

Thomaston Public Schools and Town of Thomaston District-Wide Educational Study

Community Meeting Second Community Meeting November 13, 2025 6:30pm – 8:00pm

Meeting Recap / Findings

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Walk-About | Welcome | Study Overview

Approximately 50 participants gathered at 6:30pm in the High School Library for the second of three scheduled Community Meetings. Participants were welcomed and invited to share in coffee and cookies while informally reviewing the board mounted presentation materials displayed.

Rich Sileo called the group together and introduced the study effort and welcomed the assembled group to this second Community Meeting. DRA provided a Workplan / Schedule and overview of the study timeline, and activities completed to date.



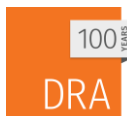
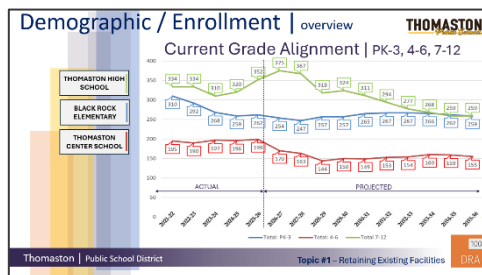
Study Progress Overview



DRA provided a study progress overview, identifying three study areas of ongoing work that have been acted on since the first Community Meeting. DRA provided a recap of these three study areas:

- a) **Demographics / Enrollment Study – recap**
- b) **On-Line Survey**
- c) **Community Meeting 1 – recap**

a). Demographics / Enrollment Study. DRA reviewed and summarized the demographic and enrollment projections as developed by sub-consultant Cropper GIS. The summary table which reflects the current grade alignment of PK-3, 4-6, 7-12 depicts actual enrollments for the past 5-year timeframe as well as, projected enrollments over the next 10-year timeframe. It was noted that projected enrollments for the Black Rock School (grades PK-3) and Center School (grades 4-6) remain generally flat over the projected timeframe. Thomaston High School declines in population over the projected 10-year timeframe from an enrollment high of 375 students in 2026-27 and generally trails down lower to a low of 259 students at the end of the 10-year projected timeframe. It was noted that this projected decline of 106 students adds to the current underutilization of the high school facility.



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b). On-Line Survey. On-Line survey results reached out to Residents & Businesses (129 responses), Teachers & Staff (72 responses), Parents & Guardians (65 responses), and Students (143 responses). In all, 409 individual responses were received. Questions of time in the District, familiarity with the schools and their environments, number of students in the system, and rank are representative of the questions that were responded to. It was noted that generally speaking, respondents were well-acquainted with the schools and have been exposed to the system over a number of years. A question that was highlights was the following: “How well do you think the Thomaston Public Schools are perceived by residents and non-residents”? The response range fee at 4.82 (out of a 10-point scale). As we continue in this study, the design team would like to explore what might be the means of improving this middling response.



c). Community Meeting 1. A summary recap of the first Community Meeting was provided by DRA.

The four key discussion topics introduced by the Town and the District were restated for the group. They included:

1. *Retention of Existing Schools*
2. *Reduction in Number of Schools*
3. *Exploration of Shared Services*
4. *District Regionalization Potential*

The outcomes from the three breakout sessions focused through the lenses of – **finance, facilities,** and **education** identified key areas of interest and exploration moving forward. Areas of interest voiced by the first community meeting attendees included:

1. **REDUCE** – Members of the three breakout sessions identified this as an area for additional discussion. (Noted in all three breakout sessions).
2. **SHARE** – Meeting participants asked for further exploration of shared services as a means to develop a more efficient District. (Noted in 2 of 3 breakout sessions).
3. **REGIONALIZE** – Members of the three breakout sessions identified regionalization as something that may have a great impact on the District. Some clarified that this impact may be both highly positive, as well as highly negative. (Noted in all three breakout sessions).

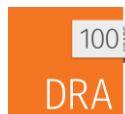
The study team utilized these areas of interest to shape the activities of this second community meeting.

Options / Alternatives

The study team shared the following options and alternatives for potentially reshaping the district’s configuration. These options included the idea of reduction of school(s), as well as re-assignment of grade-level to facility. These options included:

CURRENT BUILDINGS RETAINED:

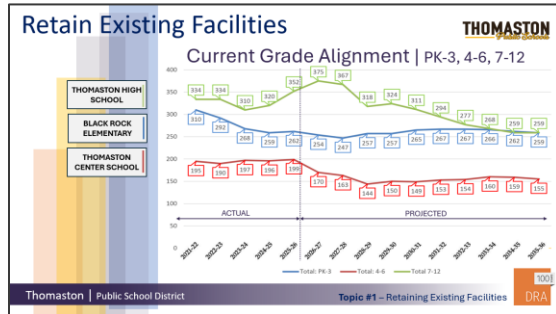
- Alignment 1 PK-3 | 4-6 | 7-12 (Current)
- Alignment 2 PK-2 | 3-6 | 7-12



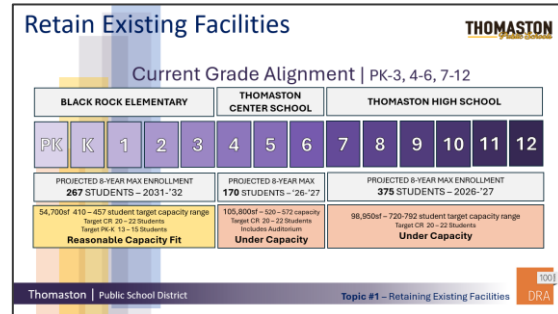
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Of the “Current Buildings Retained” a sample of the **Alignment 1** (PK-3 | 4-6 | 7-12 (Current)) enrollments are attached below, along with a sample of the representation of this alignment across the existing facilities. These samples are attached below:



SAMPLE: Current Grade Alignment - Enrollments



SAMPLE : Current Grade Alignment – Facility Distribution

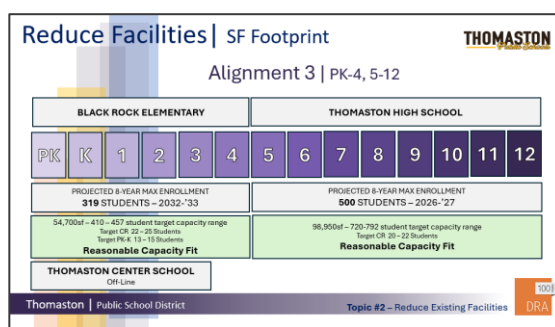
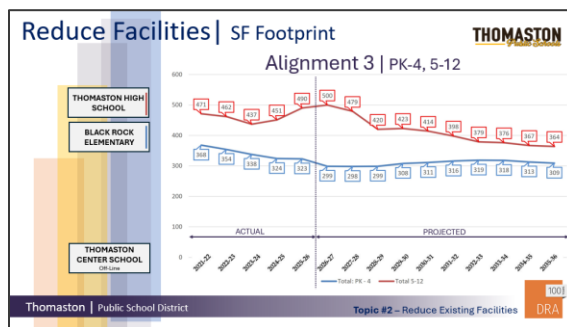
Alignment 2 PK-2 | 3-6 | 7-12 was also discussed, however while the grade grouping at the lower elementary represent possibly an improvement in educational alignment, it does not improve the individual school loading

The discussion also focused on the possibility of reducing the number of facilities within the District. These potential grade realignments and building uses included:

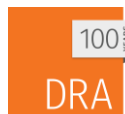
BUILDINGS REDUCED:

- Alignment 3 PK-4 | 5-12
- Alignment 4 PK-5 | 6-12
- Alignment 5 PK-6 | 7-12
- Alignment 6 PK-12

Alignment 3 PK-4 | 5-12 enrollments are attached below, along with a sample of the representation of this alignment across the existing facilities. These samples are attached below:



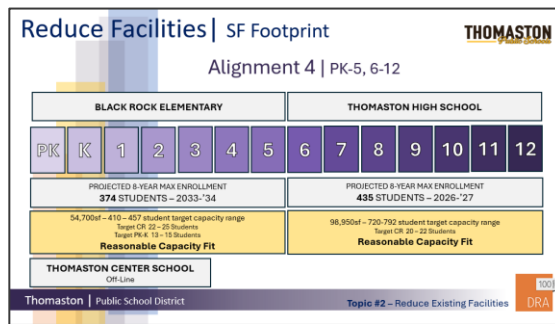
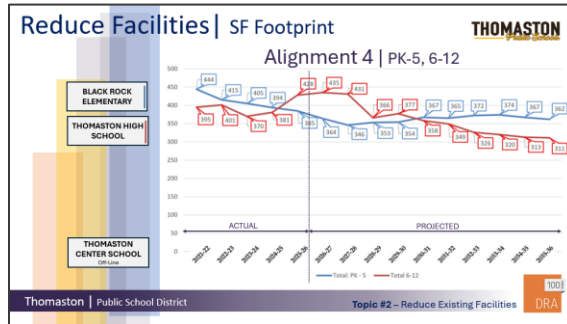
This alignment utilizes the Black Rock School and the High School placing the largest grade loading at the High School. Concerns were voiced regarding the age range of the 5-12 configuration, however there was some discussion of mitigating this concern in creating schools within the school.



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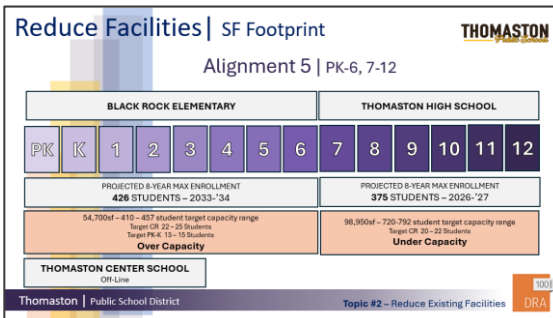
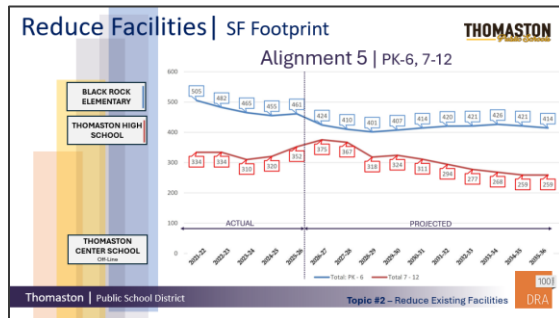
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Alignment 4 PK-5 | 6-12 enrollments are attached below, along with a sample of the representation of this alignment across the existing facilities. These samples are attached below:



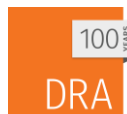
This alignment utilizes the Black Rock School and the High School placing one more grade group at the High School than is there today. Concerns were voiced regarding the age range of the PK-5 configuration at Black Rock, and the types of space modifications that may be needed to accommodate this alignment.

Alignment 5 PK-6 | 7-12 enrollments are attached below, along with a sample of the representation of this alignment across the existing facilities. These samples are attached below:



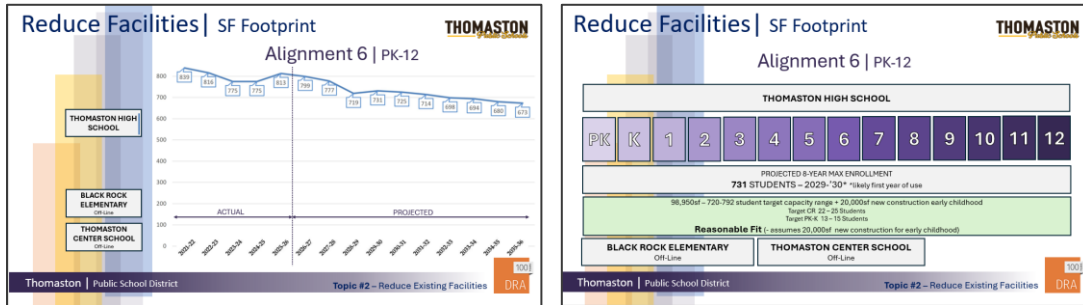
This alignment utilizes the Black Rock School and the High School with the same grade groups at the High School as there are today. Concerns were voiced regarding the age range of the PK-6 configuration at Black Rock, as it appears that the school is beyond capacity and some modification would need to be considered.

Alignment 6 PK-12 enrollments are attached below, along with a sample of the representation of this alignment across the existing facilities. These samples are attached below:



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This alignment utilizes only the High School facility. Concerns were voiced regarding the age range of the students attending. There was some conversation regarding the segregation of age groups within the proposed facility. It was recognized that to accommodate the youngest age groups, an addition was likely needed to address the specific requirements of these youngest users.

Next Steps / Actionable Items

- Exploration of school system facility reduction options that seem to offer the greatest advantages to the District.
- Additional conversation regarding positive and negative effects due to regionalization.
- Further study of shared services financial impact.

