims alleging an employee sexually harassed a student.

Retaliation

Retaliation is expressly prohibited, and no person shall be retaliated against for making a report or for participating in an investigation. Retaliation includes charging an individual with code of conduct violations that do not involve sexual harassment but arise out of the same facts or circumstances as a report of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX. Retaliation does not include charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding or exercising rights protected under the First Amendment. Complaints alleging retaliation for filing a sexual discrimination complaint may be filed and will be investigated under this Grievance Procedure.

Questions

Any questions concerning the application of this policy and procedure or Title IX generally should be directed to the Title IX Coordinator at 1415 Summit Ave., Seattle, WA 98122 ruth.donohue@northwestschool.org or to the Office for Civil Rights of the U.S. Department of Education, OCR@ed.gov, or Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202.

This policy is effective as of August 1, 2021, and addresses Northwest's prohibition against sex discrimination, including sexual harassment and sexual assault, and the procedure to follow if violation of this policy is alleged.

Academic Administration and Support

School Wide Administration

| | |
|--|------------------------|
| Head of School..... | Ray Wilson |
| Assistant Head of School | Meg Goldner Rabinowitz |
| Director of Admissions and Enrollment Management | Michele Sanchez |
| Director of College Counseling..... | Erin Miller |
| Director of Diversity, Equity and Inclusion..... | Catalina Martinez |
| Director of Environmental Education and Stewardship..... | Jenny Cooper |
| Director of Learning Resources..... | Hillary French |
| Director of PE, Health and Wellness..... | Ryan Griffiths |
| Director of Global Outreach and Programs | Dmitry Sherbakov |
| Director of Athletics..... | Britt Atack |
| Director of Dining Services | Bethany Fong |
| Director of Educational Technology..... | Zach Groshell |
| Director of Finance and Operations..... | Fernando Viana |
| Director of Communications and Marketing..... | Amy Painter |
| Director of Facilities..... | Tony Kaufmann |
| Interim Director of Development..... | Julie Lombardo |
| Director of Human Resources & Title IX Coordinator..... | Ruth Donohue |

Upper School Administration

| | |
|-------------------------------|-----------------|
| US Director | James Joseph |
| Assistant Director..... | Cecilia Tung |
| Dean of Students..... | Kevin Alexander |
| Director of Student Life..... | Amy Berner-Hays |

Middle School Administration

| | |
|---|-------------|
| Interim MS Director | Maria Moses |
| Interim Middle School Dean of Students..... | Jen Ford |

Student Support Faculty

| | |
|--|-----------------------------|
| Associate Director of College Counseling | Rachel Fumia |
| Dean of Residential Life..... | Justin Peters |
| Health Coordinator..... | Sierra Maxwell |
| Middle School Learning Resources Coordinator | Samantha Lee |
| Registrar..... | Susan Kurlinski |
| Upper School Learning Resources Coordinator | Emily Gartner |
| School Counselors..... | Erin North and Lynn Heramis |

Grade Level Coordinators

| | |
|--------------------|----------------------|
| Class of 2022..... | Kathryn Wallace |
| Class of 2023..... | Elvin Jones |
| Class of 2024..... | Jeremy Scheuer |
| Class of 2025..... | Christian Stallworth |
| Class of 2026..... | Maddy Huggins |
| Class of 2027..... | Tamara Bunnell |
| Class of 2028..... | Erica Bergamini |

Department Chairs

| | |
|-------------------------------|-----------------|
| Humanities | Curtis Hisayasu |
| Mathematics | Chris Talone |
| PE, Health and Wellness | Ryan Griffiths |
| Performing Arts | Jo Nardolillo |
| Science | Cecilia Tung |
| Visual Arts | Julia Freeman |
| World Language | Annette Galindo |