

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

**Community Meeting**  
Third Community Meeting  
December 4, 2025  
6:30pm – 8:00pm

### Meeting Recap / Findings

Page 1 of 6

#### Walk-About | Welcome | Study Overview

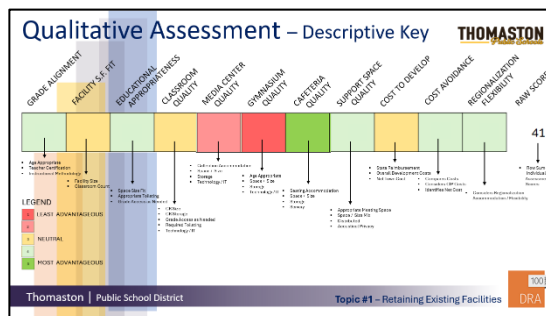
Approximately 90 participants gathered at 6:30pm in the High School Library cafeteria for the third of three scheduled Community Meetings. Participants were welcomed and invited to share coffee and cookies while informally reviewing the board mounted presentation materials displayed. Rich Sileo called the group together and introduced the study effort and welcomed the assembled group to this third Community Meeting. DRA provided a Workplan / Schedule and overview of the study timeline, and activities completed to date.

#### Assessment Tool Introduction

The study team introduced quantitative and qualitative study assessment tools as sample. Each of these sample tools are applied to each of the Alignments presented in Community Meeting.

##### QUALITATIVE ASSESSMENT

The sample qualitative assessment tool shown to the right includes a series of qualitative assessments listed across the top, as each is considered a corresponding score (in color) is assigned for the alignment. These scores range from "least advantageous" (lowest score - red 1) to "most advantageous" (highest score – green 5). The "raw score" collected to the right adds the score for each consideration and gives a cumulative score for the particular alignment. These are developed for each building in an alignment.



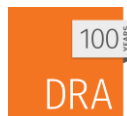
#### Reduce Facilities

Alignment A | PK-3 (BRS), 4-12 (THS)

	DEVELOPMENT COSTS	TOTAL COST	STATE GRANT	NET TO TOWN
<b>State Grant - Approach A</b>				
BLACK ROCK SCHOOL (RENOV) (BRS) - Standard	\$ 26 M	3	3	26 M
THOMASTON HIGH SCHOOL (ADRENES) (THS) - Standard	\$ 116 M	79	3	27 M
<b>TOTAL</b>	<b>\$ 142 M</b>	<b>82</b>	<b>3</b>	<b>62 M</b>
<b>State Grant - Approach B</b>				
BLACK ROCK SCHOOL (RENOV) (BRS) - Standard	\$ 37 M	25	3	12 M
THOMASTON HIGH SCHOOL (ADRENES) (THS) - Standard	\$ 116 M	79	3	27 M
<b>TOTAL</b>	<b>\$ 153 M</b>	<b>104</b>	<b>3</b>	<b>49 M</b>
<b>AVOIDANCE COSTS</b>				
BLACK ROCK SCHOOL (CIP) (BRS) - Standard	\$ 29.6 M	3	3	27 M
CENTER SCHOOL (CIP) (THS) - Standard	\$ 21.1 M	2	3	28 M
THOMASTON HIGH SCHOOL (CIP) (THS) - Standard	\$ 16.2 M	4	3	12 M
*OP Capital Improvement	\$ 126.9 M	12	3	109 M
<b>TOTAL</b>	<b>\$ 193.8 M</b>	<b>22</b>	<b>12</b>	<b>169 M</b>
State Grant - Approach A   Cost Avoidance Projection				\$ 44 M
State Grant - Approach B   Cost Avoidance Projection				\$ 56 M

##### QUANTITATIVE ASSESSMENT

The sample qualitative assessment tool shown to the left includes development costs for various project approaches with varying degrees of state grant opportunity potential. It develops overall costs, state grant share possibilities, and potential net cost to Town expenditures. Also developed within this exhibit is the comparison of net cost to Town Capital Improvement Plan (CIP) expenditures as compared to approaches involving

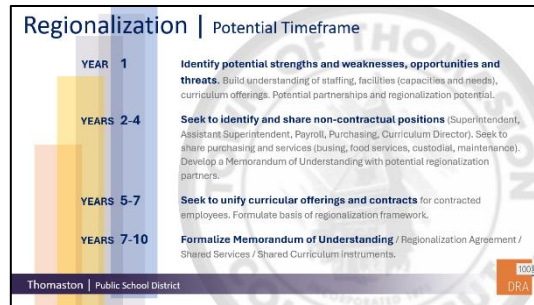


## Thomaston Public Schools and Town of Thomaston District-Wide Educational Study

state grant potential. The delta between these total net costs to town is shown in the lower right corner as a “Cost Avoidance Projection”.

### REGIONALIZATION

The study team also shared information with the group assembled to speak to the potential timeframe of any regionalization possibilities. Generally, it was noted that this potential consideration is a multi-year set of steps, and that within this timeframe some action to address the existing facilities will need to be taken. Within the Qualitative Assessment tool “Regionalization Flexibility” is a consideration evaluated for each Alignment presented.



### Options / Alternatives

The study team shared the following the Current Grade Alignment, as well as three District Alignment alternative evaluations 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:

Current Alignment PK-3 (BRS) | 4-6 (TCS) | 7-12 (THS)

#### CURRENT BUILDINGS REDUCED:

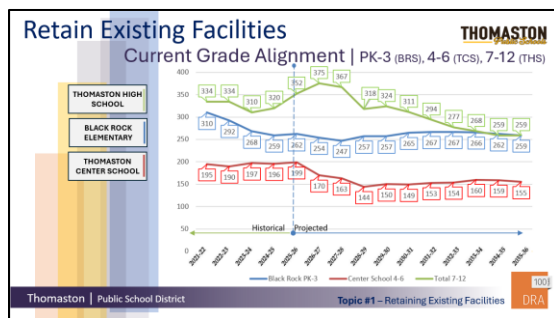
Alignment A PK-3 (BRS) | 4-12 (THS)

Alignment B K-6 (BRS) | PK, 7-12 (THS)

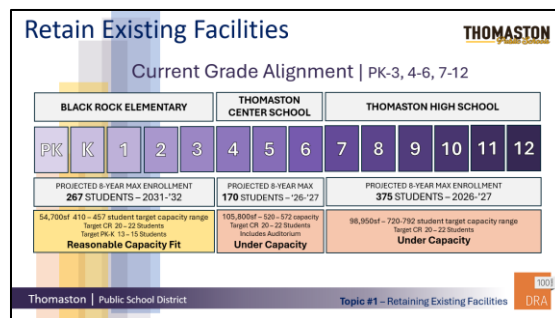
Alignment C PK-K (NEW) | 1-12 (THS)

### “RETAIN” Current Alignment PK-3 (BRS) | 4-6 (TCS) | 7-12 (THS)

This Alignment keeps the existing District schools and their grade alignments as they are configured today. The following slides were presented to depict this Alignment:

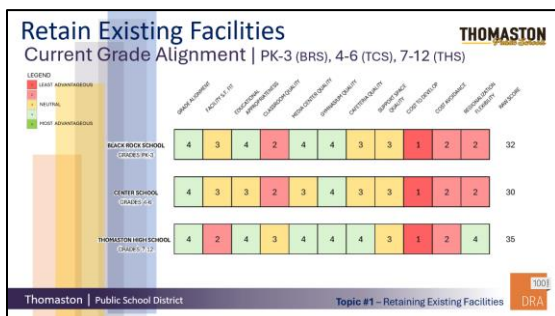


Student Enrollment | Historical + Projected

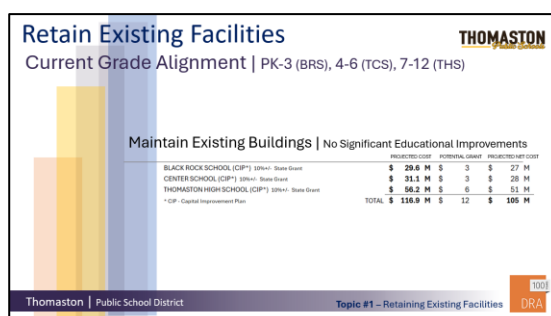


Capacity Assessment | Existing + Proposed

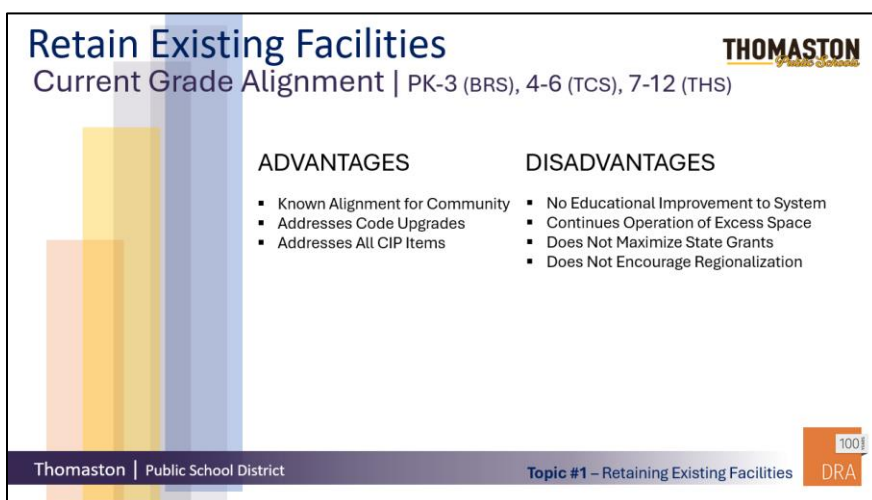
## Thomaston Public Schools and Town of Thomaston District-Wide Educational Study



Qualitative Assessment | Current Grade Alignment

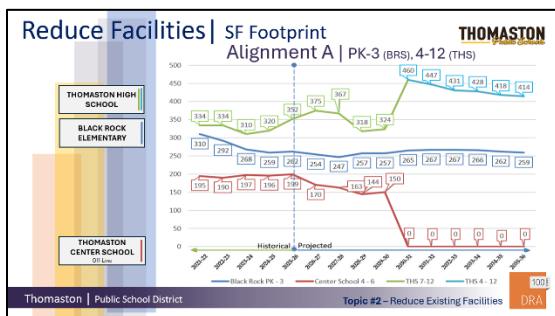


Quantitative Assessment | Capital Improvement Plan

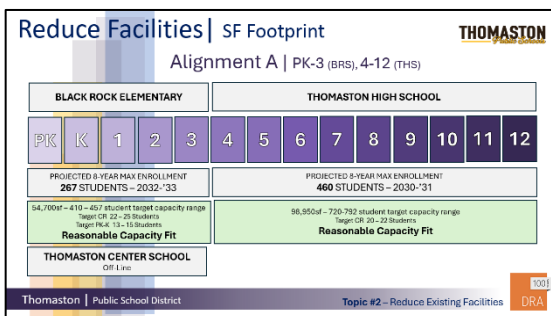


### “REDUCE” A Alignment A PK-3 (BRS) | 4-12 (THS)

This Alignment reduces the number of schools from three to two. It likely best addresses the capacity availability in each remaining school, although the group assembled questioned the range of grades within THS.

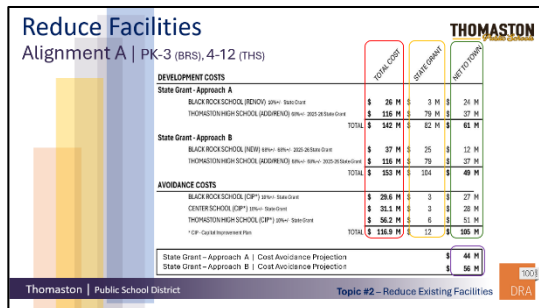
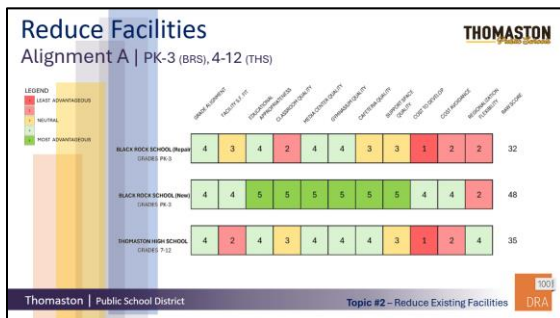


Student Enrollment | Historical + Projected



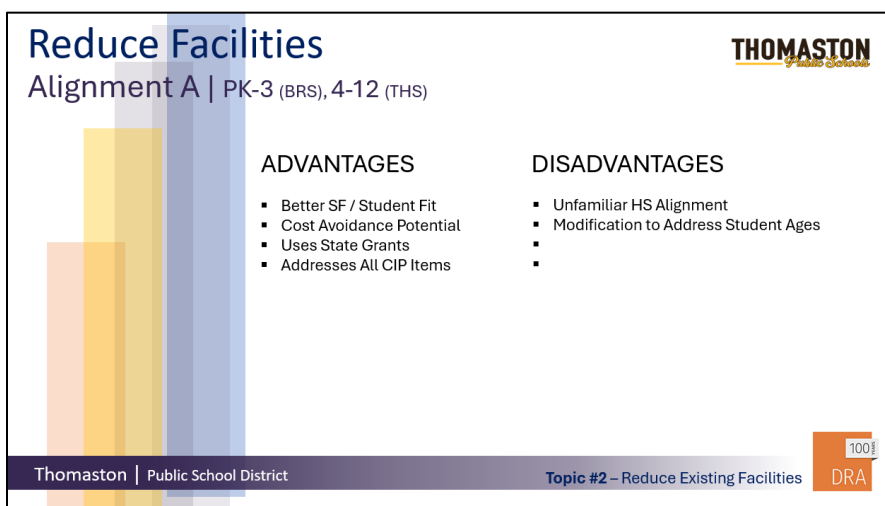
Capacity Assessment | Existing + Proposed

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



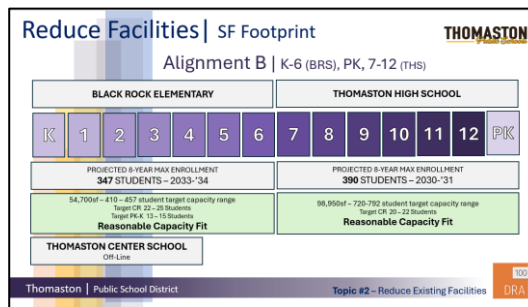
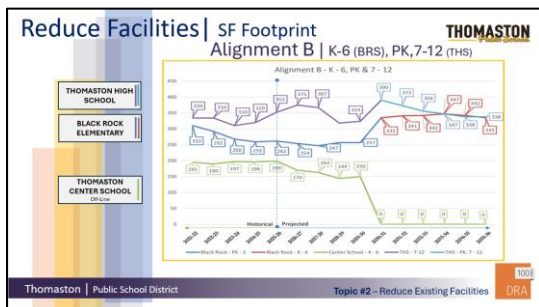
Qualitative Assessment | Current Grade Alignment

Quantitative Assessment | Capital Improvement Plan



### Alignment B | K-6 (BRS), PK,7-12 (THS)

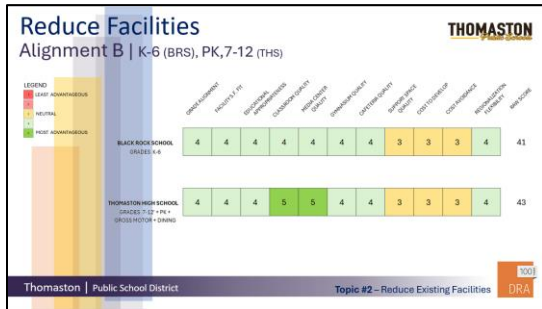
This Alignment reduces the number of schools from three to two. It adds a PK to the THS, otherwise keeps the grade alignment at THS as it is currently. (This does not address the under-capacity loading of the high school). This may allow for an early childhood care program for HS students.



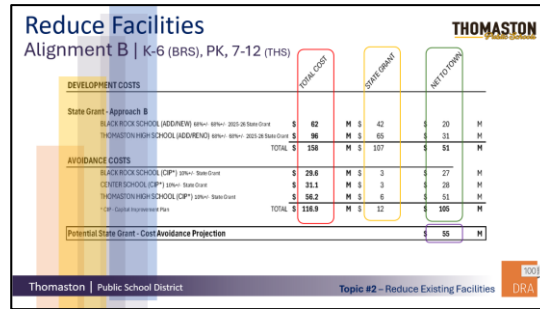
Student Enrollment | Historical + Projected

Capacity Assessment | Existing + Proposed

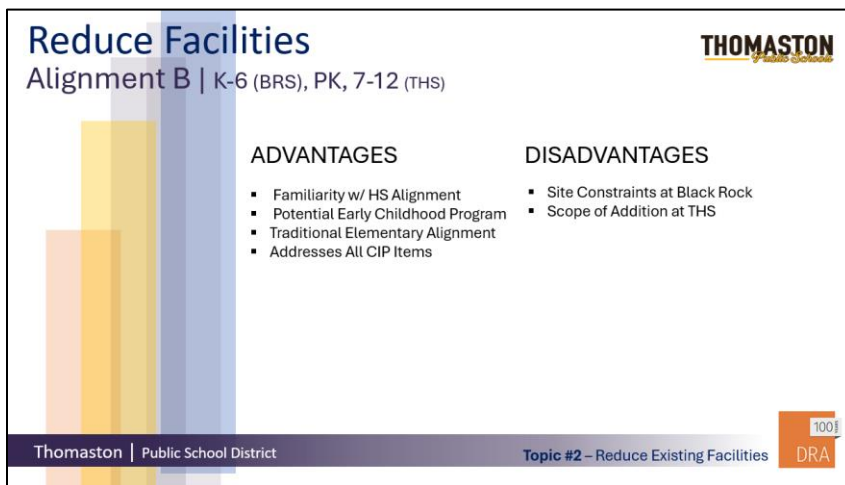
## Thomaston Public Schools and Town of Thomaston District-Wide Educational Study



Qualitative Assessment | Current Grade Alignment

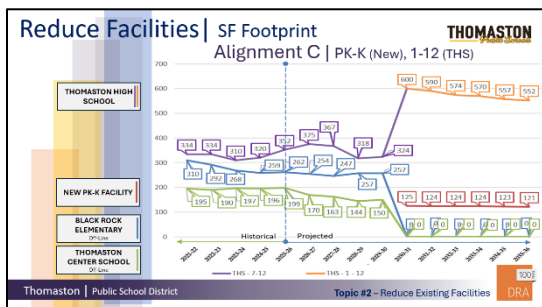


Quantitative Assessment | Capital Improvement Plan

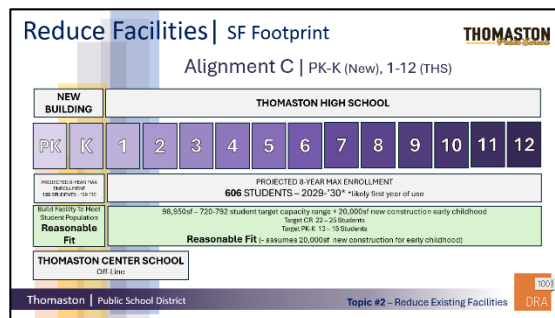


### Alignment C | PK-K (New), 1-12 (THS)

This Alignment reduces the number of schools from three to two. It builds a new PK-K center, and places Grades 1 – 12 in the High School facility. The Group discussed possible grade separation, separate administrations, as well as separate time schedules for lower and upper grade levels.

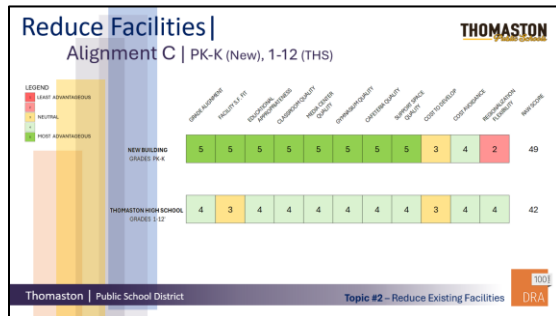


Student Enrollment | Historical + Projected

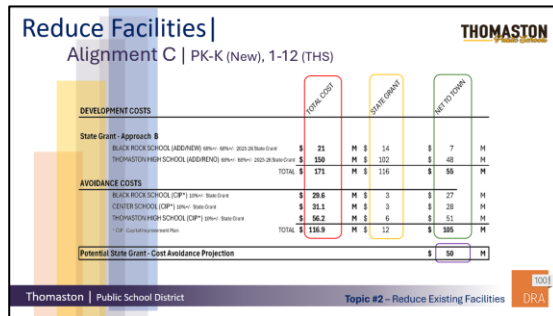


Capacity Assessment | Existing + Proposed

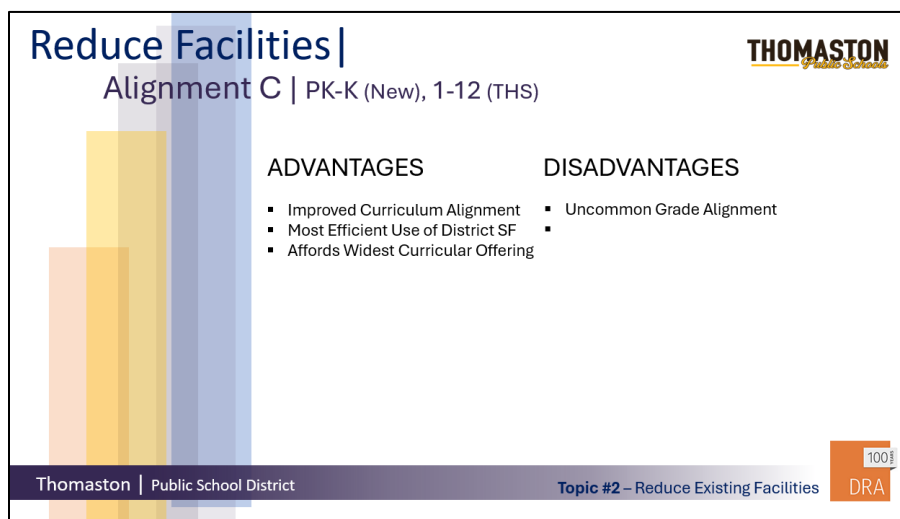
## Thomaston Public Schools and Town of Thomaston District-Wide Educational Study



Qualitative Assessment | Current Grade Alignment



Quantitative Assessment | Capital Improvement Plan



### Next Steps / Actionable Items

- Exploration of school system facility reduction options that seem to offer the greatest advantages / cost avoidance potential to the District.
- Additional conversation regarding the regionalization flexibility of the options considered.
- Review findings to date with the working groups to further explore / vet the potential of the options considered.
- Consider exploration of a grades 6 – 12 high school to take further advantage of the capacity available at THS
- Further study of shared services financial impact.