

## Our New Strategic Plan: A Roadmap for the Next Five Years

We are excited to share that Tumwater School District has officially embarked on our new five-year Strategic Plan—developed with the input, ideas, and lived experiences of hundreds of students, staff, families, and community members. This plan represents our collective commitment to ensuring that every student has access to high-quality learning, support, and opportunities that prepare them for a successful future.

### How We Built the Plan

Over the past year, the district engaged hundreds of voices through surveys, community forums, focus groups, and staff listening sessions. This collaborative process helped bring to the surface what matters most to the Tumwater community.

### Our New District Promise

At the heart of our Strategic Plan is the new district promise—a commitment to students, families, and the community. The Tumwater School District Promise states:

*Every student is known by name, strength and need, and is prepared for the future they envision.*

This promise guides and anchors every decision, goal, and action we take moving forward.

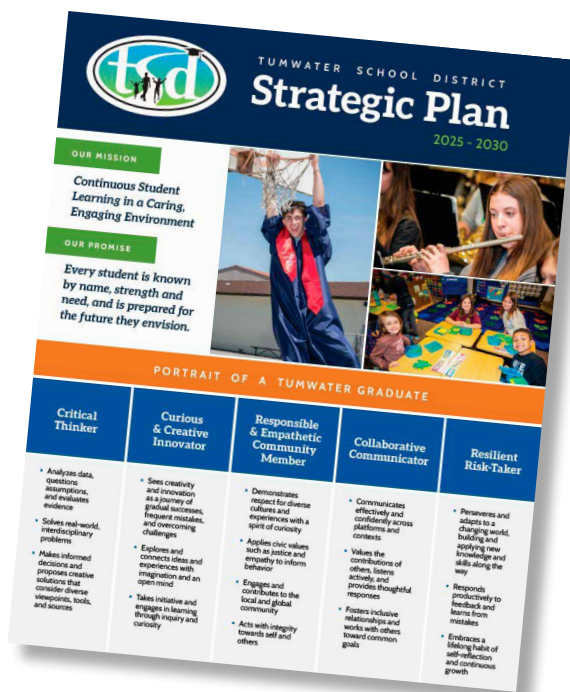
### Portrait of a Graduate: What We Want for Every Student

For the first time, the Strategic Plan also introduces Tumwater's Portrait of a Graduate—a set of core attributes that define what all students should develop during their time with us, regardless of their pathway or future goals.

These attributes describe the traits and competencies graduates need to thrive in college, careers, and life:

- **CRITICAL THINKER:** Able to analyze information, draw conclusions, and solve complex problems.
- **CURIOUS & CREATIVE INNOVATOR:** Driven to explore, ask questions, imagine possibilities, and design new solutions.
- **RESPONSIBLE & EMPATHETIC COMMUNITY MEMBER:** Treats others with respect and compassion while contributing positively to school and society.
- **COLLABORATIVE COMMUNICATOR:** Works effectively with others, listens well, and expresses ideas clearly and respectfully.
- **RESILIENT RISK-TAKER:** Willing to step outside their comfort zone, learn from setbacks, and persevere through challenges.

These attributes will guide instruction, partnerships, and student experiences across the district, helping ensure every Tumwater graduate is prepared not only for academic success, but also for meaningful contributions in their communities and future pursuits.



### Goals & Measures of Student Progress

The Strategic Plan lays a clear foundation for our commitments to student success:

- **STRONG FOUNDATIONAL READINESS:** Every student will meet readiness criteria for a successful PreK – 3rd grade transition, demonstrating academic and social-emotional preparedness.
- **SAFE, SUPPORTED & EMPOWERED:** Every student will experience safety, a sense of belonging, timely support, and equitable involvement in decisions that directly affect them.
- **CONTINUOUS ACADEMIC GROWTH:** Every student will demonstrate continuous growth toward meeting academic standards and will have equitable access to the supports necessary to excel.
- **READINESS FOR A CHANGING WORLD:** Every student will graduate prepared for post-secondary success, equipped with the 21st Century skills needed to thrive in a diverse, ever-evolving world.

### What Comes Next

With the plan now adopted, district leaders, schools, and departments have developed action steps, timelines, and performance measures to bring the plan to life. Families and community members will continue to receive updates along the way.

### Thank You

We extend our sincere appreciation to every student, staff member, family, and community partner who participated in shaping this plan. Your voices and perspectives helped define the direction of Tumwater School District for the years ahead.

If you'd like to view the whole plan, you can [link here](#) or email [tsd.communications@tumwater.k12.wa.us](mailto:tsd.communications@tumwater.k12.wa.us) to request a copy be emailed to you.

Together, we are moving forward—and we are just getting started.

### SUPERINTENDENT'S MESSAGE



**Kevin Bogatin, Superintendent**

Dear Tumwater Families, As the weather turns a bit colder, and the bare tree branches remind us of the beauty in change, I'm filled with appreciation for the strong start we've had to the school year. Across our schools, I've seen students deeply engaged in learning, staff members working

collaboratively to support them, and families showing the care and partnership that make Tumwater such a special community.

This year marks an exciting new chapter for our district as we begin implementing our 2025–2030 Strategic Plan, which reaffirms our mission of continuous student learning in a caring, engaging environment. The plan outlines clear goals for student growth and success and identifies four pillars that guide our work:

- Differentiated and culturally responsive instruction to meet the needs of every learner,
- Strong relationships with families and community built on trust and partnership,
- Shared responsibility for results-focused collaboration, and
- A culture of excellence and accountability across all that we do.

While our districtwide K–12 conferences will take place later this year (February 9–13, 2026), that doesn't mean your engagement should wait. I encourage you to stay connected with your child's classroom teacher at the elementary level and with teacher teams at the middle and high school levels. We know students are most successful when families and schools work together in the best interest of every child.

Thank you for your continued support, involvement, and trust. Together, we are building on the strong foundation of our strategic plan and ensuring that every student is known by name, strength, and need and prepared for the future they envision.

Sincerely,

Kevin Bogatin, Superintendent

Continuous Student Learning in a Caring, Engaging Environment



# Tumwater Schools

IN TUMWATER  
**87.5%**

OF OUR K-12 STUDENTS  
FEEL A STRONG SENSE  
OF BELONGING AT  
SCHOOL

TUMWATER SCHOOL  
DISTRICT  
**OUTPERFORMS THE STATE  
IN NINTH GRADE  
ON TRACK COURSE  
COMPLETION**

TUMWATER SCHOOL  
DISTRICT  
**OUTPERFORMS THE STATE  
ON 15 OUT OF 17  
CATEGORIES**  
IN THE SMARTER BALANCED  
ENGLISH LANGUAGE ARTS AND  
MATHEMATICS ASSESSMENTS

TUMWATER SCHOOL  
DISTRICT'S  
**ON-TIME  
GRADUATION  
90.6%**  
VS. THE STATE'S  
PERCENTAGE OF 82.8%

## Where Students Belong and Achieve

The results from the student Panorama survey given in September tell us that nearly nine out of ten students say they feel a strong sense of belonging in our schools.

In Tumwater, we believe every student deserves a caring, engaging environment—and the results speak for themselves. Nearly 9 out of 10 students say they feel a strong sense of belonging in our schools. Belonging isn't just a feeling—it's the foundation for learning. When students feel connected to their teachers, peers, and school community, they are more engaged, more confident, and more likely to succeed academically and socially.

That sense of connection is paired with strong achievement. Tumwater students consistently outperform state averages in key areas, including English Language Arts and Mathematics assessments, 9th grade course completion, and graduation rates. In fact, 90.6% of Tumwater students graduate on time, compared to the state average of 82.8%. These outcomes reflect the dedication of our teachers and staff, who work tirelessly to create classrooms where learning is meaningful and every student can thrive.

Behind every number is a story of hard work—students striving for excellence, families partnering with schools, and educators going above and beyond every day. Together, we are building a future where Tumwater students feel valued, challenged, and prepared for what's next.

If you'd like to learn more about Tumwater's state assessment performance, please visit the online OSPI Report Card.

## Play-Based Learning in Kindergarten

Written and Published by Thurston Talk

Play-based learning in kindergarten is not new, but it has not been common in public schools. This fall Tumwater School District, in line with its newly adopted Strategic Plan, begins to incorporate play-based learning into its young classrooms. "It will be a three-year roll out modifying their classrooms from the traditional method," explains Director of Elementary Education, Misty Hinkle.

Two teachers, Meagan MacKenzie and Jess Bergstrom, are ready and eager for the changes. "I am so excited!" says Jess, who is a strong advocate of this style of learning.

### Why Tumwater School District is Moving to Play-Based Learning For Kindergarten

This year kindergarteners start school with a diverse range of experiences. These are the children whose earliest years unfolded during the COVID lockdown. The typical playgroups of the past and preschool experiences didn't happen. Neither did other normal activities like going to the grocery store or visiting with extended family. For many, this will be their first time in a group of peers. They have been used to environments with fewer people and accustomed to moving around at will. School will be an enormous set of changes.

Years ago, kindergarten classes were only a half-day, and there were naps. Now most children attend a full day. While these youngsters are just learning to manage themselves, they need to line up, sit at desks and follow a strict schedule for a full day. It is a challenge.

Previously, kindergartens had a heavy academic presence. Students were expected to know letters and sounds and be able to spell their names. The number of standards children were to achieve in math, social studies and language did not take into full account what those young brains can manage. Many were not yet ready.

"More and more, there are kids who have not had as much early learning exposure. Previous standards are beyond what a 5-year-old should do," says Misty. Teachers would see frustration expressed as emotional outbursts and other behavioral challenges. "Play-based learning is less stressful. It allows students and teachers to adjust to school routines," she adds. This learning approach encourages children to explore and problem-solve while developing more skills including critical thinking. Children can make more choices around their activities to follow their unique curiosities.

For example, using blocks helps with manual dexterity. There can be conversations about colors, sizes and what happens when they are stacked. Children are not engaging with a screen but have time to interact with each other. "Learning goals fit into play time," Misty notes.

Play-based learning is not a free-for-all. It is time for the youngsters to have hands-on experiences, talk to each other and explore set-out activities. Rather than filling out worksheets, students are asked opened-ended questions about what's going on. The baseline in the new classroom set-up ensures that 45-60 minutes of free play is built into the daily schedule. This is in addition to recess outside.

### Tumwater Teachers Getting On Board Play-Based Learning

While all of Tumwater's kindergarten teachers are implementing the first-step of play-based learning (45-60 minutes of free play each day), Misty explains, "This year, Jess and Meagan are jumping right in, going beyond the initial implementation requirements of the free-play time in the classroom." Many of our teachers already teach in ways that amplify the play-based model and are already employing methods of play-based learning in their classrooms.

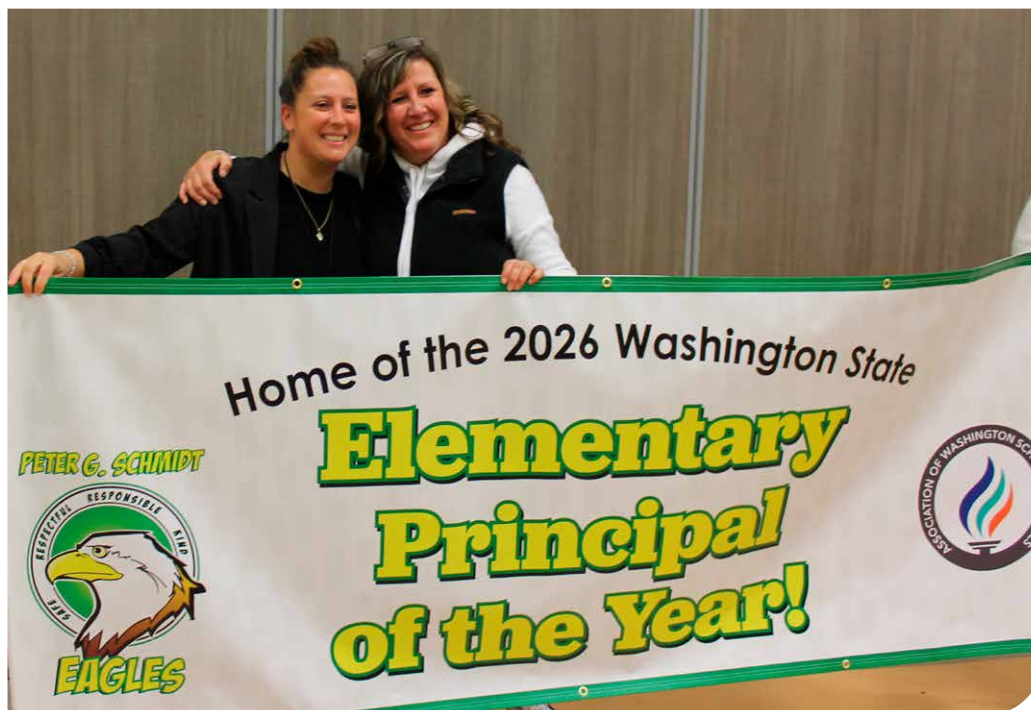
"Some kids struggle with traditional learning, and this is more engaging," adds Jess. "They learn from each other. I can do a lot of one-on-one, and I get to know the kids better. These are big changes for the child who has been home and has not been to preschool." She sees play-based learning as good for all levels and a path for them to enjoy learning. "For me, you want to give the kids a reason to want to come to school," she continues.

"Teachers felt pressured to implement prescribed standards from the state," says Meagan. "Early childhood educational standards were not realistic." She finds the play-based learning allows children to start from where they are and allows more engagement for both students and teachers. It was once thought all students would be reading by the end of kindergarten. "Some may be, but not all," continues Meagan. Those who are not reading may then believe that school is not for them. They didn't like sitting at a table all day. Disruptive behaviors ensue as these learners become overwhelmed. Play-based learning gives them opportunities to move around, learn by touching, and take it at their own pace. "We want students who want to stay at school," echoing the same sentiment as Jess.



In November, 28 Tumwater School District elementary teachers participated in a three-day Culturally Relevant Education (CRE) Teacher Residency with Dr. Adeyemi Stemberge. Dr. Stemberge—author of Culturally Responsive Education in the Classroom and Brilliant Teaching: Using Culture and Artful Thinking to Close Equity Gaps—led teachers through an intensive learning experience focused on designing lessons and learning environments that deeply engage all students.

## Peter G. Schmidt Principal Kim Doughty Named Elementary Principal of the Year!



Peter G. Schmidt Principal Kim Doughty Named Elementary Principal of the Year! At a surprise school-wide assembly, PGS Principal Kim Doughty was ushered into the packed gym as a hush came over the crowd. Representatives from Association of Washington School Principals were present to announce, to her surprise, that she has been named the 2026 Washington State Elementary Principal of the Year! She was quick to give the honor right back to the incredible staff that she works with at PGS. Congratulations, Kim!

### Tumwater School District Values Student Success

The District's new Strategic Plan covers four goal areas. They center on foundational readiness for early learners, social-emotional support, continuous academic growth and preparation for post-secondary success. Play-based learning fits well.

"At the end of three years, all Kindergarten teachers will be transitioned to a play-based classroom. We want to make sure we are doing this intentionally," explains Misty. Adjustments will be made along the way. Teachers will continue to receive directed training through the process and have discussion teams. The District strives to develop the best education in the best environment. "We have amazing teachers who are committed to the students," she adds. The District believes this new play-based learning sets up students to be excited to be at school and to eagerly anticipate their academic education.

Watch the KINGS story by clicking here.

# TSD 2022 Capital Levy Update: A Look at What's Been Accomplished and What Comes Next

by Mel Murray, Director of Facilities

The four-year, \$24.1 million Replacement Capital Levy approved by voters in 2022 is now entering its final year. When the levy was proposed, the Tumwater School District Board outlined several major goals:

- **Safety & Security** • **Student Learning Environment** • **Asset Preservation**
- **Energy Efficiency** • **Site Improvements** • **Technology Updates & Enhancements**

Thanks to this support, our Capital Projects, Technology, and Buildings & Grounds teams have completed an impressive list of improvements across the district. Here's a snapshot of the work made possible by our supportive community:

## Safer Schools & Stronger Facilities

- Installed new and expanded security fencing on several campuses. (THS pictured below)
- Strengthened Tumwater Middle School with steel supports and roof-to-wall connections to improve earthquake resistance.
- Installed LED lighting on a generator-powered system in the Littlerock Elementary gym, allowing the space to function as an emergency shelter.
- Upgraded parking lot lighting to energy-saving LED fixtures at both high schools and multiple middle schools.
- Replaced old or failing heating equipment across the district, including new high-efficiency boilers at THS and BLE and heat pump replacements at several sites.
- Replaced the aging roof and gutters on the main THS building and repaired damaged siding.
- Renovated the Stadium elevator controls.
- Replaced the districtwide automated HVAC control system.
- Replaced water system components and cleaned reservoirs at EOE and LRE.

## Improving School Traffic Flow & Site Enhancements

- Redesigned parent pick-up and drop-off lanes at BHHS, EOE, and BMS to improve traffic flow and safety.
- Planned improvements for additional schools to continue addressing congestion and safety needs.

## Modern Learning Environments

- Converted an unused darkroom at BHHS into a modern video production room.
- Added window heat-reduction film, attic exhaust fans, and replaced leaking heating pipes at BHHS.
- Replaced carpets at TMS and BMS.
- Updated and replaced classroom audiovisual systems and continued placing audio enhancement tools in secondary classrooms.

## Technology Access & Infrastructure

- Provided Chromebooks for all secondary students and classroom devices for elementary students.
- Added iPads for Kindergarten, 1st Grade, and special education programs.
- Installed new campus security camera systems districtwide.
- Upgraded network security filtering and device management systems.

## Sustainability & Energy Efficiency

- Installed solar panels on the BHHS roof using a combination of levy funds, a Washington State Dept. of Commerce grant, and a federal refund through the Inflation Reduction Act.
- Added energy-saving LED lights district-wide and pursued additional energy-efficiency upgrades.

## Supporting Early Learning

- Renovated Peter G. Schmidt's former library space to support the district's new Transitional Kindergarten program.

## Looking Ahead: A Proposed Replacement Levy for 2027-2032

The TSD Board has approved Resolution 05-25-26 to place a six-year Replacement Safety, Technology, and Capital Improvements Levy on the February 2026 ballot. If approved, this levy would raise \$49.1 million between 2027 and 2032, continuing the essential work of keeping schools safe, functional, and equipped for learning.

Planned Projects Include:

### Elementary School Enhancements

- New multi-purpose rooms at three elementary schools
- New staff restrooms in classroom buildings at some elementary schools.
- Renovated student restrooms.
- Replacement of 25-year-old playground equipment at all six elementary schools, with accessible, inclusive, adaptive designs and rubberized surfacing to include weather-protective canopies over most play areas.

### Campus & Facility Improvements

- Parking lot and pick-up/drop-off upgrades.
- Paving the gravel parking lot at THS.
- Replacement of aging turf surfaces at both stadium fields.
- Roof replacements, scheduled painting, and other major maintenance projects as buildings reach end-of-life conditions.
- Continued pursuit of energy grants for solar panels, LED lighting upgrades, and efficient HVAC systems.

### Technology & Safety Upgrades

- Ongoing technology lifecycle replacements to support classroom learning.
- Upgrades to telecommunications systems.
- Investments in student, classroom, and cybersecurity resources.

Please check out our website for more details about the upcoming ballot measure on our website.

## Our Commitment

We remain committed to being responsible stewards of the resources entrusted to us. With continued community support, we can ensure that Tumwater students and staff learn and work in environments that are safe, healthy, and designed for success.

**Replacement Levy**

**Digital Town Halls**

January, 8 - 12-1 pm

January, 15 - 4-5 pm



## Welcome New School Board Members

We are pleased to welcome two new members to the Tumwater School District Board of Directors: Julie Watts (District 1, pictured center) and Rob Warner (District 5, pictured left). Each of them were asked to answer a few questions so our community can get to know them better.

- **What inspired you to run for Tumwater School Board?**
  - **Julie:** School should be a place where all kids feel welcome and have an opportunity to thrive. I ran for school board to ensure Tumwater schools are not only improving academic outcomes for all kids, but are also places where all kids feel safe and know that they belong.
  - **Rob:** I have been concerned that special interests and ideology has replaced academic excellence and student advancement as priorities in the district.
- **What is your connection to the district or community?**
  - **Julie:** I'm a big proponent of public education and the parent of Tumwater student who has attended elementary school, middle school and high school in the district.
  - **Rob:** My family all graduated from Tumwater schools and I have been a member of this great community for generations.
- **What are your top priorities or focus areas as you prepare to start your term?**
  - **Julie:** I want to focus on equity for all our students and families and ensure every student feels safe, every family feels supported and every voice is heard.
  - **Rob:** My top priority is to address sagging enrollment and put the focus back on academics.
- **What do you enjoy doing outside of work and/or please share about your family.**
  - **Julie:** I love spending time with my family! I also love hiking, fishing, mushroom hunting and gardening. I love being outdoors.
  - **Rob:** I enjoy spending time with family and watching the grandkids grow up!
- **Is there a message you'd like to share with our readers?**
  - **Julie:** Please reach out to me with any questions or concerns about the school district. I'm happy to arrange time for coffee and see how I can be of help.
  - **Rob:** I'm excited to be a part of the Board of Directors for the greatest school district in the state!

If you'd like to send a message to a school board member or learn how to make public comment at a board meeting, you can visit our website by [clicking here](#).



## Thank You to Our Outgoing Board Members

We extend our deep appreciation to Jill Adams (District 1) and Darby Kaikkonen (District 5) for their dedicated service to our students, families, and staff. Their leadership, time, and commitment have made a lasting impact, and we are grateful for their contributions to Tumwater School District.

## Continuing Board Members

We also want to recognize and thank our continuing board members:

- Casey Taylor (District 2) – serving since 2019
- Ty Kuehl (District 3) – serving since 2024
- Melissa Beard (District 4) – serving since 2016

Thank you to each of our Board Directors for their commitment to student success, strong schools, and a bright future for Tumwater.

## Strategic Plan in Action

In Tumwater, elevating student and family voice isn't just a belief—it's a core commitment in our new Strategic Plan. Over the past several months, we took meaningful steps toward that promise through two powerful engagement opportunities.

Families and staff came together at the ASHHO Cultural Center for the Tumwater Family Dinner, an evening designed to strengthen relationships and deepen partnership in district planning. In addition to sharing a meal, participants engaged in thoughtful conversations about our Strategic Plan, Title programs, and Multilingual services. Families offered insights that will directly influence how we support students and ensure our programs are responsive, equitable, and effective.

More than just a meeting, the event created a welcoming space for families to connect with district

leaders, learn about ongoing initiatives, and share their experiences and ideas. We are deeply grateful to every parent and caregiver who attended—your voices are essential as we work together to create a thriving future for all Tumwater students.

That commitment to shared voice continued when students from Black Hills, Cascadia, and Tumwater high schools gathered for the very first meeting of the newly formed Superintendent's Student Advisory Council. This group of 24 students represents an important strategy in our district's plan to lift up student perspectives in meaningful, actionable ways.

During their first session, students immediately jumped in—offering feedback on district initiatives, celebrating what's working well, and speaking candidly about opportunities for growth. Their energy, honesty, and leadership reflect exactly why student voice is central to our strategic vision.

Together, these two events demonstrate the heart of our Strategic Plan in action: partnership, belonging, and community-led decision-making. We look forward to the many ways our families and students will continue shaping the work ahead.





## November was American Indian & Alaska Native Heritage Month

To help celebrate American Indian & Alaska Native Heritage Month, Black Lake Elementary welcomed the Littlesun family for a powerful and memorable schoolwide assembly.

Maria, a descendant of the Skokomish Nation, and her husband Shiloh, who is Northern Cheyenne from Lame Deer, Montana, shared not only the vibrant artistry of traditional Powwow dance, but also their lived experiences as Native people today. The Littlesun family has been committed to the Powwow dance circle since they were small children in the 1980s, carrying forward traditions rooted in family, community, and cultural pride.

In addition to demonstrating different styles of dance, the Littlesuns taught students about regalia—explaining its significance, meaning, and how each piece tells a story of identity, family, and tradition. Through dance, storytelling, and conversation, students and staff learned about what it means to be part of a tribal nation and Native family within the United States today.

The assembly concluded with a thoughtful question-and-answer session, giving students the opportunity to connect more deeply and ask meaningful questions. We are incredibly grateful to the Littlesun family for sharing their time, culture, and knowledge with our school community, and for giving us the opportunity to learn, reflect, and celebrate together.

Cascadia High School students are bringing math and science to life through the STEM Guitar Project — where creativity meets precision! This student exemplifies critical thinking, analyzing measurements, recalibrating designs, and collaborating with peers to solve real-world construction challenges — one fret at a time. This is what our Portrait of a Graduate is all about: curious thinkers, innovative problem-solvers, and lifelong learners applying knowledge in meaningful, hands-on ways.



Black Hills High School students and staff held a powerful assembly that blended school spirit with compassion and unity. While it was a pep assembly, it also served as a meaningful recognition of Breast Cancer Awareness Month and a tribute to their incredible athletic director, who is courageously fighting this disease. With shirts reading “Her Fight is Our Fight” on the front and “The PACK has your Back” on the opposite, the entire school stood in solidarity as one PACK.

Members of the BHHS Football team showed their support for their athletic director during her treatment by shaving their heads. One by one, teammates took turns in the locker room, turning a simple act into a meaningful display of care, unity, and encouragement.



**Tumwater  
School District**

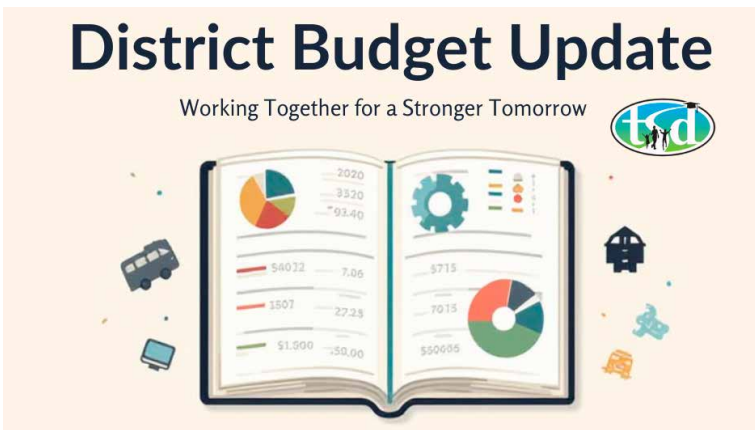
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# Bush Middle Debuts "Gallery of a Graduate"

Bush Middle School launched a new and exciting event this year—Gallery of a Graduate - replacing the traditional Curriculum Night. Instead of families moving from presentation to presentation, students became the guides, leading their parents, families, and guardians through their classrooms. Along the way, they showcased learning, projects, and activities that demonstrated one or more of the five attributes of our Portrait of a Graduate from our new Strategic Plan.

This student-centered format not only highlighted academic progress, but also allowed students to take pride in who they are becoming as learners, leaders, and citizens. The evening was filled with meaningful conversations, hands-on learning, and reflections on growth.

We are proud of our students for taking the lead—and grateful to our families for being part of the experience. Bush Middle School's Gallery of a Graduate is just one of the ways we are working to bring the Strategic Plan to life in our schools every day.



## Steady Progress, Stronger Future: Tumwater School District's Financial Update

by Ben Rarick, Assistant Superintendent of Finance & Operations

The financial landscape for school districts in Washington state continues to be very challenging, but Tumwater's latest budget update brings mostly positive news. While other districts consider their next move, we've already acted decisively to balance our budget through reductions.

While we still have work ahead of us, the budget reductions we made during the 2024-25 school year are slowly producing results, and we are moving in the right direction. I want to take a moment to share the progress we've made.

Last year (end of school year 2024-25), the district ended with a fund balance of \$3.3 million. This was better than we expected and was achieved by reducing what is called an "operating deficit" — a situation where the district spends more than it brings in.

During the 2023-24 school year, we spent \$4.5 million more than we were brought in. Last school year, we reduced that deficit by \$1.2 million (to \$3.3 million) through spending restrictions like travel limits, staffing adjustments, overtime restrictions, and maximizing opportunities for additional revenue. Moving forward, our extensive budget reductions from last year gives us a chance to eliminate the operating deficit entirely in 2025-26 and start building back a sufficient fund balance. Our fund balance requirement is governed by board policy 6022, Minimum Fund Balance.

We are also seeing progress with cash flow. Last year, the district had four months where we relied on a loan from the capital projects fund to meet payroll. This year, our goal is to reduce the size of the loan and to require its use in three months or fewer. We ended September with a small positive cash balance — just under \$300,000 — which is a good early sign.

This school year (2025-26) is our "pivot year," where we aim to move from an operating deficit to a small surplus and begin rebuilding our savings. While we still face challenges, including declining enrollment and a potentially tighter state legislative budget, we remain committed to addressing our financial issues strategically and making careful and transparent decisions as we move forward. All district budget reports and school board updates can be found on our website.

Part of this work to remain fiscally responsible and maintain safe, well-functioning schools. As such, the district will have a Replacement Safety, Technology & Capital Projects Levy on the February 10, 2026 Special Election ballot. This levy would continue funding for essential safety upgrades, school technology, and critical facility needs across our district. Additional information will be mailed to households in January. For details now, please visit our [district website](#) or call 360-709-7003.



Continuous Student Learning in a Caring, Engaging Environment



Our schools include Black Hills High (BHHS), Cascadia High (CHS), Tumwater High (THS), Bush Middle (BMS), Tumwater Middle (TMS), Black Lake (BLE), East Olympia (EOE), Littlerock (LRE), Michael T. Simmons (MTS), Peter G. Schmidt (PGS), Tumwater Hill (THE), and New Market Skills Center (NMSC). Tumwater School District will not discriminate in any programs or activities based on sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained guide dog or service animal. The following employees have been designated to handle inquiries or complaints of alleged discrimination: Civil Rights Compliance Coordinator – Meagan Dawson, 360-709-7030, meagan.dawson@tumwater.k12.wa.us, 621 Linwood Ave SW, Tumwater, WA 98512. Title IX Coordinator – Wendy Bromley, wendy.bromley@tumwater.k12.wa.us, 621 Linwood Ave SW, Tumwater, WA 98512. Section 504 Compliance Coordinator – Deena Alley, 360-709-7030, deena.alley@tumwater.k12.wa.us, 621 Linwood Ave SW, Tumwater, WA 98512. Created by: Laurie Wiedenmeyer, Communications Director. Graphic Design: [Lisa Wenham Graphic Design](#).