

# THOMASTON

*Public Schools*

## Thomaston Public Schools Facility Usage & Regionalization Thomaston, CT

May 7, 2026

100  
YEARS

DRA

Drummey Rosane Anderson, Inc.  
225 Oakland Road, Studio 205  
South Windsor, CT 06074  
860.644.8300  
[www.draws.com](http://www.draws.com)





May 7, 2026

Mr. Richard Serio, First Selectman  
Town of Thomaston  
158 Main Street  
Thomaston, CT 06787

Re: Master Plan for Thomaston Public Schools

Dear Rich,

On behalf of our entire team, Greg and I thank you for the opportunity to work with you and your team from the Town and Thomaston Schools, as well as the members of the Thomaston community to develop this master plan for Thomaston's public school system. We have enjoyed the time spent working closely with you in developing the broad range of data and information needed to make such a plan successful.

The town of Thomaston and its public school system faces an assortment of challenges similar to those faced by many towns and districts throughout New England. There are significant challenges and opportunities to be addressed. There are also a number of difficult decisions that will need to be made in the coming years.

We trust that this study will help to guide you and the Town through the steps needed to assure every student and educator within the District succeeds. We are, as ever, available to answer any question that may arise and help in any manner we may in conveying the fundamentals and potential of the ideas contained within this study.

Sincerely,



James A. Barrett  
Principal in Charge



Gregory J. Smolley  
Project Manager

# Table of Contents

Cover Letter .....	Page 3
Demographics and Enrollment Projections .....	Pages 5 - 14
On-line Surveys .....	Pages 15 - 38
Facilities Assessment .....	Pages 39 - 45
Grade Alignments Considered .....	Pages 46 - 136
Potential for Sharing Services .....	Pages 137 - 140
Potential for Regionalization .....	Pages 141 - 164
Community Engagement and Meetings .....	Pages 165 - 186
Appendices .....	Pages 187 - 310



# 1 Demographics and Enrollment



## Demographics and Enrollment

The Town of Thomaston and Thomaston Public Schools are facing a situation many municipalities and districts throughout New England share - shifting demographics and an aging population are resulting in shrinking municipal populations and school enrollment counts in many suburban and rural areas.

Population of Connecticut Cities					
	2010	2020	2024	Change 2010 - 2024	% Change 2010 - 2024
Ansonia	19,249	18,918	19,195	(54)	-0.3%
Bridgeport	144,229	148,654	151,599	7,370	5.1%
Bristol	60,477	60,833	62,195	1,718	2.8%

Overall population growth in Connecticut, Massachusetts and Rhode Island between 2010 and 2024 has been less than one percent year over year. Massachusetts has grown by 9%, while Rhode Island has added 5.7% total population throughout that time span. Connecticut has seen the slowest growth of these three states, having experienced approximately 2.8% growth in total State population over this 14 year period.

Population of Connecticut Cities					
	2010	2020	2024	Change 2010 - 2024	% Change 2010 - 2024
Ansonia	19,249	18,918	19,195	(54)	-0.3%
Bridgeport	144,229	148,654	151,599	7,370	5.1%
Bristol	60,477	60,833	62,195	1,718	2.8%
Danbury	80,893	86,518	88,692	7,799	9.6%
Derby	12,902	12,325	12,915	13	0.1%
Groton	10,389	9,387	10,160	(229)	-2.2%
Hartford	124,775	121,054	122,129	(2,646)	-2.1%
Meriden	60,868	60,850	60,849	(19)	0.0%
Middletown	47,648	47,717	48,616	968	2.0%
Milford	51,271	50,558	51,004	(267)	-0.5%
New Britain	73,206	74,135	75,871	2,665	3.6%
New Haven	129,779	134,023	137,562	7,783	6.0%
New London	27,620	27,367	28,081	461	1.7%
Norwalk	85,603	91,184	93,661	8,058	9.4%
Norwich	40,493	40,125	39,993	(500)	-1.2%
Shelton	39,559	40,869	42,805	3,246	8.2%
Stamford	122,643	135,470	139,134	16,491	13.4%
Torrington	36,383	35,515	35,673	(710)	-2.0%
Waterbury	110,366	114,403	115,908	5,542	5.0%
West Haven	55,564	55,584	55,379	(185)	-0.3%
<b>Totals:</b>	<b>1,259,104</b>	<b>1,290,987</b>	<b>1,316,847</b>	<b>57,743</b>	<b>4.6%</b>

There are 19 cities of various sizes among the 169 municipalities in Connecticut. In total the 2024 population of the cities equates to 35.83% of the total State population. Over the 2010 - 2024 time span 11 of the cities grew while eight contracted in total population. The total population change within the cities is 57,743 individuals, meaning the cities accounted for just under 57.2% of the total population growth in Connecticut.

To better understand the population patterns within the upper Naugatuck River valley a review of census data for Thomaston and surrounding municipalities was conducted. This effort reviewed data collected between 2014 and 2025 for Wolcott, Watertown, Waterbury, Torrington, Plymouth, Middlebury, Litchfield, Harwinton, and Thomaston. This data showed that of the nine municipalities, only Waterbury and Middlebury experienced population growth while the other seven all saw populations decline.

Town	2014	2025	Difference	Percentage
Thomaston	7,793	7,476	(317)	-4%
Harwinton	5,592	5,529	(63)	-1%
Litchfield	8,365	8,249	(116)	-1%
Middlebury	7,575	7,736	161	2%
Plymouth	12,085	11,715	(370)	-3%
Torrington	35,774	35,481	(293)	-1%
Waterbury	109,887	114,356	4,469	4%
Watertown	22,286	22,171	(115)	-1%
Wolcott	16,724	16,192	(532)	-3%

Another way to gauge growth in populations is through building permits that are issued for new residential housing construction. The permits for new construction are the only consideration, as those for renovation do not typically result in new housing capacity.

The data available across all of the municipalities neighboring Thomaston for the years 2017, 2021, and 2024 as found on the State of CT government website was entered into a spreadsheet to allow comparison of data points for each municipality.

<b>Housing Unit Permits Issued</b>					
<b>Municipality</b>	<b>2017</b>	<b>2021</b>	<b>Change (2017 to 2021)</b>	<b>2024</b>	<b>Change (2021 to 2024)</b>
Burlington	27	26	1	18	8
Goshen	7	20	13	12	8
Harwinton	7	19	12	30	11
Litchfield	5	13	8	10	3
Morris	1	5	4	4	1
Plymouth	5	8	3	3	5
Thomaston	6	2	4	0	2
Torrington	1	7	6	15	8
Watertown	21	16	5	32	16
Woodbury	24	12	12	17	5
Middlebury	22	35	13	23	12
Warren	0	3	3	3	0
Waterbury	29	25	4	15	10
Wolcott	19	21	2	13	8
Woodbridge	0	13	13	34	21
<b>Total</b>	<b>140</b>	<b>179</b>	<b>39</b>	<b>199</b>	<b>20</b>
Source: CT Data	<a href="https://data.ct.gov/Housing-and-Development">https://data.ct.gov/Housing-and-Development</a>				

For the years 2017 to 2021 this data shows an increase of permits issued in 2021 in 10 of the municipalities compared to fewer issued in five. Comparing 2024 to 2021 permit issuances a decrease in the number issued in nine municipalities with six issuing more permits and one issuing the same number as done in 2017.

Of the municipalities there are three in which fewer permits were issued in each of the two comparative time frames - Burlington, Thomaston, and Waterbury.

Seven municipalities issued fewer permits in the 2021/24 time period than they had in the 2017/21 period. These municipalities - Goshen, Litchfield, Middlebury, Morris, Plymouth, Waterbury, and Wolcott encompass the smallest and largest municipalities in the study group.

Two, Watertown and Woodbury, issued more permits in the 2021/24 time period than in the 2017/21 period.

The number of permits issued in 2021 likely reflects the increase in residential building activity that followed the easing of restrictions for the COVID 19 pandemic. As seen in this chart the increased building activity does not appear to follow a pattern relative to the overall size of the municipality.

The foregoing data appears to support the subjective conclusions shared by many planners that growth in suburban and rural municipalities in Connecticut has been slowing for a number of years and does not seem to be heading for an upturn of any considerable degree within the coming decade. To provide a focused analysis of the potential for growth or decrease within Thomaston, a demographic and enrollment projection study was undertaken by Cropper GIS to assess current demographic and enrollment status and forecast changes to both over the next decade. The study investigated a number of contributory aspects and arrived at forecasts that can help to guide the District and Town in making decisions for future facilities and staffing needs. This study is included in its entirety in the appendices of this report.

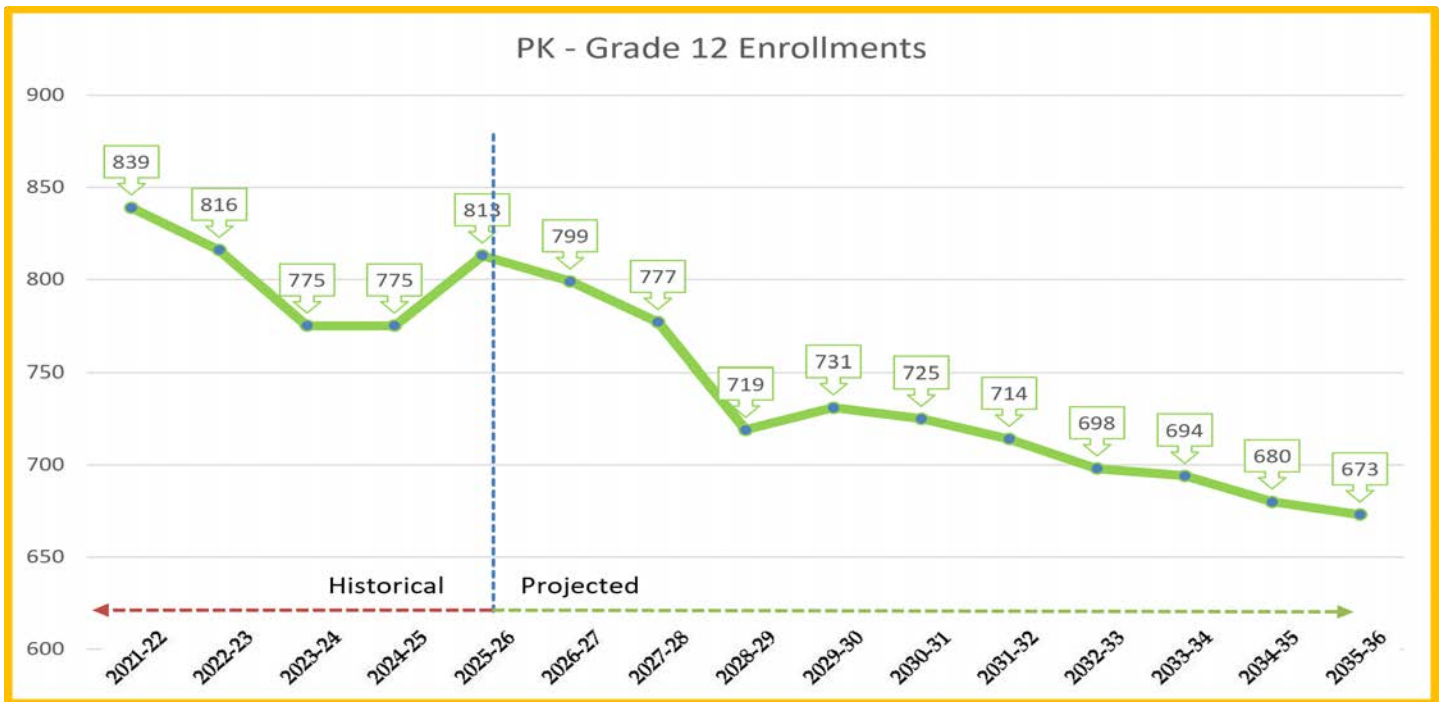
The study projects a steady decline in enrollment in Thomaston Public Schools. This is attributed to a number of factors including an aging population, birthrates and new school-age residents at levels below the number of students graduating, and overall decline in surrounding municipalities.

The chart below is a portion of page 15 of the Cropper GIS report, which is included in its entirety in the Appendix of this report. The chart shown here illustrates the historic (left side of the chart in green) and projected (right side of the chart in blue) enrollment of each of the grades through the 2035/36 school year. This information is used when grade alignments and building sizes are considered. It is also foundational information for the District leadership when developing staffing needs and budgets.

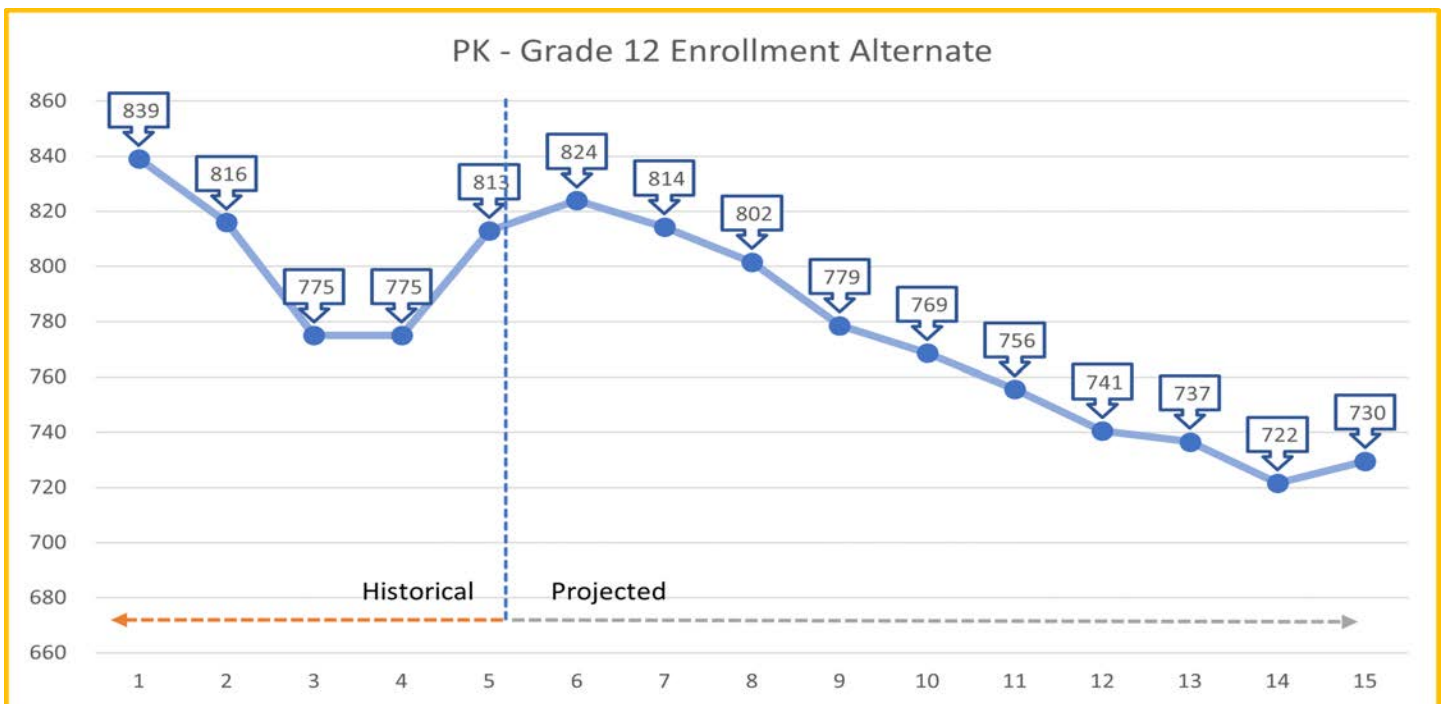
**Thomaston Public Schools: District Total**

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
PK	50	64	55	65	79	79	79	79	79	79	79	79	79	79	79
K	64	33	52	39	51	39	42	43	46	46	45	45	45	44	42
1	62	64	38	50	38	45	39	43	43	45	45	44	44	45	45
2	68	60	61	44	50	39	47	42	45	47	48	48	47	45	46
3	66	71	62	61	44	52	40	50	44	48	50	51	51	49	47
<b>Total: PK-3</b>	<b>310</b>	<b>292</b>	<b>268</b>	<b>259</b>	<b>262</b>	<b>254</b>	<b>247</b>	<b>257</b>	<b>257</b>	<b>265</b>	<b>267</b>	<b>267</b>	<b>266</b>	<b>262</b>	<b>259</b>
4	58	62	70	65	61	45	51	42	51	46	49	52	52	51	50
5	76	61	67	70	62	65	48	54	46	56	49	53	56	54	53
6	61	67	60	61	76	60	64	48	53	47	55	49	52	54	52
<b>Total: 4-6</b>	<b>195</b>	<b>190</b>	<b>197</b>	<b>196</b>	<b>199</b>	<b>170</b>	<b>163</b>	<b>144</b>	<b>150</b>	<b>149</b>	<b>153</b>	<b>154</b>	<b>160</b>	<b>159</b>	<b>155</b>
7	65	66	58	61	66	77	60	66	47	55	49	56	51	54	52
8	69	67	67	68	64	70	80	63	69	48	56	51	58	53	55
9	47	45	49	59	58	50	54	61	48	51	37	42	38	43	40
10	44	47	43	46	67	56	48	53	59	46	48	36	39	35	41
11	59	44	47	42	52	67	55	48	51	58	44	46	35	37	33
12	50	65	46	44	45	55	70	57	50	53	60	46	47	37	38
<b>Total: 7-12</b>	<b>334</b>	<b>334</b>	<b>310</b>	<b>320</b>	<b>352</b>	<b>375</b>	<b>367</b>	<b>348</b>	<b>324</b>	<b>311</b>	<b>294</b>	<b>277</b>	<b>268</b>	<b>259</b>	<b>259</b>
<b>Total: PK-12</b>	<b>839</b>	<b>816</b>	<b>775</b>	<b>775</b>	<b>813</b>	<b>799</b>	<b>777</b>	<b>749</b>	<b>731</b>	<b>725</b>	<b>714</b>	<b>698</b>	<b>694</b>	<b>680</b>	<b>673</b>

The chart on the following page reflects the projections for the total enrollment in Thomaston Public Schools as projected by the data developed by Cropper GIS. This chart shows a projected decline from 815 students in October of the 2025/26 school year to 673 in the 2035/36 school year.



During review of the data developed by Cropper GIS concerns were raised regarding the Kindergarten enrollment anticipated for SY 26/27. The current enrollment list shows potential of as many as 25 more Kindergarten students for SY 26/27. To provide an enrollment projection which is reflective of a Kindergarten enrollment of this level an alternate enrollment projection was developed. The chart below depicts this projection and shows an increase of 25 for SY 26/27 and an increase of 57 in SY 35/36. As this document is intended as a guide for decisions relative to grade alignment and facility use, and not intended to be used for building design, these possible variances in overall enrollment are not of great concern. The next step in the planning process will entail an update of enrollment projections and a refinement of the building programs to reflect the cohort sizes and educational programs selected by the Town.



## Cropper GIS Enrollment Report Synopsis

In the summary that follows the findings of the Cropper GIS study are bold italicized and followed by a synopsis which is intended to provide an understanding of how the particular conclusion may influence planning for the future district configuration.

***Total district enrollment is forecast to decrease by 88 students, or -10.8%, between 2024-25 and 2029-30. Total enrollment is forecast to then decrease by 52 students further, or -7.2%, from 2029-30 to 2034-35. This totals a forecast decrease from 813 to 673 (140 total) students, which is a ~17% overall decrease in enrollment.***

Enrollment in grades PK-3 is forecast to remain essentially flat, going from 254 students in school year 25/26 and ending with a forecast of 259 in school year 35/36, with a high point of 267 in school years 31/21 and 32/33. The enrollment forecasts for this grade cohort is predicated on a steady PK enrollment of 79 children each school year.

The impact of a reduction in PK enrollment upon subsequent kindergarten enrollment is likely to be minimal as the PK cohort comprises children in a broader age range than those in Grades K and up. ***Enrollment in grades 4 – 6 is forecast to decrease by 15, from 170 to 155 students, over the decade from 2025 to 2036. The grade specific cohort sizes range from 42 to 65.***

This cohort size presents challenges in providing acceptable student / teacher ratios across all three grades. A cohort of 42 students provides two classes of 21 in each; likewise a cohort of 65 equates to one class of 21 and two of 22 students. The challenge in when the cohort size is 46 to 60 students, as this size cohort equates to either two classes with 23 or more in each, or three classes with 15 to 20 in each.

As the cohort for this grade range varies in size throughout the projected time it makes this grade cohort one of the drivers of grade alignment and facilities decisions.

***Enrollment in grades 7 – 12 is forecast to decrease by 116, from 375 to 259 students, over the decade from 2025 to 2036. The decrease is forecast to be consistent, with no interim rises in enrollment over the decade.***

This projected decrease across this grade alignment present challenges in staffing, curriculum, and facilities size.

The foregoing are considered the most significant factors for consideration of alternative approaches for Thomaston Public Schools for the future.

Other factors considered as potentially impactful to enrollment patterns are considered to be less likely to occur but must be borne in mind when undertaking any long-range planning effort. As stated

in the Cropper GIS report, if any of the following were to come to fruition the enrollment forecast should be revisited:

***If the national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter).***

A deep recession is unlikely, perhaps improbable, but not out of the question. As a driver for educational and facilities decisions it is of minimal influence.

***There are a number of factors related to home mortgages and borrowing that potentially could impact student enrollment.***

***If interest rates fluctuate more than one percentage point in the short term; the interest rate for a 30-year fixed home mortgage rises above 8.0%;***

***If the rate of mortgage approvals falls below 2015-2020 levels and/or lenders return to “sub-prime” mortgage practices;***

***If additional restrictions are placed on home mortgage lenders.***

***If there are additional bankruptcies of major credit providers;***

***If the rate of housing foreclosures exceeds 125% of the 2020-2025 average of Litchfield County for any year in the forecasts;***

Interest rate fluctuations have historically been well controlled by the Federal Reserve. If this oversight and control continue there is little chance of a rate change of such magnitude so as to impact negatively on short or long term strategies.

Interest rates for home mortgages have not been above 8% in recent memory and though rates have risen to the range of 7%, a rise to 8% or more is unlikely without disruption elsewhere in the financial sectors. Considering other mitigating factors on growth in Thomaston the matter of mortgage interest rates is considered to be of medium concern for planning.

Banking and lending regulations are subject to changes and it is difficult to predict what changes may be enacted. Increases in foreclosures are difficult to forecast and the actual impact of any increased foreclosure rate upon households with school age children even more so. From responses to the on-line surveys it appears that the majority of respondents have lived in town for more than 11 years and also own their house. It could be surmised that most homeowners in town are well into the payment cycle of their mortgage with a likely increase in value of their home as well.

***The inflation rate for gasoline exceeds 5% per year for the 10 years of the forecasts.***

Gasoline prices have held steady for several years, with some decrease over the past year. There is currently an excess of petroleum production with no substantial decrease in production anticipated. Global factors that might influence pricing have been relatively stable and domestic production has increased. The potential for a substantial increase in gas prices consistently at 5% year on year is a

minimal driver for consideration in educational or facilities decisions.

***All currently planned, platted, approved, and permitted housing developments are built out and completed by 2034. All housing units constructed are occupied by 2035; and there will be no additional building moratorium within the district.***

With the current building moratorium in place the number of new homes that could be built is constrained. Given the limited amount of viable land available for residential development, construction of a large number of new single family homes is limited. The potential for multi-family construction is a consideration that should be monitored. At the time of this report this aspect is of minimal concern.

***Businesses within Thomaston Public Schools and the surrounding communities remain viable.***

The number and nature of the businesses with Thomaston and surrounding communities is such that closings and openings are to be expected. Businesses employing large numbers of people are very few, with most located outside of Thomaston. Though difficult to project with the limited data available, the prospect of a major employer going out of business is considered to be of minimal concern.

***The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;***

***The rate of foreclosures for commercial property remains at the 2020-2025 average for Litchfield County;***

***Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 55;***

***The district will have at least a yearly average of 100 units of single- and multi-family home unit sales.***

The increases in home values over the past five years helps in moving many homes to a valuation in excess of mortgage balance. This should help to ameliorate increases foreclosure rates.

Sales of homes across the State have held steady over the past few years and no decrease in sales is projected.

***The unemployment rates for the Litchfield County and Naugatuck Valley will remain below 7.5% for the 10 years of the forecasts.***

Unemployment rates have been historically low for a few years now. Movement in factors influencing

employment are difficult to project but there are no obvious reasons to anticipate a substantial increase in unemployment rates.

***The intra district student transfer policy remains unchanged over the next 10 years.***

***The State of Connecticut does not change any of its current laws or policies regarding Charter Schools, Vouchers or inter district transfers.***

***No additional Charter schools open in the district over the next 10 years.***

***The rate of students transferring into and out of the Thomaston Public Schools will remain at the 2019-20 to 2024-25 average.***

***Private school and home school attendance rates will remain constant.***

Student transfer policy is not anticipated to change.

Changes at the State level to any policy impacting charter schools, vouchers, or inter-district transfers are not anticipated.

Student transfer rates have historically trended at current rates and are not anticipated to change.

Students opting out to independent schools or to home schooling are a small percentage of the overall cohort and this is not anticipated to change.

## **Summation:**

***The demographic and enrollment projections are in line with historical trends and changes in census and municipal data. Though it may seem incongruous in some aspects, there is ample evidence to support the projections of continued decreases in student enrollment in many rural and suburban municipalities throughout New England.***

***This provides one element for consideration when formulating a master plan to guide Thomaston and Thomastion Public Schools.***



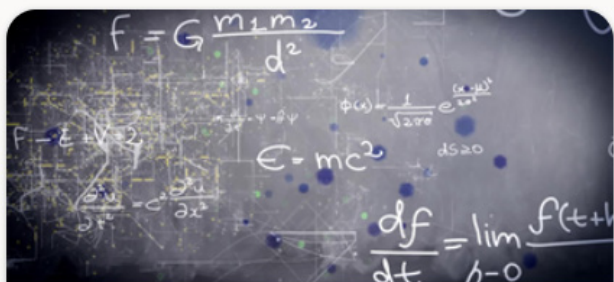
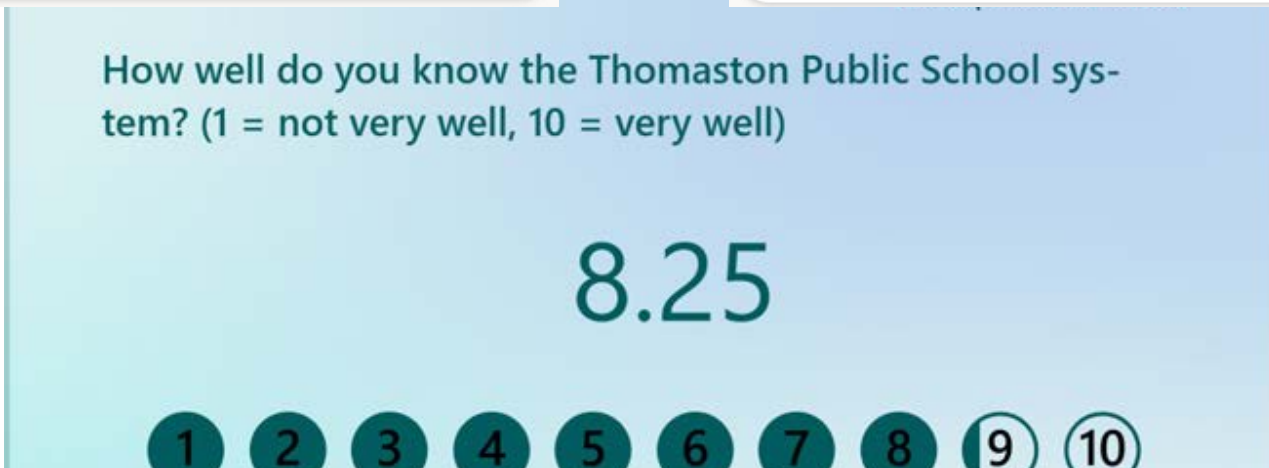
Town of Thomaston & Thomaston Public Schools

Greg Smolley  
129 responses



Town of Thomaston & Thomaston Public Schools

Greg Smolley  
65 responses



Town of Thomaston & Thomaston Public Schools

Greg Smolley  
143 responses



Town of Thomaston & Thomaston Public Schools

Greg Smolley  
72 responses

The approach to a public school system in New England makes the school district the largest single budget line for most towns. In many towns, including Thomaston, the school budget exceeds one half of the overall town budget. This can lead to concern and misunderstanding from some in the community regarding the effectiveness and return on investment. When creating a school district master plan the input of the community is critical.

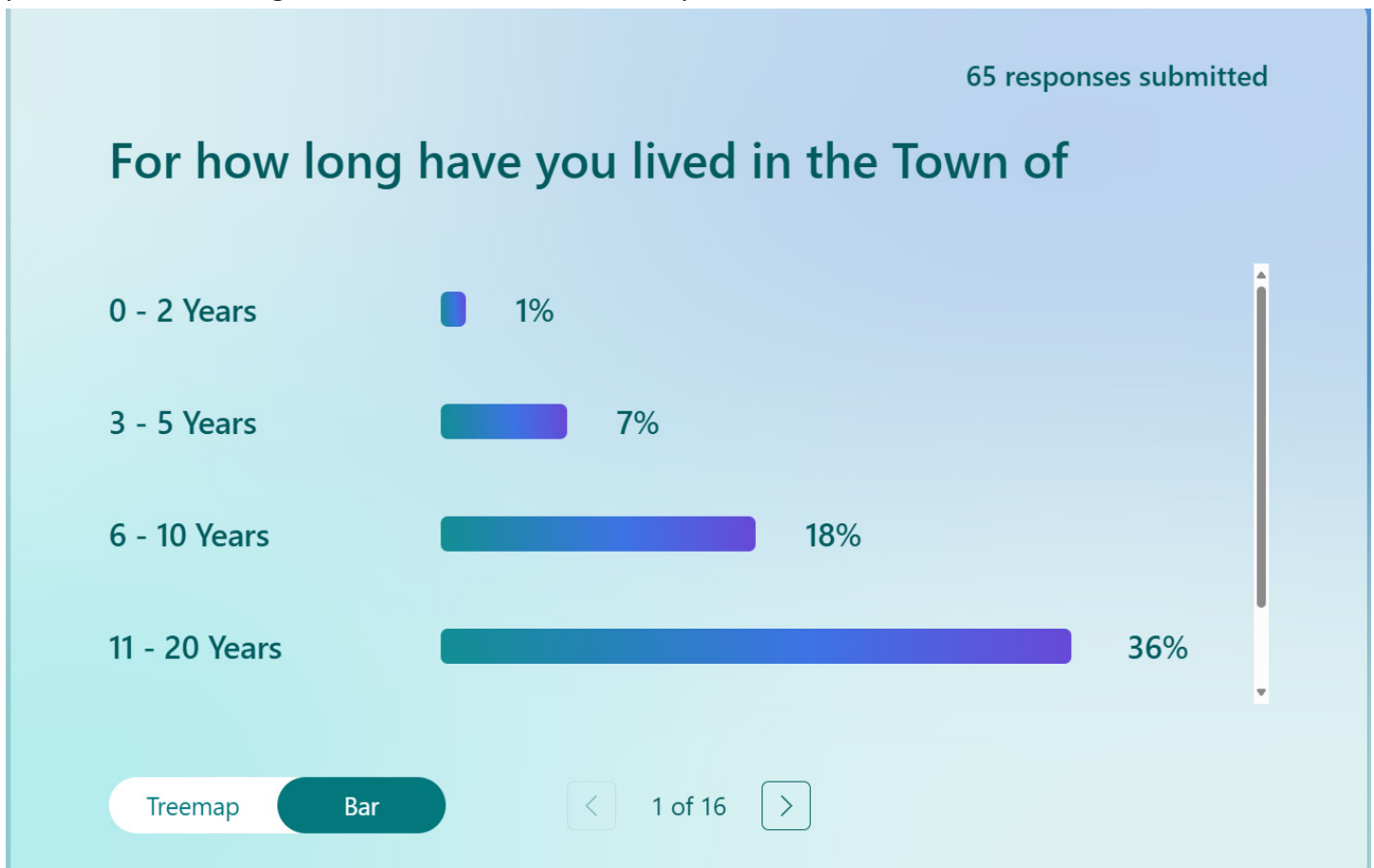
To acquire insight from the various stakeholder groups DRA undertook a number of efforts. These included online surveys, in-person workshops, and a focus group during which participants who had been recommended by the Town and School District were engaged in activities designed to distill a cohesive assemblage of thoughts from the other outreach and engagement efforts.

### Online Surveys

Online surveys were conducted concurrently and engaged four different constituent groups. Surveys were geared towards Parents & Guardians, Teachers & Staff, Residents & Businesses, and Students in grades 3 through 12. Surveys were anonymous and restricted to one answer per URL. The open period for participating was September 12 to October 20, 2025; students could respond through October 22nd. The full results of the surveys are included in the Appendices of this study.

Response rates were very good, with 72 from teachers & staff, 129 from residents & businesses, 65 from parents & guardians, and 143 from students.

The respondents to the survey for parents showed 71% of the respondents have lived in Town for 11 or more years, with 35% having been in Town for more than 20 years.

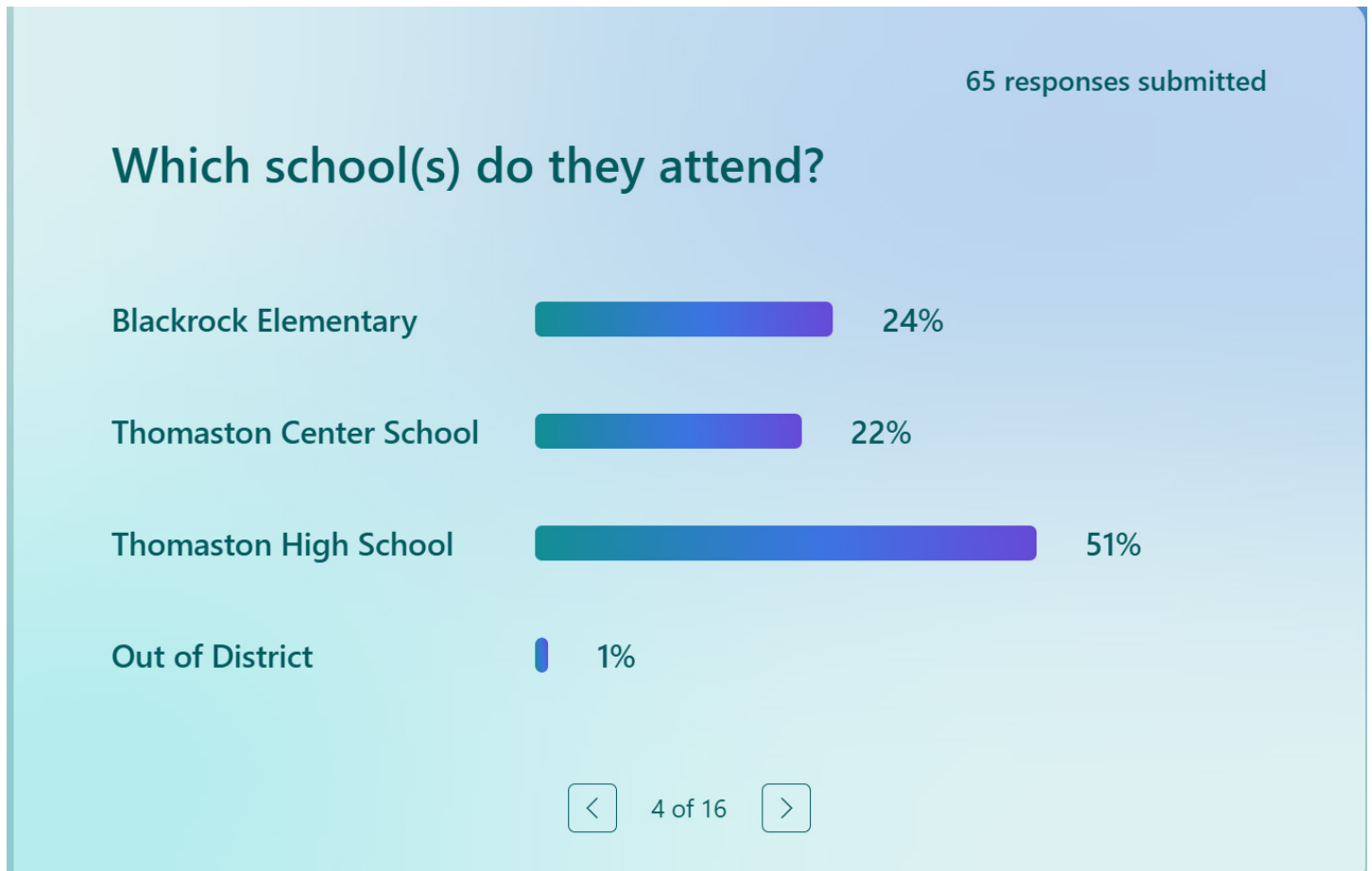


For residents the result was 77% stating they have lived in Town for 11 or more years, with fully 70% having been in Town for more than 20 years.

**This level of longevity indicates that responses will be based on knowledge and experience of the town over a considerable period of time.**

Parents & Guardians reported having children in all grades except the transitional program. Distribution amongst grades ranged from 3% in Grade 3 to 10% in Grade 11.

Given the range of grades in Thomaston High School it is not surprising to see that 51% of parents and guardians report their student(s) attends the high school. Black Rock Elementary had 24% while Thomaston Center School at 22%, 1% responded as 'Out of District'.



This distribution across the entire grade range provides insight into all aspects of the District's facilities and programs.

Those attending out of District schools responded with Waterbury Arts Magnet (2), Lakeview High School (1), District 15 (2), and Oliver Wolcott Technical High School (2).

The Waterbury Arts, Wolcott Technical High School, and Lakeview High School each offer focused curricula not offered in Thomaston, as well as facilities oriented strongly toward teaching that particular subject matter.

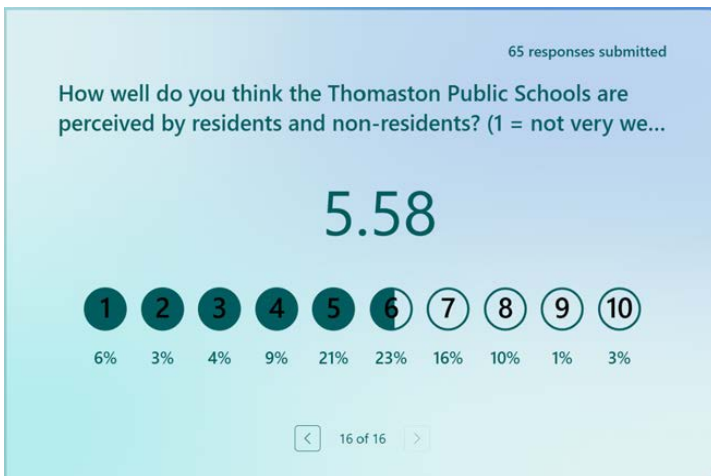
Familiarity with the Thomaston Public Schools was 8.25 out of 10 for residents/businesses. This level of familiarity helps to bolster the validity of the other responses within the surveys.

Familiarity with the District's facilities ranged from 7.4 to 8.17 out of 10 for parents/guardians and residents/businesses, respectively.

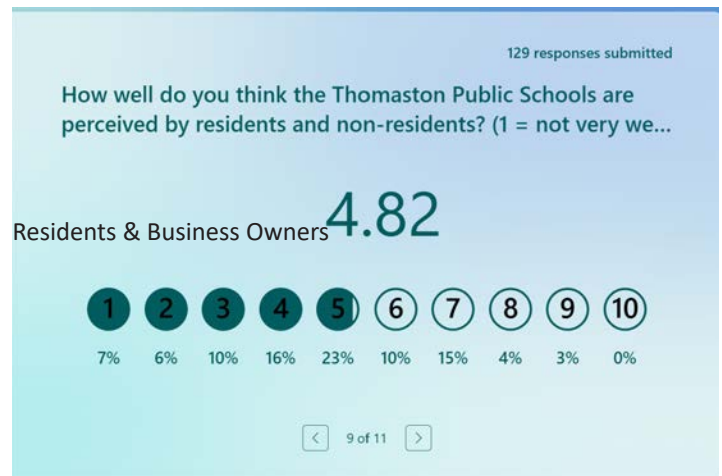
That said, the parent/guardian respondents feel the Thomaston Public School System ranks only at 5.58 out of 10 as an attraction for families or businesses to move into town. This is slightly higher than the response to same question when asked of residents and business owners - which totaled 4.82 out of 10; this same question returned a 5.58 out of 10 when answered by parents/guardians.

One conclusion which could be derived from the results is that the majority of respondents feel they know the buildings and grounds well and that the facilities do not reflect well on the Town or District.

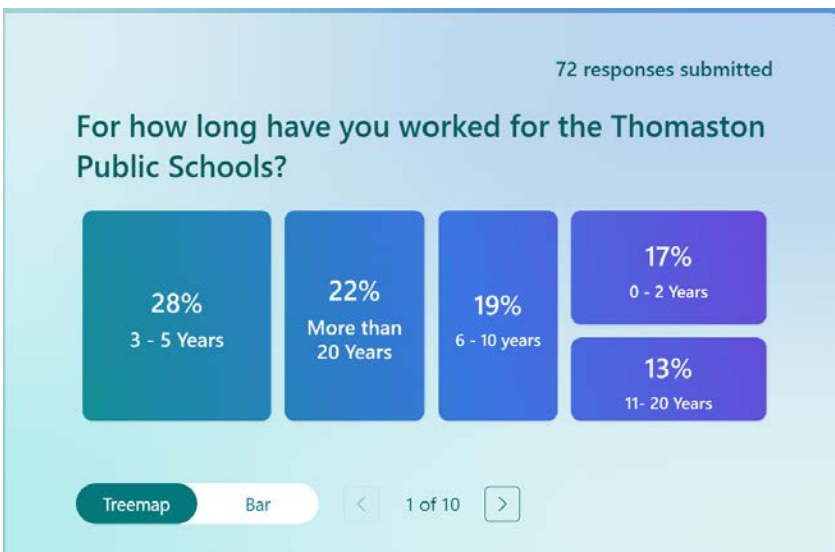
In light of the responses regarding familiarity with the district, which indicated a fairly high level of knowledge, the comparatively low regard for the perception of the District overall is likely down to communication and marketing of the positive aspects and achievements and less to an understanding or perceived faults or failure.



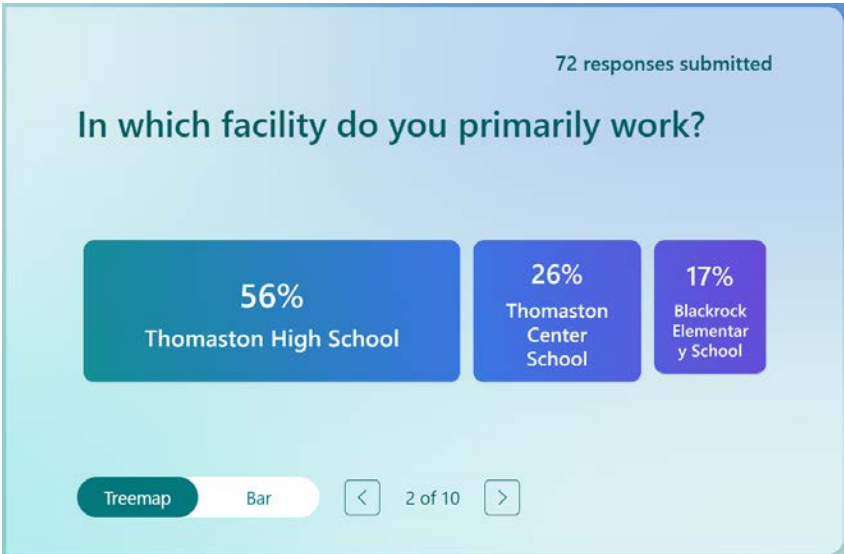
Teachers & Staff



## Teacher and Staff Survey

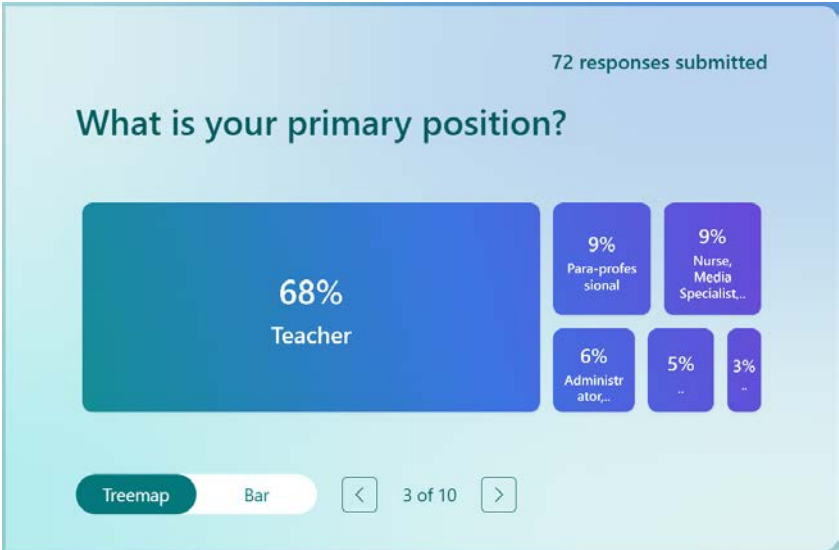


There was a reasonable response rate for teachers and staff to the survey. Data reported on the State's EdSight website shows 153.6 full time equivalent (FTE) employees of the District. Over the life of the survey 72 responses were logged, equating to a 46.9% response rate.

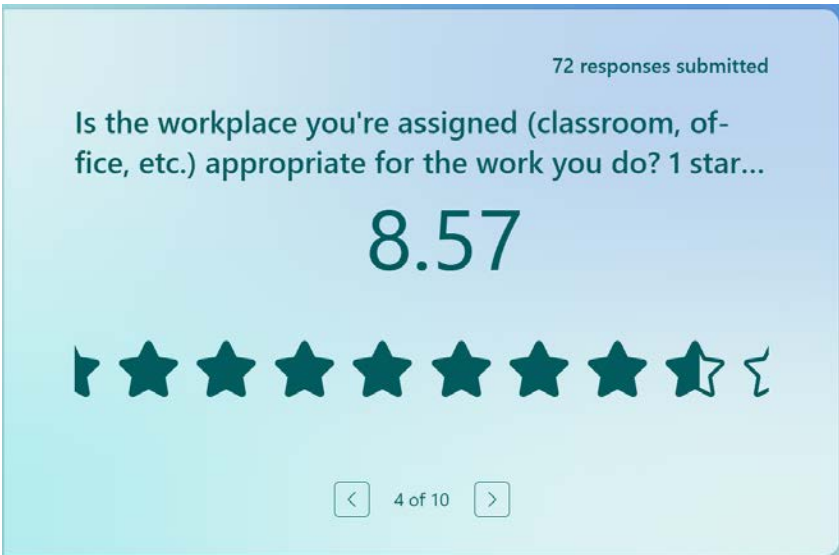


The single largest response group was staff with 3 - 5 years of time within the District. The second largest were those with more than 20 years tenure. Combining respondents with 0 - 5 years covers 45% of respondents while 35% have 11 years or more.

The majority of the respondents work primarily at the Thomaston High School. This is logical as it is the largest facility and supports the largest cohort of any of the three District facilities.



Most of the respondents are teachers. This is beneficial in helping to develop an understanding of how the educational spaces work while also being somewhat expected as the majority of District employees are teachers.



Responses to the question regarding the appropriateness of the work space showed a very high rating of 8.57 out of 10. This is on the upper end of the results typically seen for this question and reflects well on the maintenance and investment made by the District on the buildings and grounds.

Responses offered in explanation ranged through various aspects of the building but the two leading responses were 'space' and 'classroom'.

These responses are indicative of the majority of respondents being teachers and thus most closely in touch with the classroom environment.

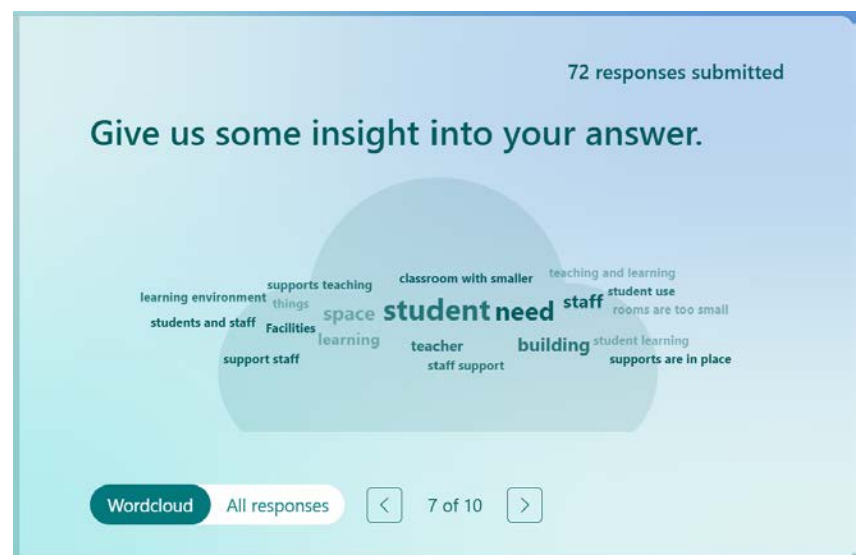
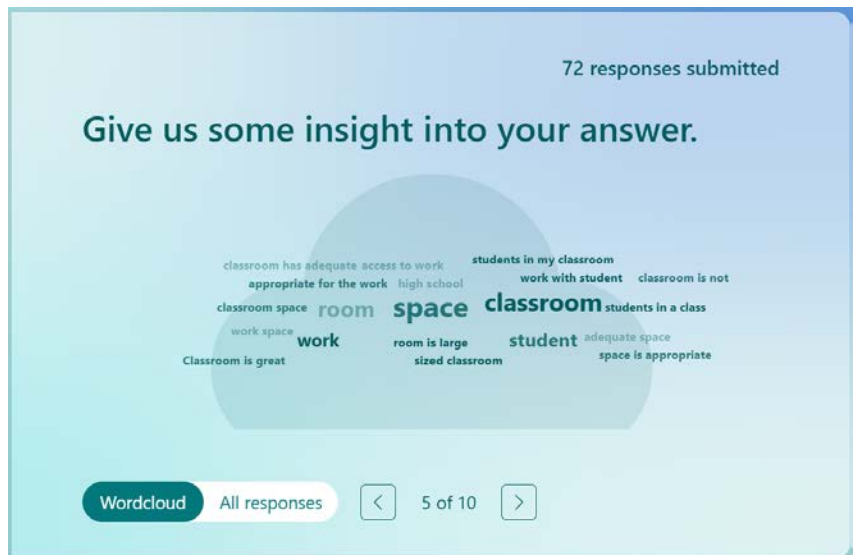
Another factor that often enters into consideration of this type of answer is that all of the facilities are currently under-utilized.

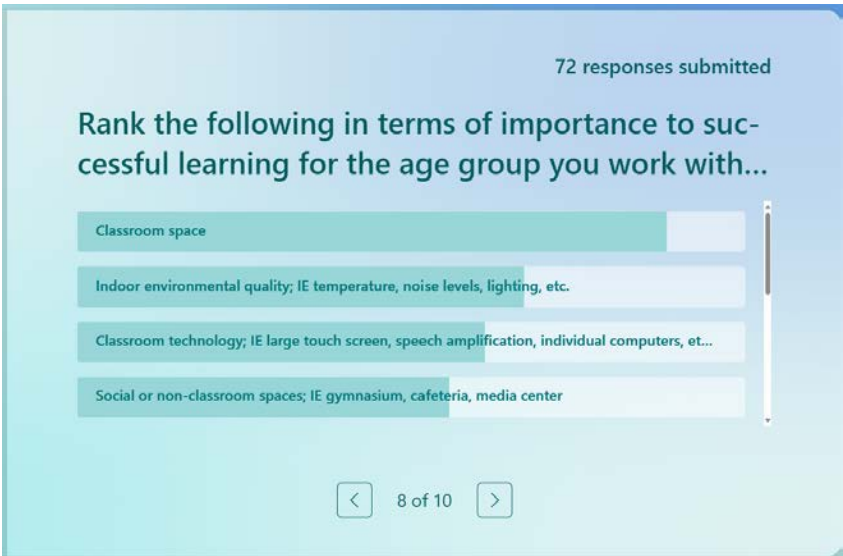
This allows for more space availability for those occupying the buildings and thus a feeling of greater comfort than might otherwise be felt.

In a similar line of inquiry respondents were asked to rate the facility in which they work in context of how well the facility supports teaching and learning. The responses again showed a fairly high degree of satisfaction at 7.79 out of 10 as the average response. responded that the places in which they work support their efforts.

When the follow up question requested insight in to the answers provided the leading response was 'student need', with 'staff', 'teacher', and 'building' following.

This further adds to the pattern established through the earlier questions of facilities that staff are comfortable with and which they feel contribute in a positive way to helping with the processes of teaching and learning.

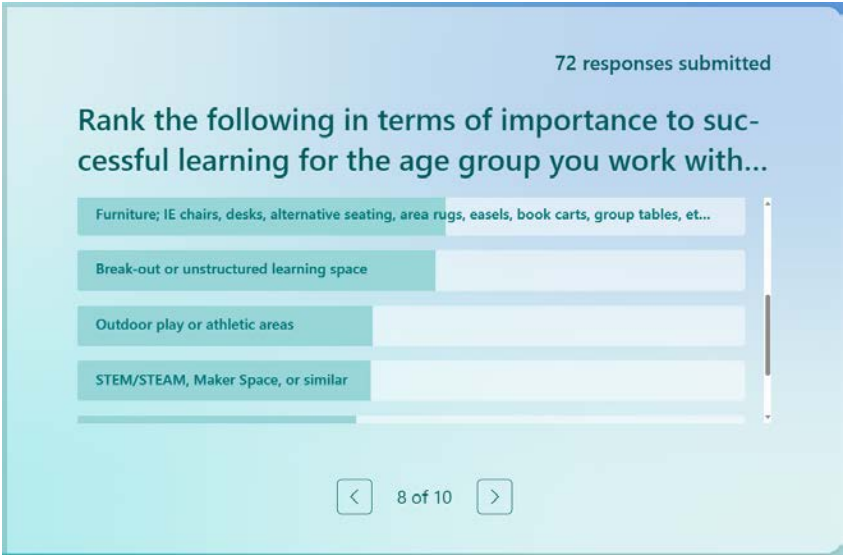




This survey asked participants to rank a given list of 10 potential environmental aspects as to how important each was in creating and maintaining a supportive and successful learning space.

The top four were: 1 - Classroom space, 2 - Environmental quality, 3 - Classroom technology, and 4 - Social or non-classroom spaces. Students responded with less support for the condition of the facilities.

These four aspects are typically at the top a list of consideration in creating a successful learning environment and show high level of engagement from staff.

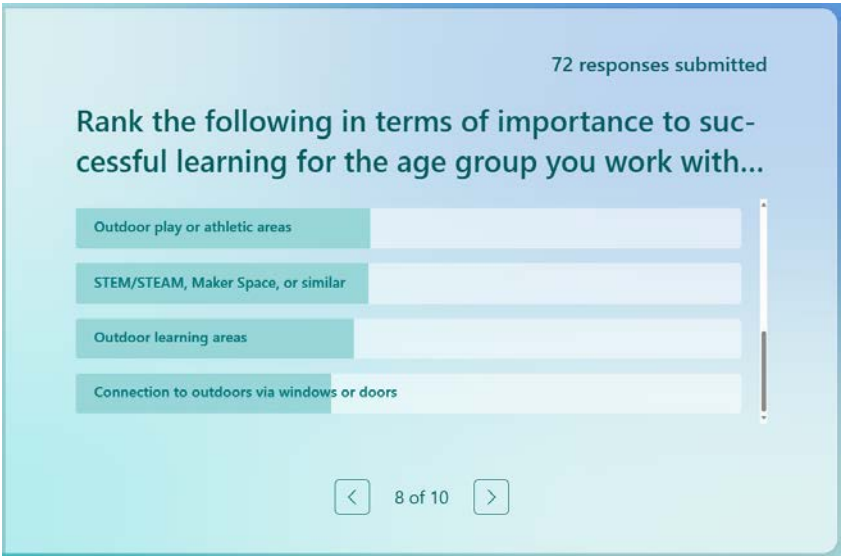


The next four were led by furniture and break-out or unstructured learning space. These two ranked just behind Social or non-classroom spaces in 4th position.

There was a drop in voting for the items in 7th through 10th places. These are Outdoor play / athletic areas, STEM/STEAM spaces, Outdoor learning areas, and Connection to outdoors via windows or doors.

Overall, the responses to these 10 environmental factors show a focus from teachers and staff that is student-centered and aware of those areas in which the current buildings are strongest.

As the District moves forward with development of curriculum and pedagogy the level of staff awareness of and concern for other factors may develop and change as well.

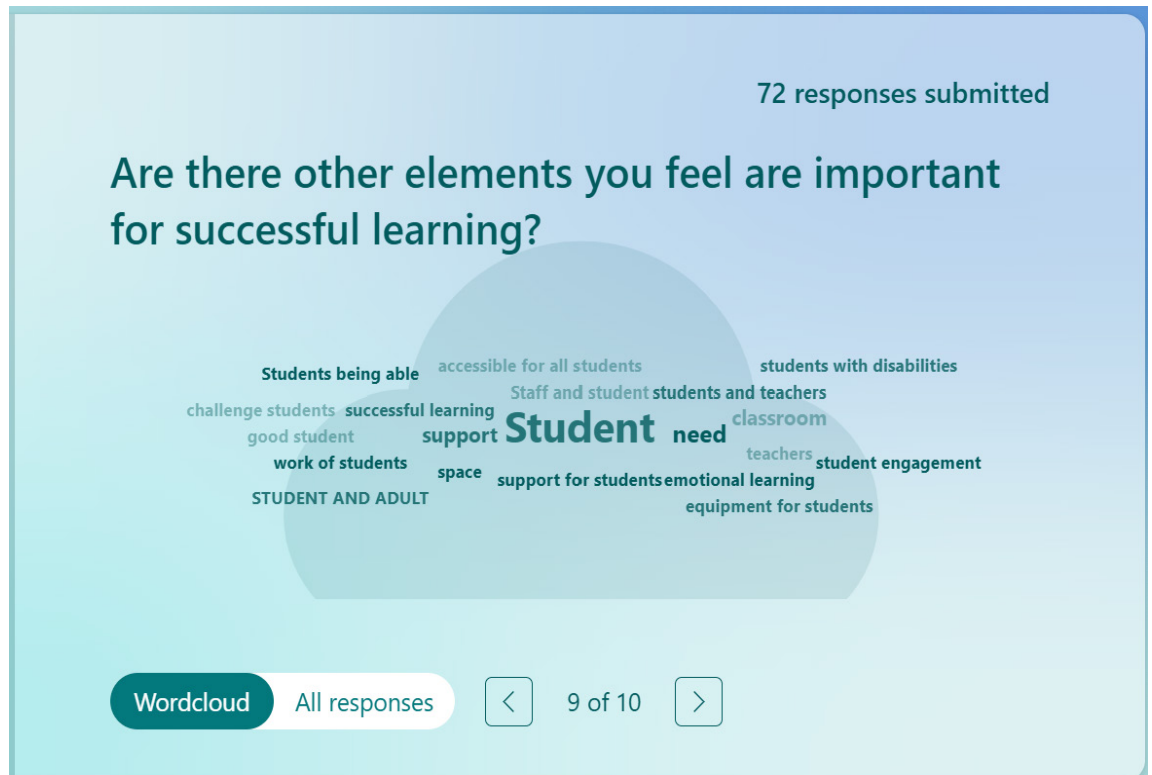


The final two questions posed to educators sought insight into other elements that are important to successful learning along with how these individuals envision the learning environment over the next ten years.

In response to the question of other elements important to successful learning virtually all of the answers involved the human aspect.

Most focused on supporting and challenging students to succeed. Others spoke to the need for a learning environment in which all students are included and valued regardless of physical, emotional, or psychological need.

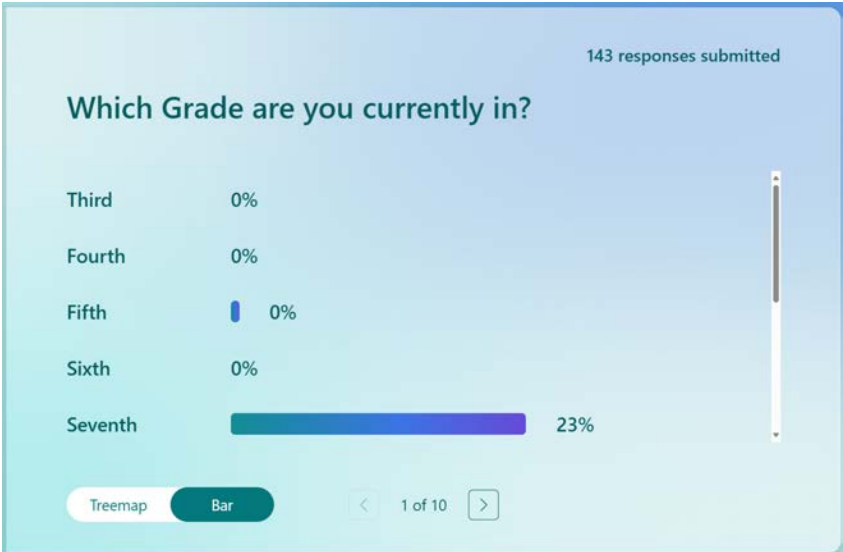
Looking to the future of teaching and learning, the predominate trends anticipate a shift in teaching modalities to one more computer based and to a curriculum that embraces evolving work paradigms.



## Student Survey

Students in grades three through 12 were offered the opportunity to participate in a separate survey intended to solicit their opinion and input relative to the facilities and general aspects of the Thomaston Public Schools education experience.

There were 143 respondents from a potential survey group of approximately 595, a 24% participation rate; quite good for a survey of students in this age range.



The majority of respondents were seventh and eighth grade students (23% and 34% respectively). Tenth, 11th and 12th followed with minimal participation from ninth and fifth grades, no measurable input from third or fourth grades.



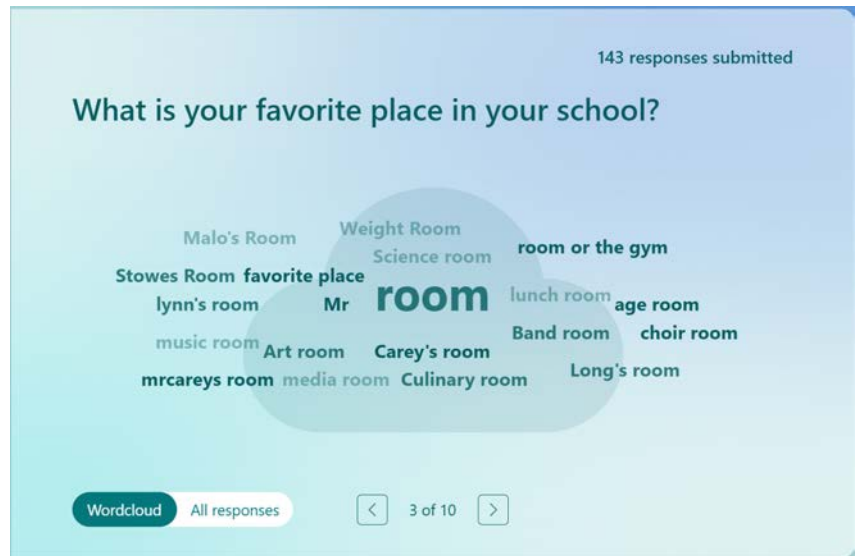
The students were asked to rate their level of satisfaction with the buildings and grounds of the school district.

Roughly 45% of respondents gave an answer of 7 or 8 on a scale of ten. Approximately 11% rated their happiness at 9 or 10, with the remainder rating it a 6 or less.

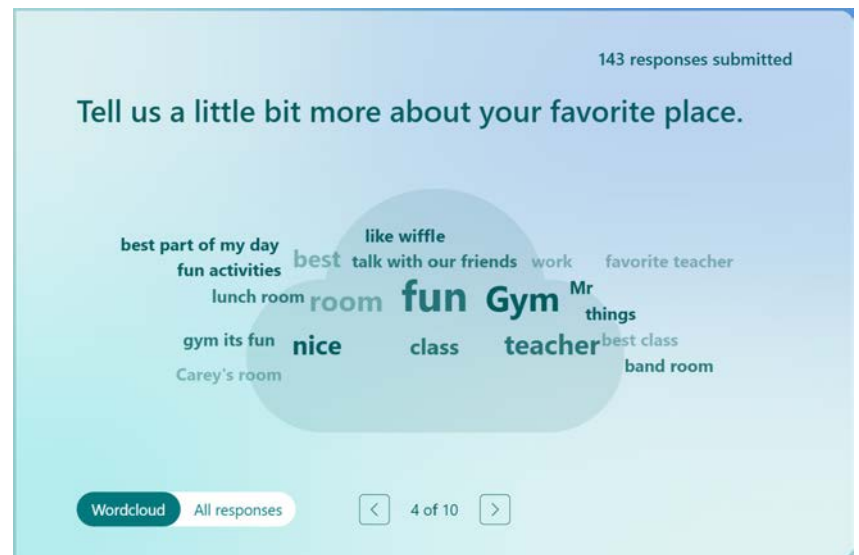
This could be seen as being a fairly low overall rating, but in totality 70% of respondents rate their happiness with the buildings and grounds as 6 or better.

The next two questions asked about favorites places in the schools and what it was that made them so enjoyable.

The responses confirmed the strength of the bond between students and staff. Most of the favorite places listed were a particular room or teacher's space.

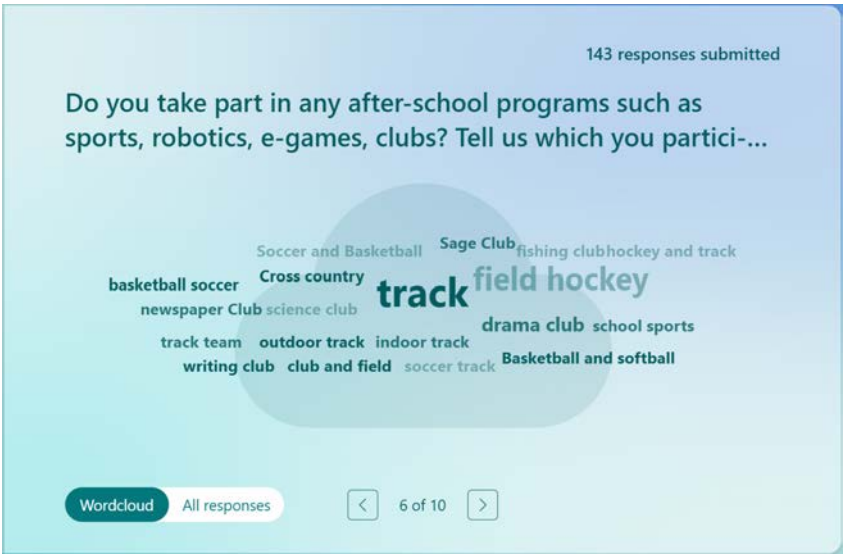


When prompted to elaborate many of the answers referred to how fun the space and activities were and many referenced the individual teacher or staff member. and to enhance the perception of the facilities and programs to those who live in town as well as prospective residents.



When asked what could be fixed to help make learning better, there were essentially no responses that called out the physical learning environment. Most replies referenced having teachers be more attentive to the delivery and reception of the subject matter.





Extracurricular offerings can influence a student to become more engaged in school thus our inquiry into the after-school programs and clubs students participate in. Track received the most mentions, followed by field hockey. There were a fair number of non-sports clubs and activities mentioned as well.

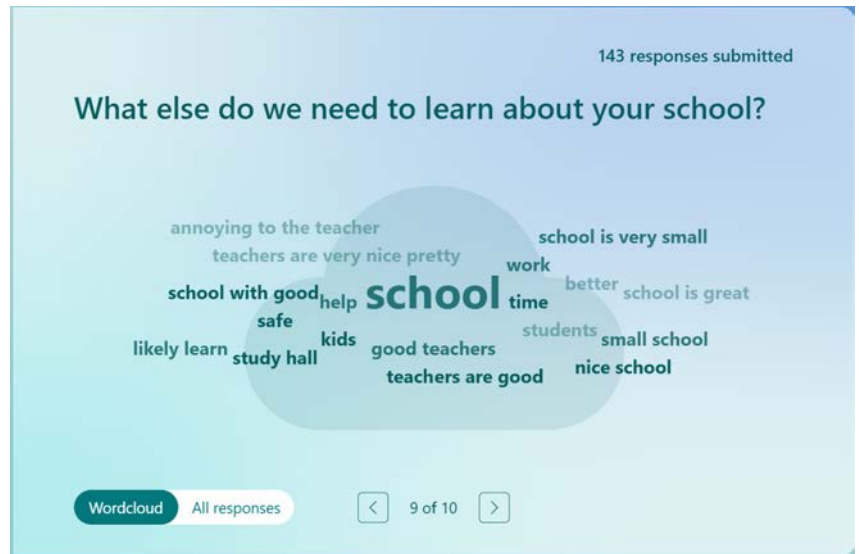


When given the opportunity to identify clubs or activities not currently offered that were of interest to them, most of the responses were for activities other than sports.

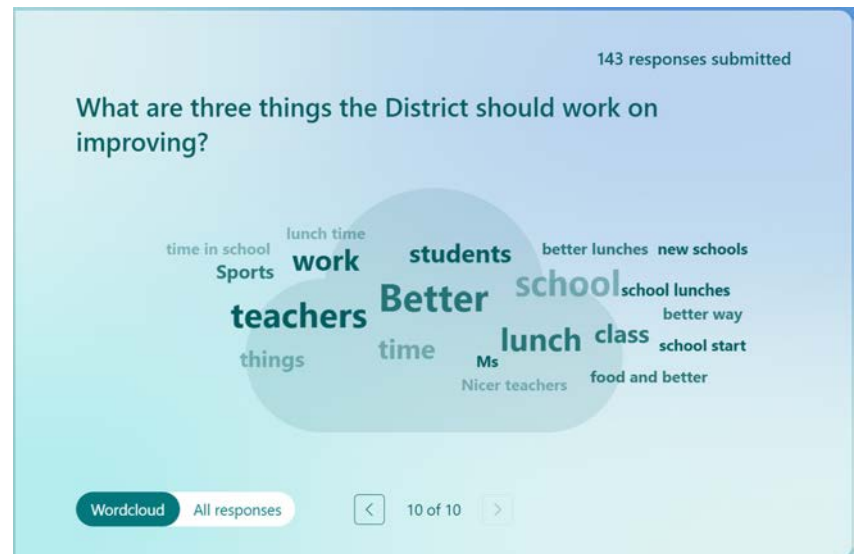


This question delved into what the students would add to the school to help them learn better. Perhaps not surprisingly time and teachers were two recurring themes, as was 'better food'.

The penultimate question posed to the students asked broadly if there was anything else they felt we needed to learn about the school. The responses reflected a feeling of comfort with the size of the school and the teachers with whom they interact.



One last open-ended question asked what three things the District should work on improving. The responses were wide-ranging and included teachers, class, school start time, food, and sports.



The students who participated in the survey show a fondness for the schools and their teachers. They appear to be actively engaged with classwork and extracurricular activities.

The interests expressed for improvements in the buildings were minimal, most suggestions for their school experience involved staffing, time, curricular offerings, and cafeteria food.

## Parent & Guardian Survey

The survey of parents and guardians received 65 responses. 26% of respondents have lived in town for fewer than 10 years, 8% for fewer than five years.

The longevity of residency provides a level of comfort that respondents are likely to be very familiar with the town and schools.



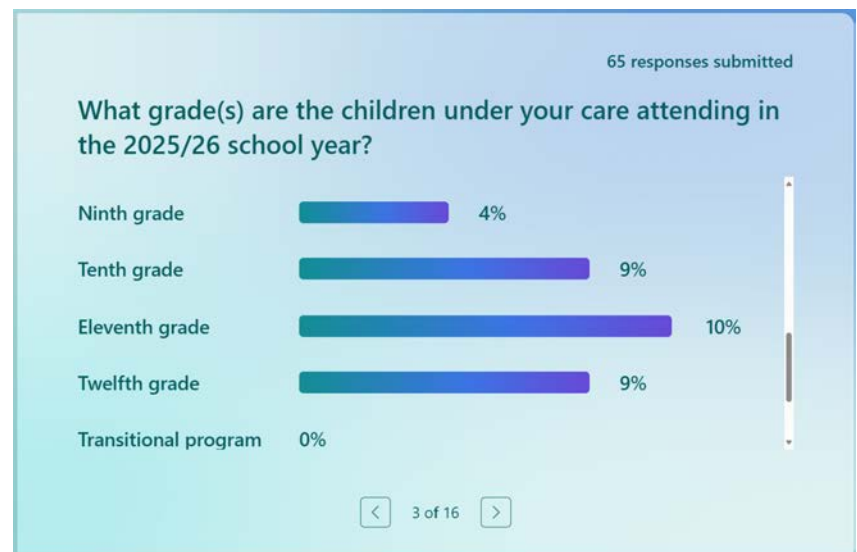
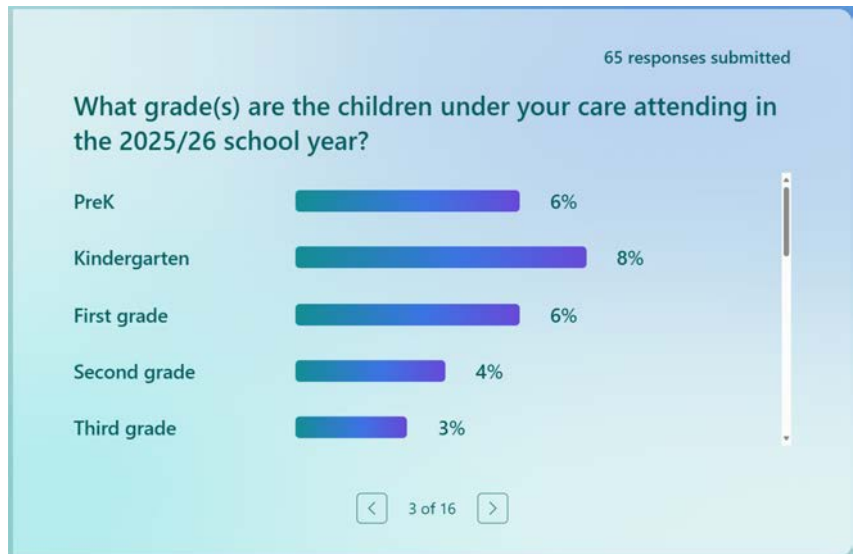
Most respondents have more than one child in the Thomaston Public Schools. 23% reported having one child in the system, while 47% state that they have two children attending.

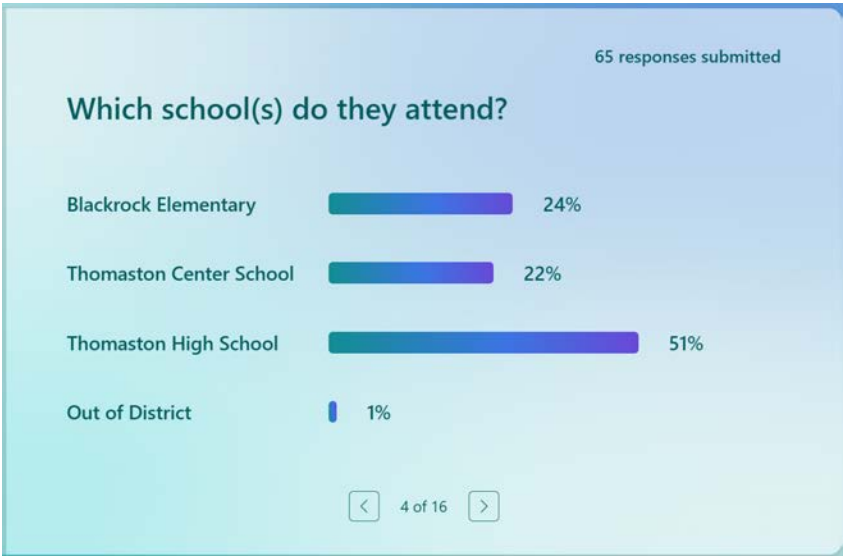
The number of respondents with three students was 21%, just slightly under the percentage with one child.



Those reporting having four or more children in the District equated to about 7% of all respondents.

The distribution of children across the spectrum of grades is fairly uniform. From a low of 3% in third grade to a high of 10% in 11th. Most grades accounted for about 6% each.

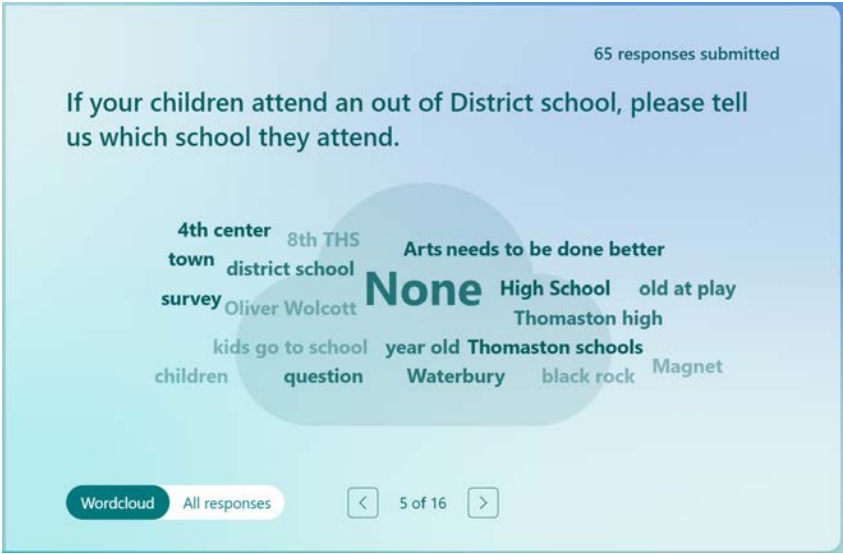




Given the grade alignment currently in place, it is somewhat expected that the split of schools attended would be as reported.

Thomaston High School was home to 51% of the respondents students, with Black Rock at 24% and Thomaston Center at 22%.

Those with students attending out of district schools totaled about 1% of respondents.



Students attending out of district go to a variety of other schools. Included in this are several in Waterbury, Torrington, Litchfield, and Watertown.

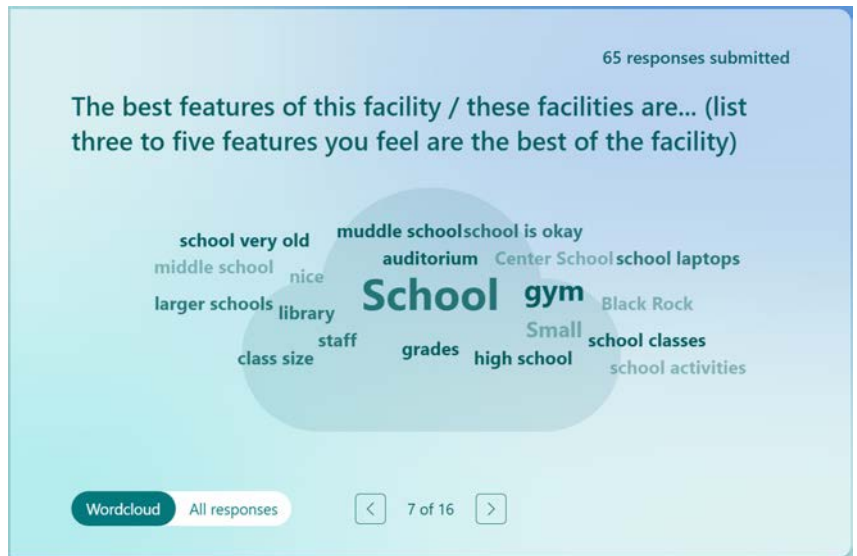


Unsurprisingly the majority of respondents (54%) report at 8 out of 10 or above when it comes to their familiarity with their child’s school.

This level of familiarity is critical when discussions turn to how the District may best move forward to put a master plan into action.

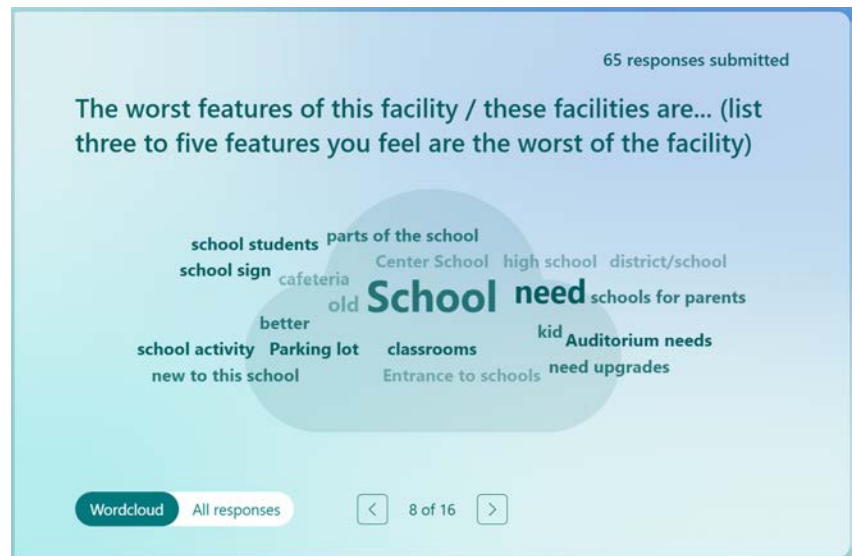
Two contrasting questions inquiring as to best and worst features of the school resulted in similar responses.

Respondents to the question about best features mentioned school size, the gym, the laptops as well as mentioning the staff and class sizes. Some replied that the middle school is 'okay' and 'very old' comments that might be expected to show in the 'worst features' responses.



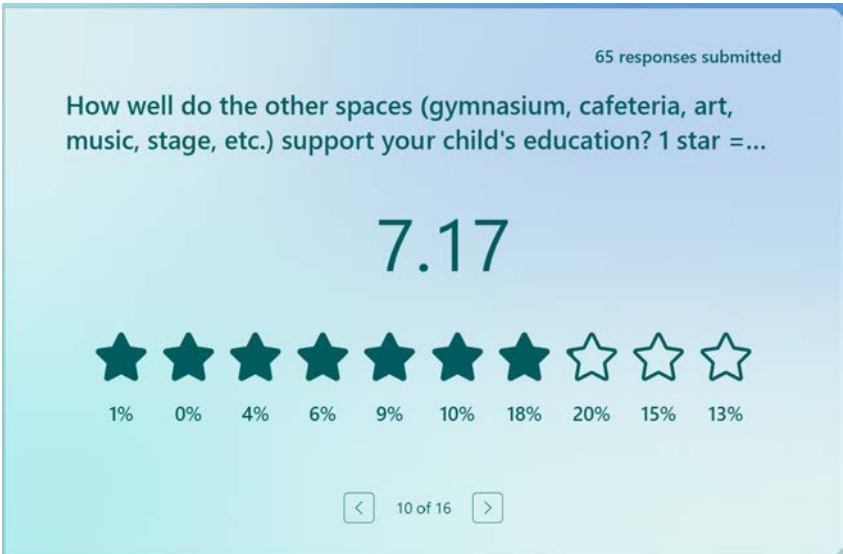
Responses to 'worst features' mention the auditorium, Center School, cafeteria, parking lot, and school entrances.

Many of the comments reflect a feeling that the buildings are showing their ages and in need of updating.



When asked about how well the classrooms and workspaces within the buildings support learning, the responses average to 6.86 out of 10, with 40% of respondents giving an 8 or higher.





Focusing on spaces other than the classrooms and workspaces the averaged response moves up to 7.17 out of 10. To this question 48% felt the spaces rated 8 or higher.

When asked to consider the playgrounds, fields, and athletic facilities the responses averaged to 6.71 out of 10.

Approximately 45% of respondents rated these aspects an 8 or higher.

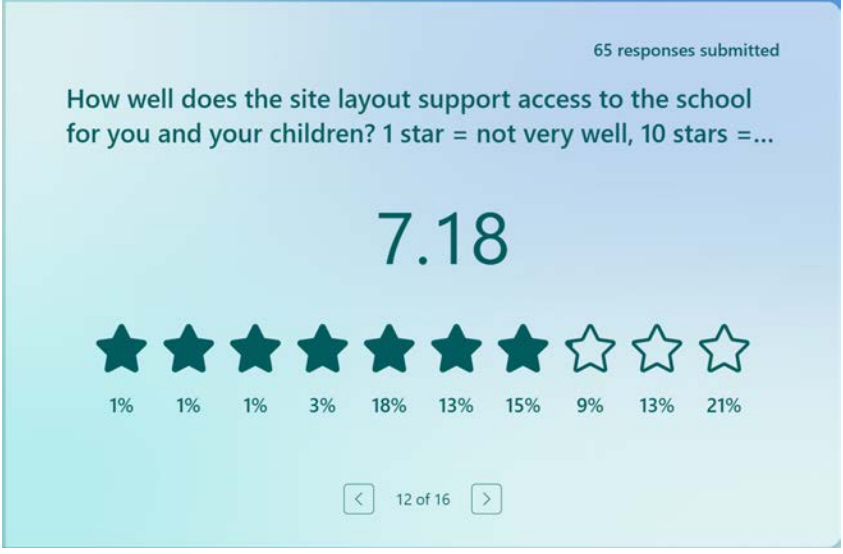
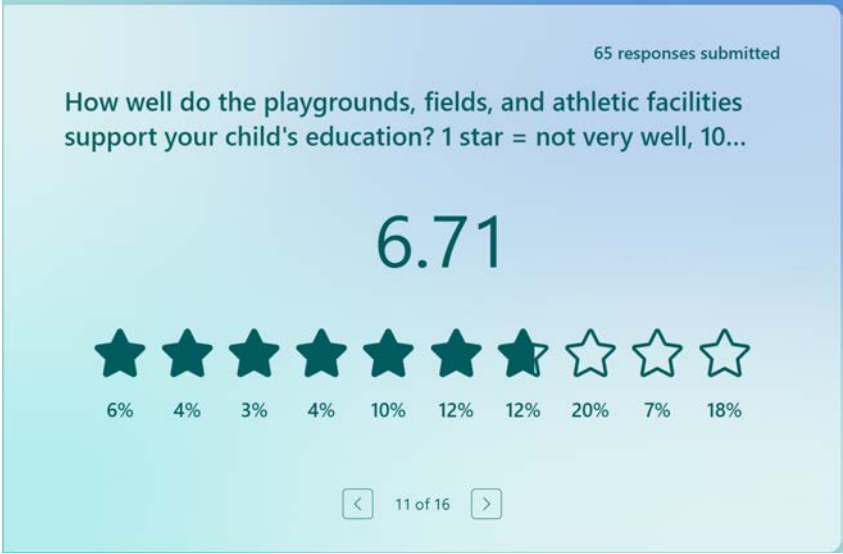
The athletic fields related to high school sports are limited for a typical high school sports program, but what is provided is in good condition.

Conversely, the playgrounds at Black Rock School are more robust than many lower elementary schools have.

These facts may have an influence upon the results.

This second question relative to the school sites focuses more on how the site location and configuration impact the logistics of pick-up, drop-off, and visiting the building.

The averaged response is 7.18 out of 10, and 43% rating this an 8 or higher.



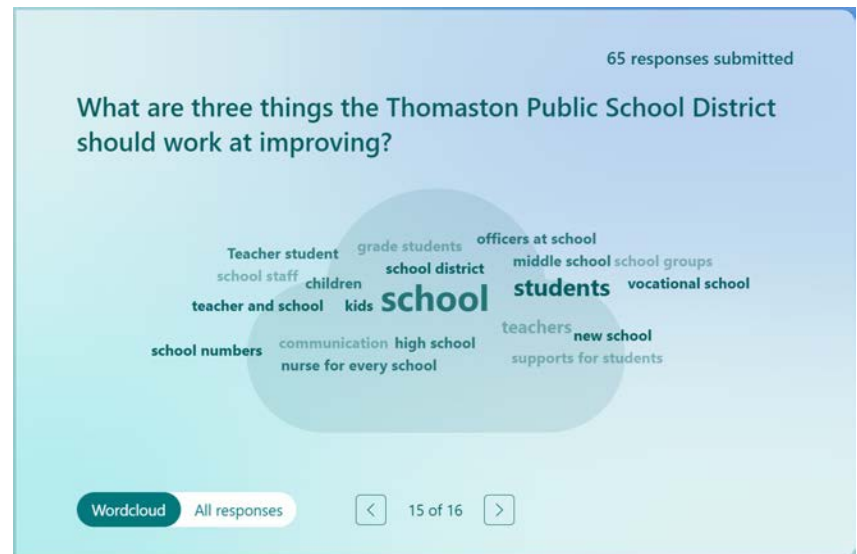
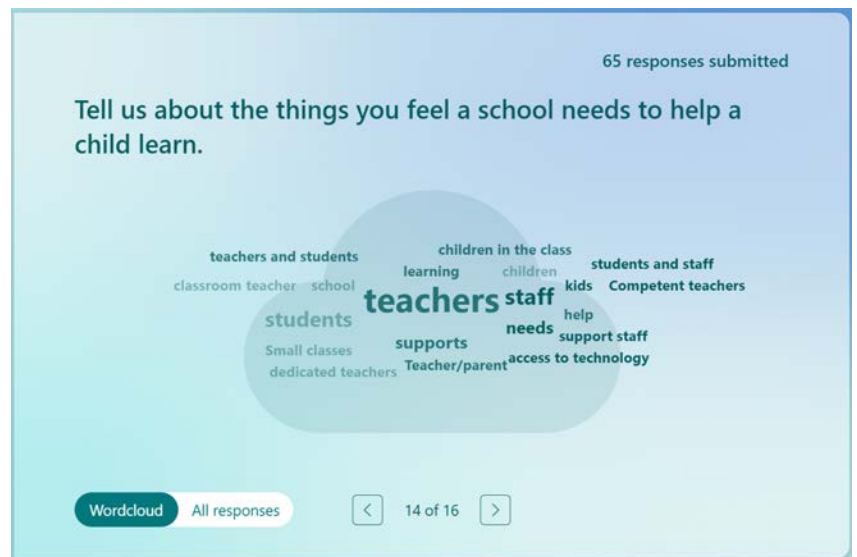
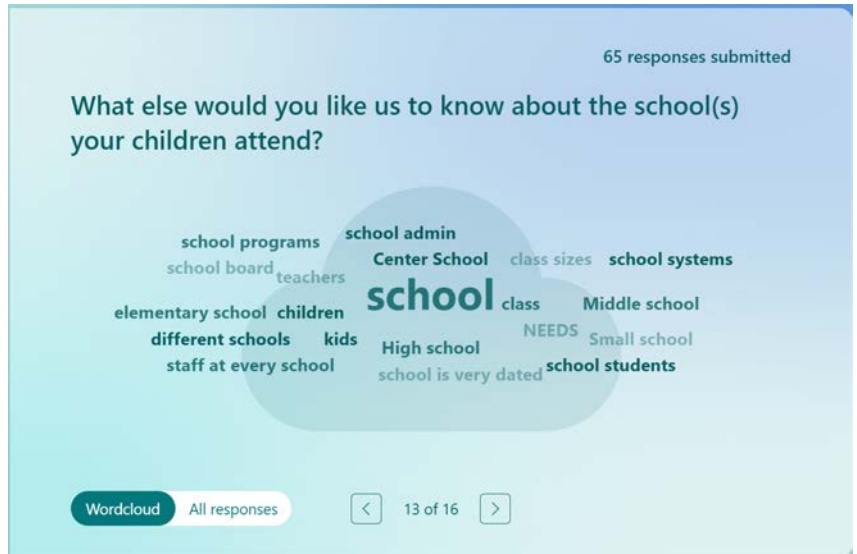
The final four questions posed to parents and guardians were intended to help in developing information that might help the Town and District move forward with a master plan.

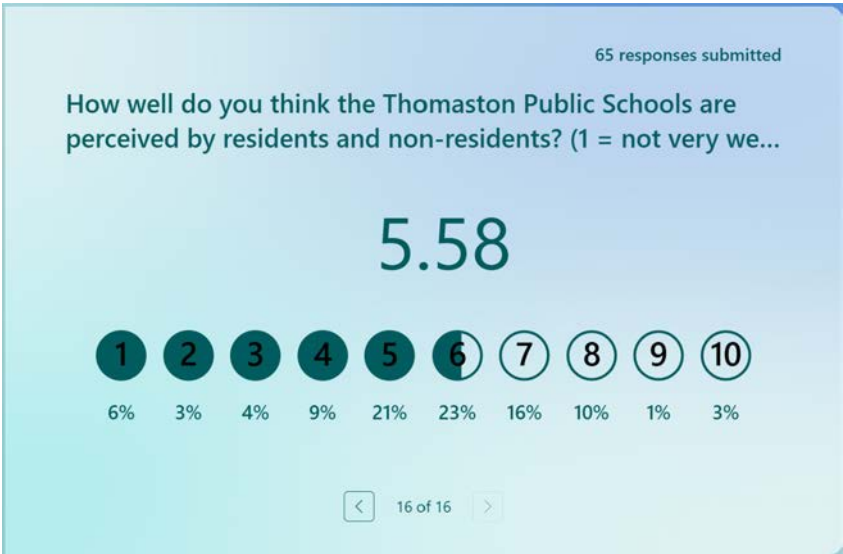
The first of these four inquired as to what else the respondents may want to say about the schools their children attend.

The responses included several mentions of staff and teachers along with positive comments about class sizes. Some negative comments regarding the age of the school buildings were registered as well.

The second questions asked what parents and guardians feel a school needs in order to help a child to learn. The responses here were almost all mentioning teachers and staff. Some mentioned that students need to be in the class, though whether this was in response to remote learning or something else is unknown. The only physical aspect to be mentioned was access to technology.

When asked what Thomaston Public Schools should work at improving the responses included communication, a new school, support for students, school staffing, and a nurse at each school.





The final question to parents and guardians asks a subjective pertaining to how well they feel the school system reflects on the Town of Thomaston - both resident and non-resident perception.

To this the averaged response is 5.58 out of 10.

With a response of 8 or higher there were 14% of respondents, while 43% rate a 5 or less.

53% rated it between 4 and 6, with 44% at 5 and 6.

Summation:

The respondent’s longevity of residence within Thomaston instills confidence that there is a reasonable depth of knowledge of the District’s facilities and functionalities.

The responses to the questions that reflect upon the understanding and perception of the condition of the facilities might be a cause of concern and a starting point for the Town and District as the master plan is implemented and the municipality looks to the future.

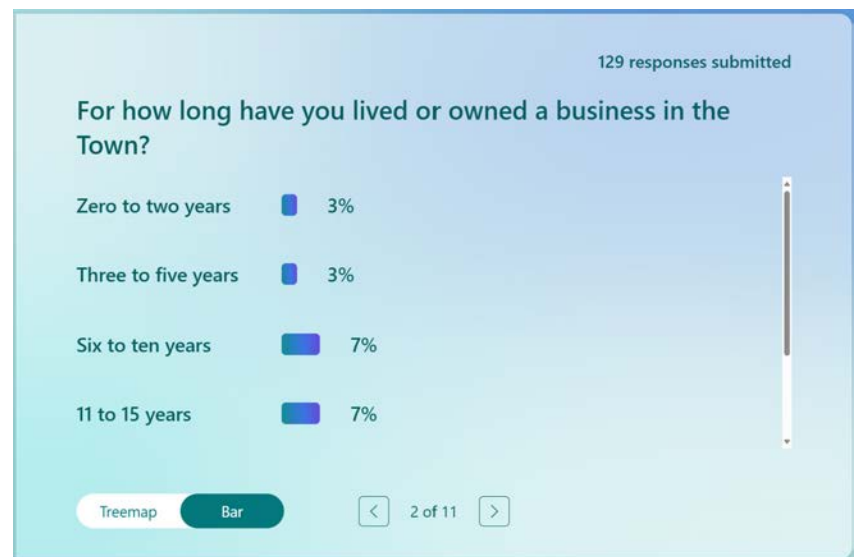
## Resident and Business Survey

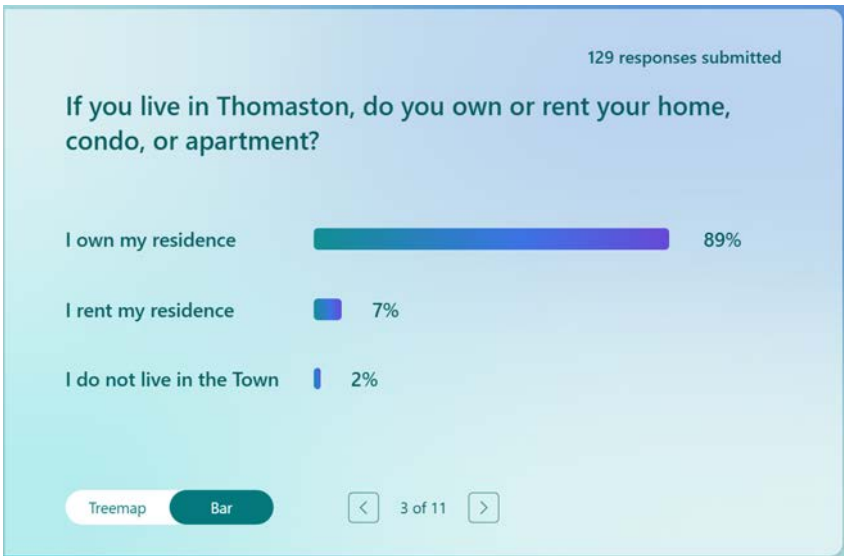
The fourth group engaged through an online survey were residents who are not parents or guardians of students along with owners of businesses located in Thomaston.

This survey attracted 129 respondents, 84% of whom are residents and 11% residents and business owners.



Reflective of the other surveys, the vast majority of respondents have lived or worked in town for more than 20 years.

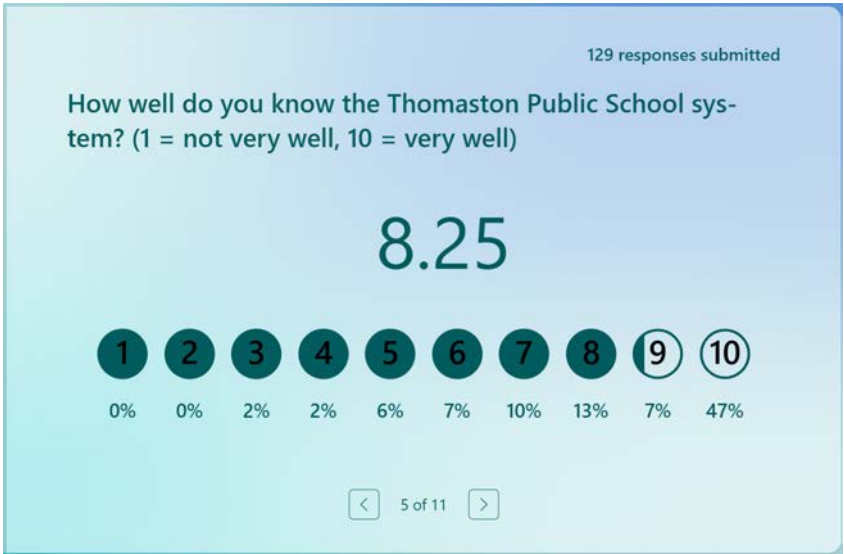




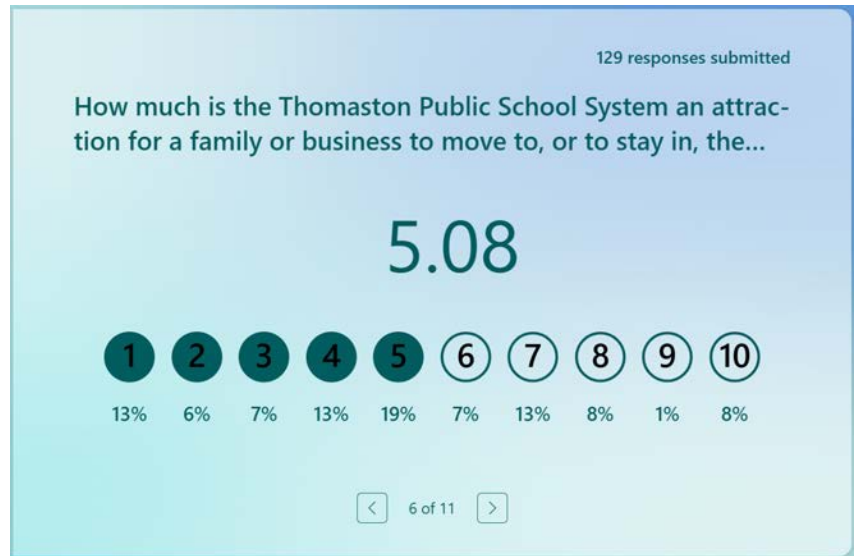
Most of the respondents are not business owners, but almost 90% own their own residence in Town.



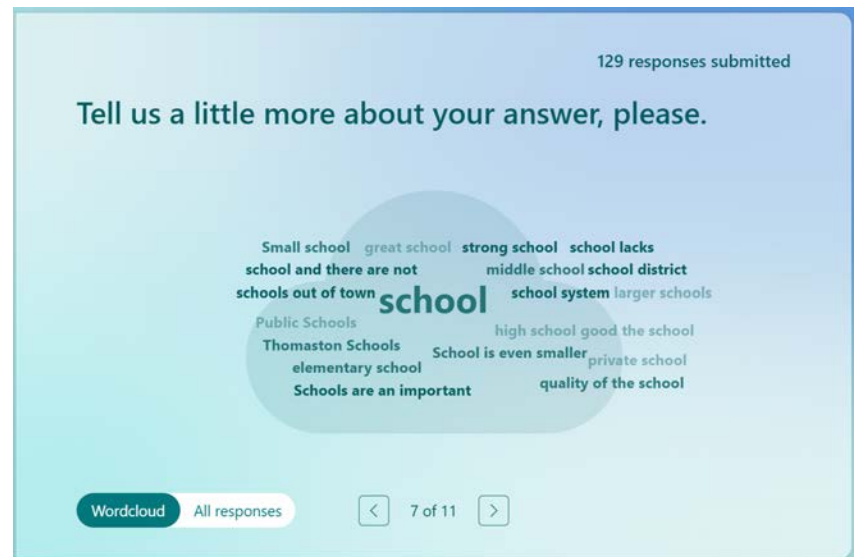
This longevity of residency leads to an average of 8.25 out of 10 when asked about how well they know the Thomaston Public School system.



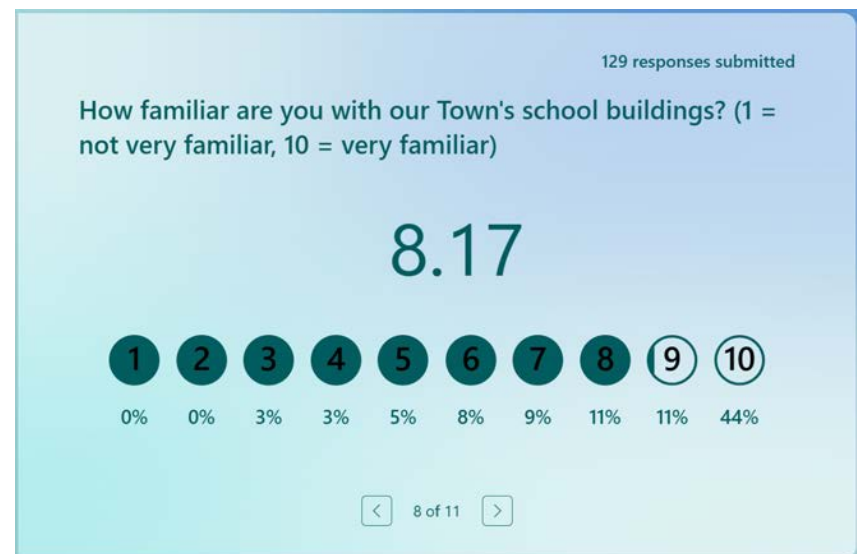
When asked to opine as to how well the Thomaston Public School system serves as an attraction to families or businesses to remain or to move into the Town, the average response is 5.08 of 10, with 58% ranking 5 or less out of 10.

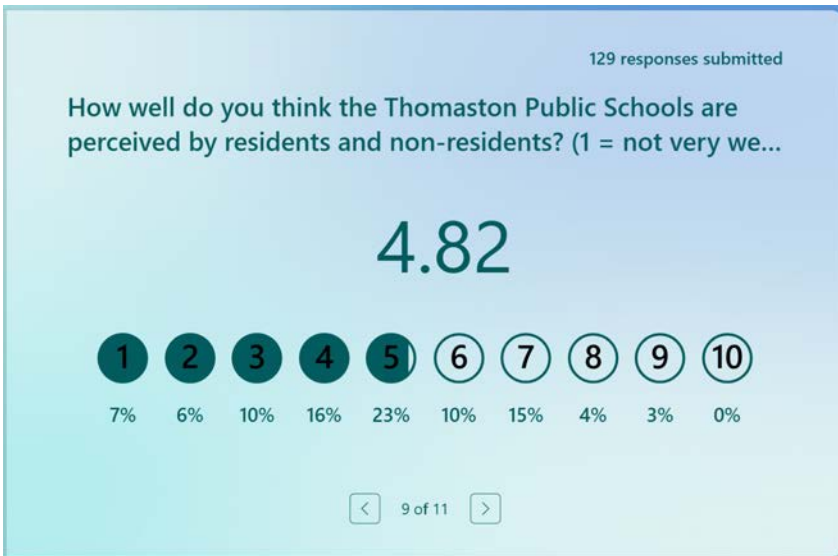


Responses seeking further explanation pointed to the quality of the buildings, the size of the district, competition from other educational offerings (private schools, etc.)



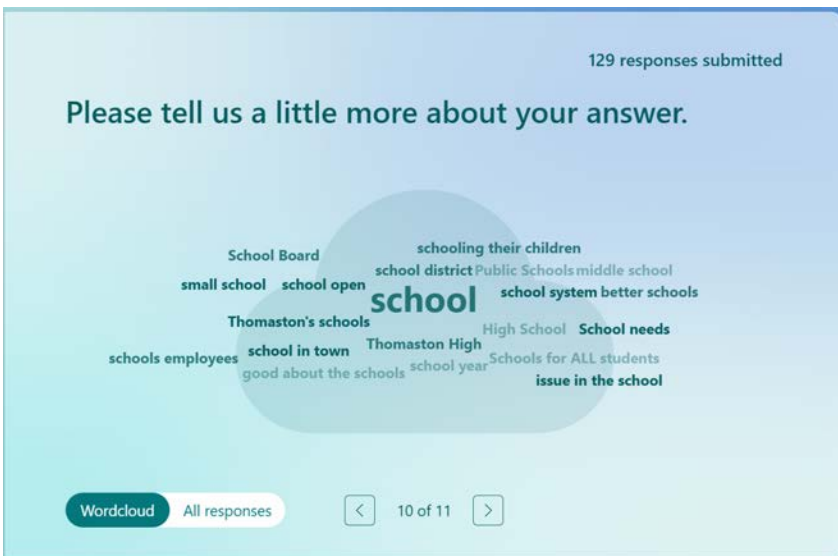
Asking specifically about knowledge of the District's buildings, the average response is 8.17 out of 10. This is slightly lower than the averaged response when asked about knowledge of the school system in general and indicates a level of familiarity that could be helpful information for the Town and District.



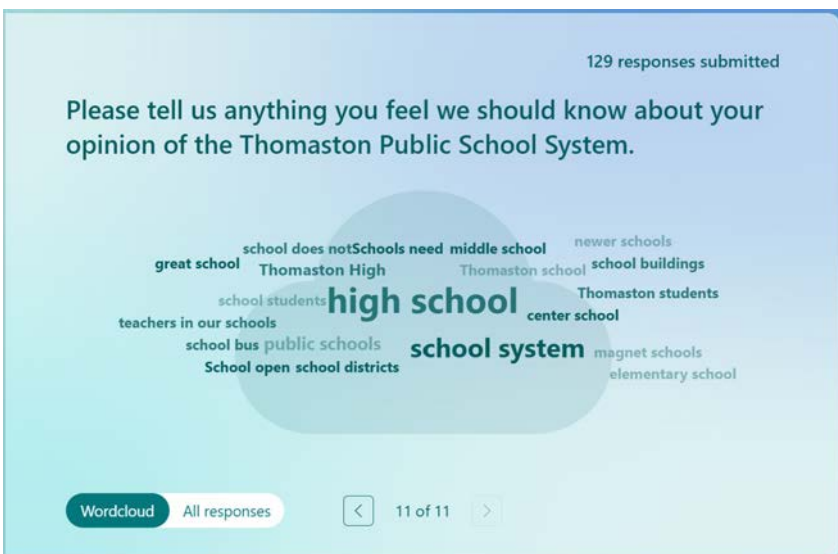


Delving into opinion about the perception of the school district by residents and non-residents, the averaged response was 4.82 out of 10, with 62% rating it 5 or less.

This is an alarming rating for a school district and, though subjective, can be seen as indicative of the opinion of the respondents. When considered in concert with responses from other groups surveyed the perception of the school district appears to be less than ideal.



Responses to a question asking for more insight ranged from the condition of the buildings to the feeling that there may be feelings of exclusion felt by some respondents.



Prompted to provide additional input about the district the responses ranged from overall support of the district and staff to questions about what might be offered in place of the current approach - magnet schools, for example.

The online surveys are one of several engagement tools used throughout the course of the research for the study. The responses must be understood as being subjective, personal opinions of the respondents. The value of the online surveys is in the help given in identifying trends in opinion or understanding across groups that in many instances have widely varying viewpoints.

The results are best utilized as guideposts in development of aspects of the mater plan as well as in the implementation of not only the master plan but town and district policy as well.



### Town of Thomaston & Thomaston Public Schools

Greg Smolley

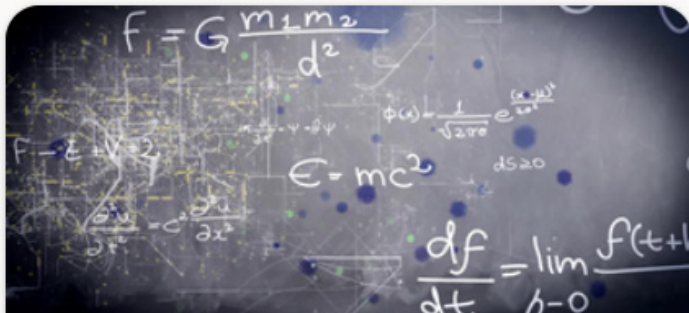
65 responses



### Town of Thomaston & Thomaston Public Schools

Greg Smolley

129 responses



### Town of Thomaston & Thomaston Public Schools

Greg Smolley

143 responses



### Town of Thomaston & Thomaston Public Schools

Greg Smolley

72 responses





# Retaining Existing Facilities 3

In 2024 DRA completed a Facilities Assessment of Thomaston’s three schools with the objective of identifying physical needs of the buildings along with projected costs to correct or proactively address deterioration or failure of building systems. This report went beyond the physical assessment and looked into the potential of the existing buildings for the Thomaston Public Schools of the future.

**In regard to the potential for retaining and utilizing all three existing buildings, the conclusions in 2024 remain true - the three buildings comprise more area overall than the District requires, the Thomaston High School and Thomaston Center School are both oversized, Black Rock School is lacking space for programs. The Black Rock and Center School buildings need a disproportionate investment relative to the educational return that could be reasonably expected. Such investment would be to maintain buildings that in many aspects are behind the standard for a modern public school building and the projected investment needs do not anticipate upgrades to learning environments or equipment.**

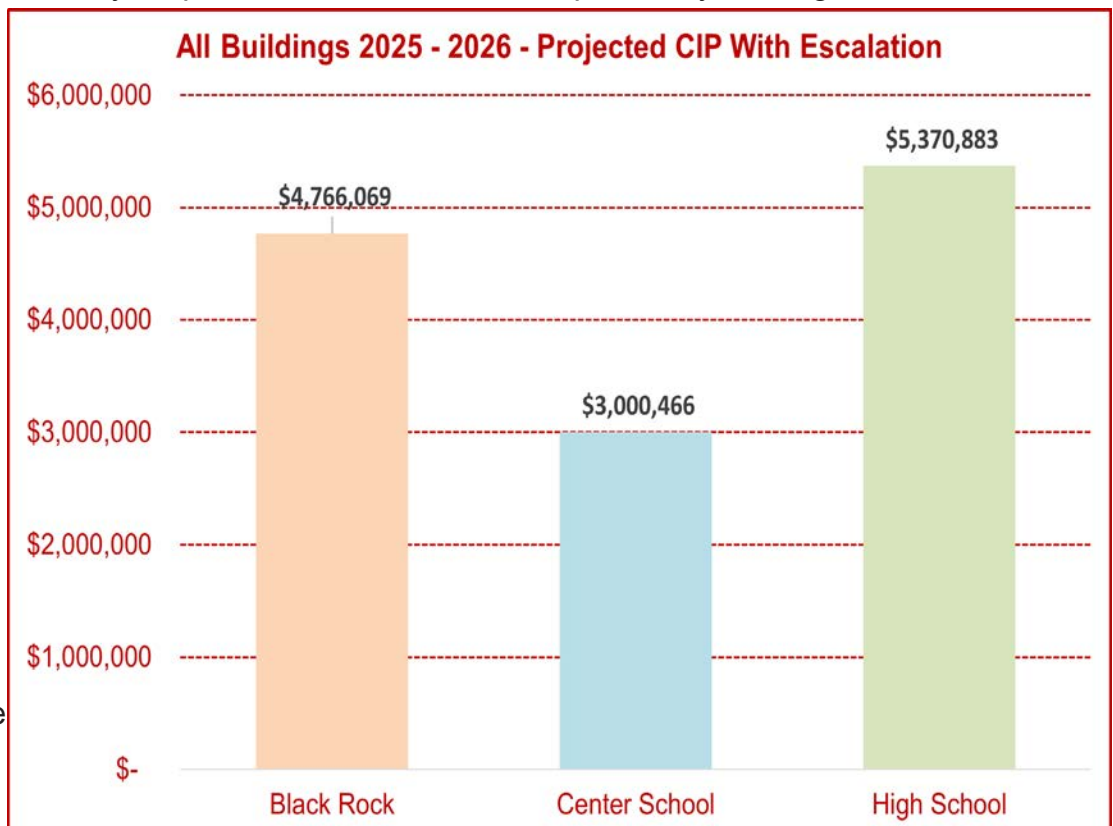
### DISTRICT-WIDE ANNUALIZED COST PROJECTIONS

It could be considered irresponsible management to address needs in one facility while neglecting similar needs in others. The intention of the facilities assessment portions of a master plan is to provide guidance in the scheduling, grouping, and financing of the work that is needed.

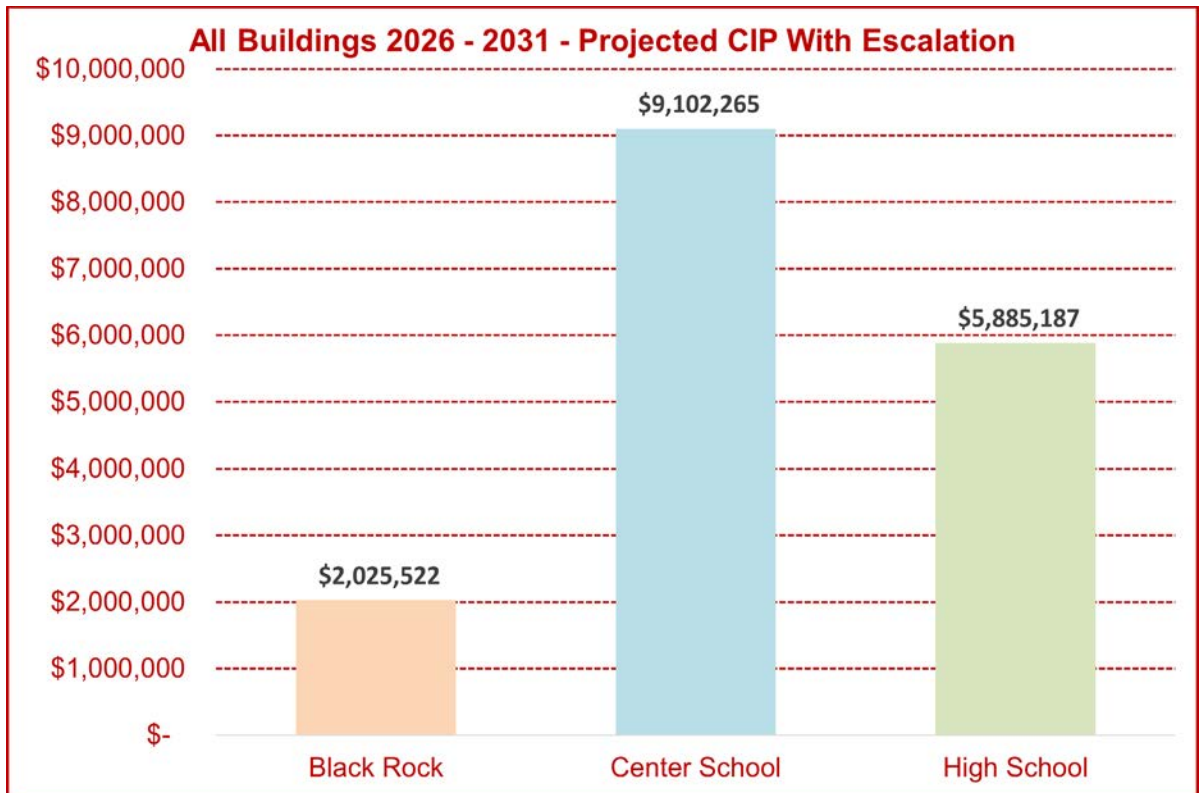
The information developed in the Facilities Assessment conveyed the needs and projected costs for the individual schools. The information for all three schools was compiled into charts for each delineated time period. The amounts shown include escalation.

The work that is grouped into each time bracket is not anticipated to be undertaken in just the year shown, but rather over the five year period between delineation points. By utilizing the information for each facility it is possible to group similar project types across multiple buildings to potentially reduce the overall cost.

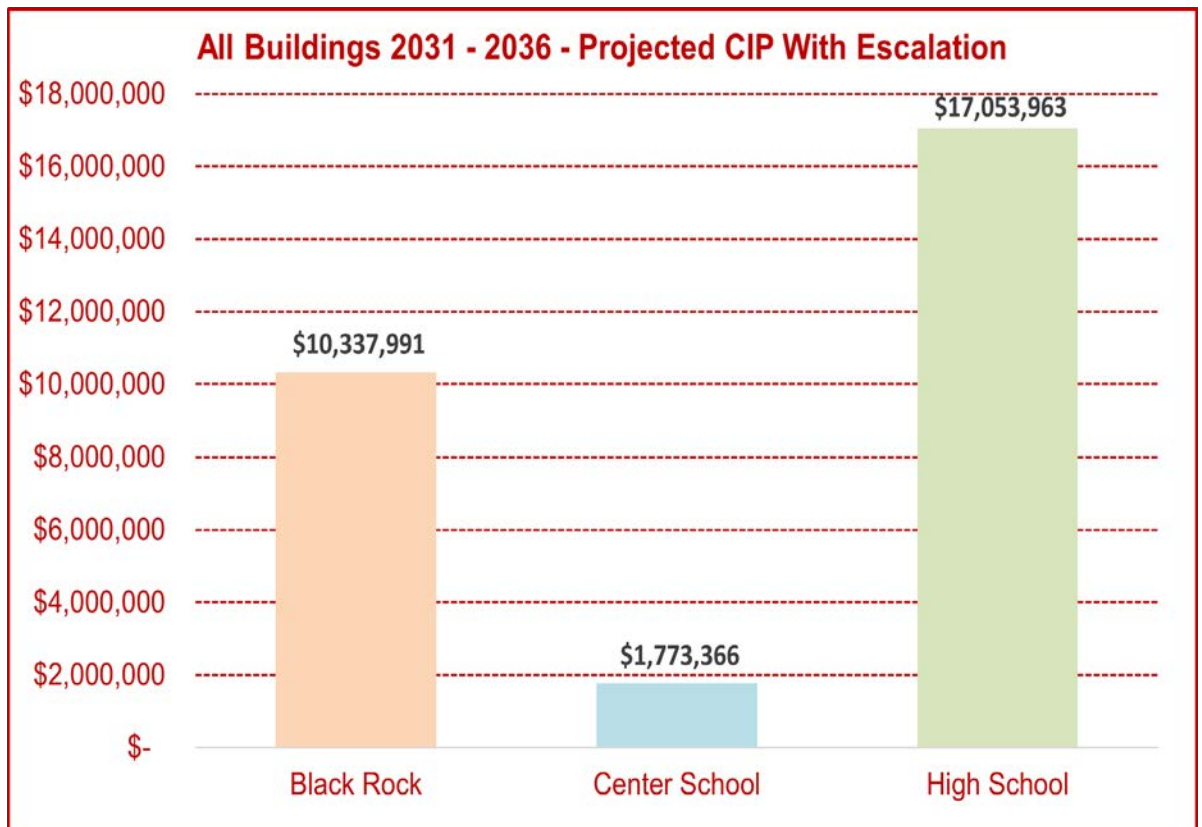
The needs projected as being ‘immediate needs’ and therefor in FY 2025/26, total just under thirteen million dollars. Black Rock and Thomaston High School each have identified needs of around five million each, with Center School forecast to have just over three million dollars of work needed.



For the period beginning in FY 2026/27 and running through FY 2030/31 the overall costs project to about seventeen million dollars. In this time period the Center School is projected to have the largest cost outlay of the three buildings. This projection is to be expected given the time since the last major renovation work at that building.



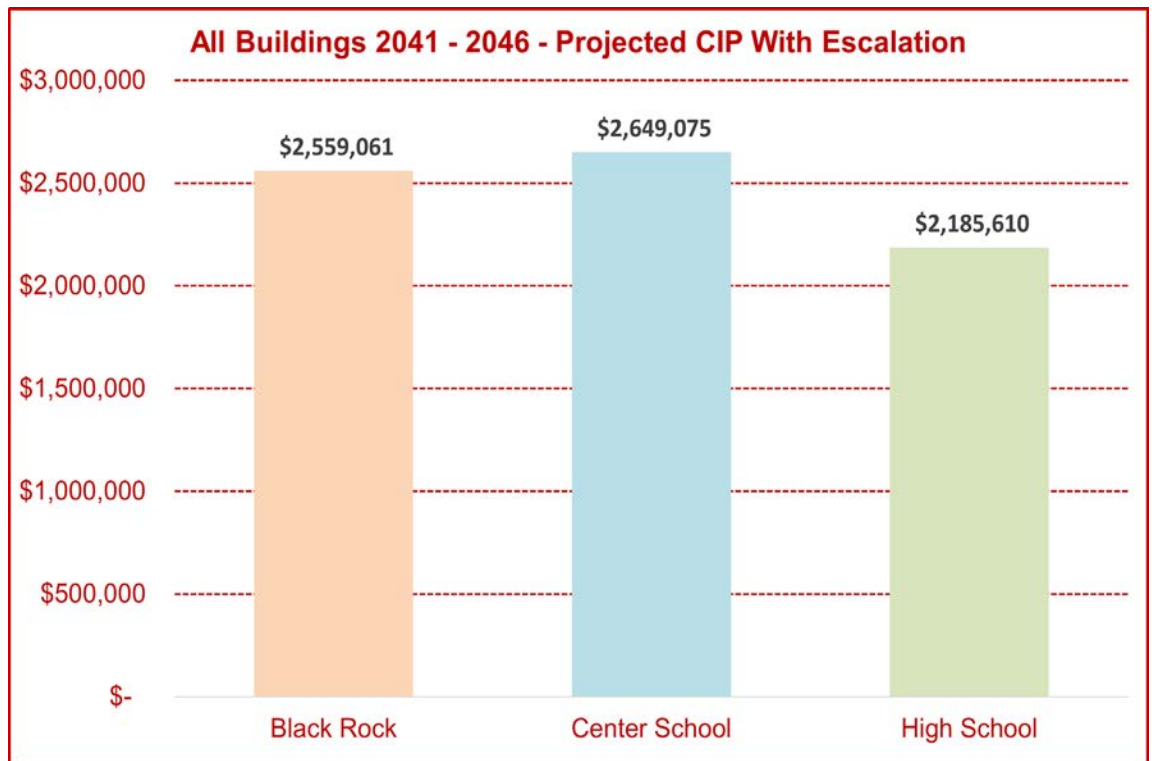
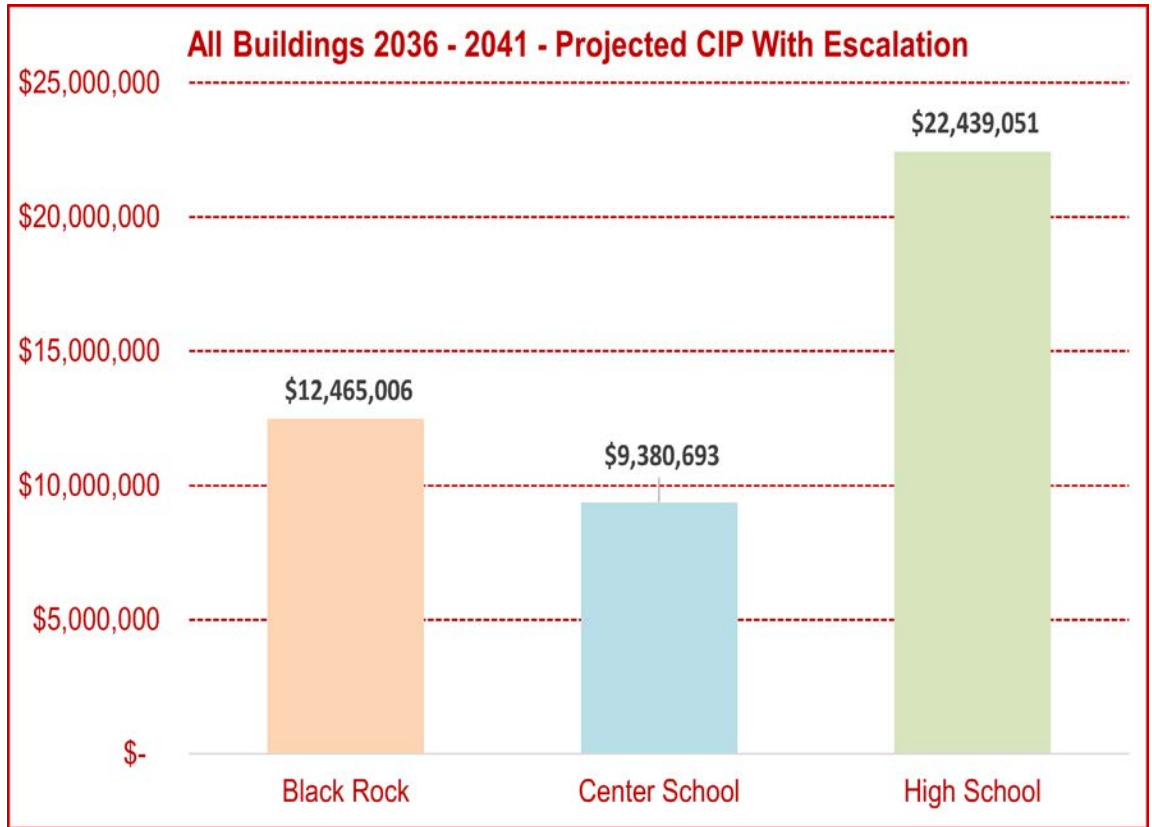
The period beginning with FY 2031/32 and ending with FY35/36 is just under thirty million dollars in projected needs, with the majority at Thomaston High School. Black Rock School is projected to have just over ten million in costs, with Center School at just over one and three-quarter million.

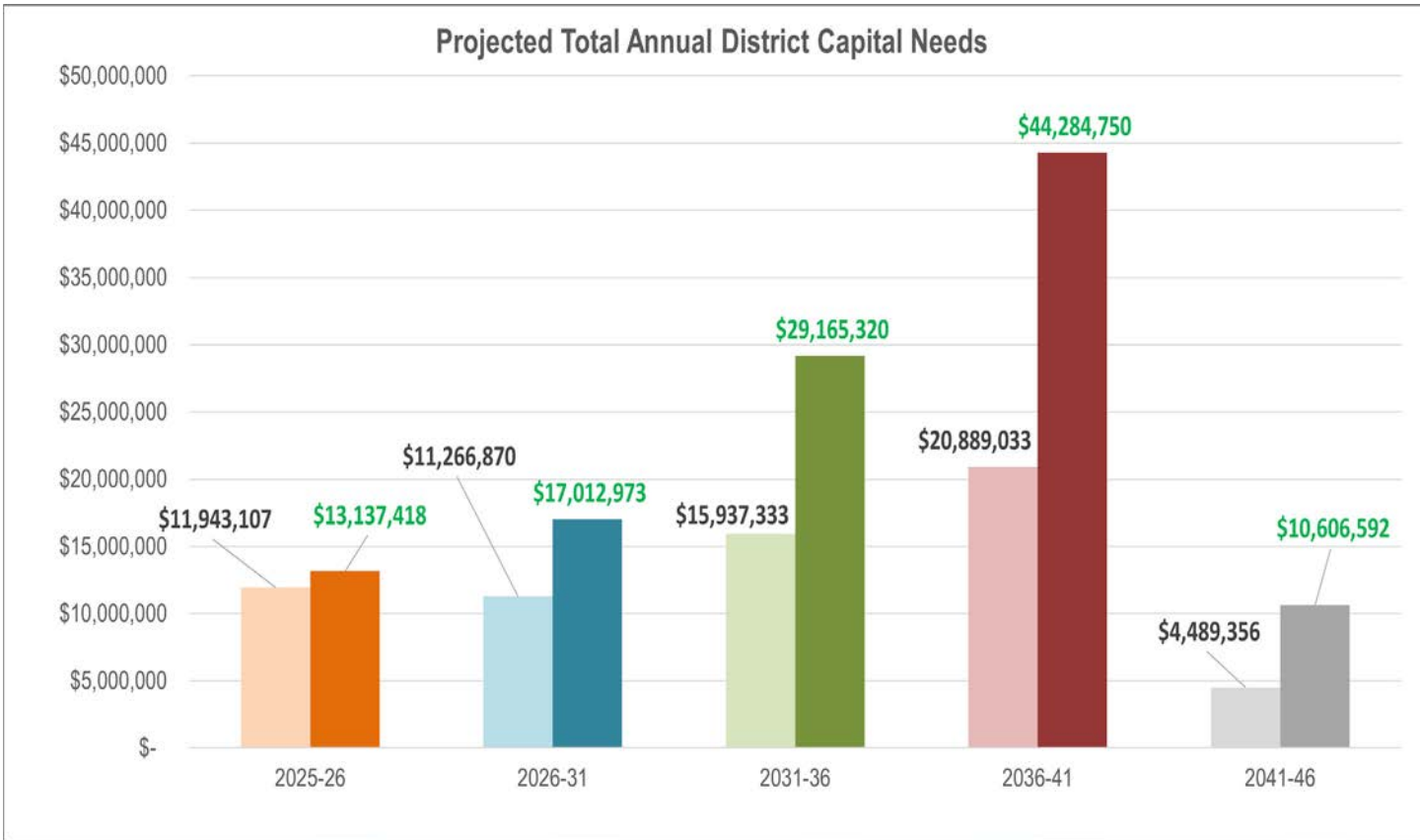


The period beginning with FY 2036/37, ending in FY2040/41 again has Black Rock and Thomaston High School requiring the most work. Almost \$12.5 million is projected for BRS and more than \$22 million for THS. During this delineation period the Center School is project to need more than nine million dollars as well.

It is between 2035 and 2040 that both Black Rock and Thomaston High School approach or exceed twenty years since the last major renovation. Systems and finishes are typically in need of major renovation or replacement around the twentieth year, which is seen in the FY 2036/41 projections for these two schools.

The projections for FY 2041 - 2046 are fairly uniform across all three buildings which is attributable to the life expectancy of materials and systems expiring in all three buildings.





**Total Projected Cost w/o Escalation: \$64,525,699**

**Total Projected Cost w Escalation: \$114,207,053**

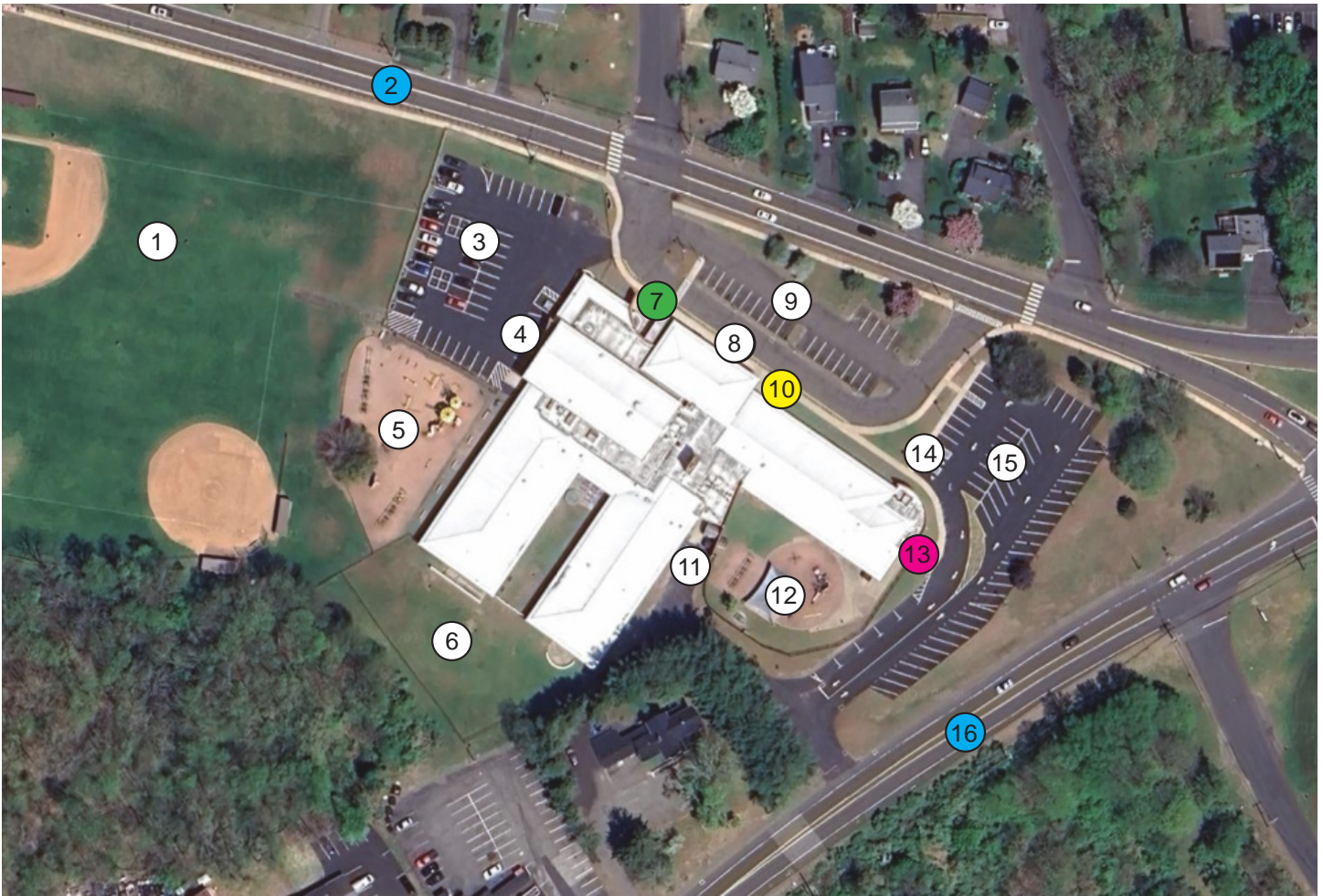
The graph above illustrates the projected costs by delineation period for the entirety of the study time line. The column on the left of each pair represents the costs in 2024 dollars, without escalation. The right hand column shows the costs escalated at 5% / annum (5% compounded) to better reflect the probable cost range for each delineation period.

It is good practice to look at the costs of ongoing expenditures for repair and maintenance and compare them to major renovation projects. Major renovation projects will typically address the vast majority of failing systems, are paid for most often through bonding, and are eligible for State grant funding more often than repair projects are. When looking at the forecast needs for each of the three facilities it would be wise to consider bonded / state grant funded renovation projects.

Bonding a project in effect locks in the current construction rates over the life of the bond, eliminating escalating construction and soft costs.

By the 2045/46 delineation period the majority of the forecast needs will have been addressed and the expenditures will focus more fully on repair / renewal types of projects. The projected costs may appear excessive for projects described as repair / renewal, but bearing in mind that there is twenty years of escalation for these project costs will help to make these seem more realistic.

Following are excerpts from the 2024 study, which are deemed to be germane to the precept of this master plan.



## Black Rock School

Pre-Kindergarten Grade to Third Grade

57 Branch Road

54,700 Gross Square Feet, One Story  
20.7 Acre Site

Originally Constructed: 1954

The property lines extend northwest and southwest to Thomaston High School, which is included in the property. ↑  
N

- |   |  |   |                               |
|---|--|---|-------------------------------|
| ① | Fields Connecting with Thomaston High School | ⑩ | Secondary Entrance            |
| ② | Branch Road                                  | ⑪ | Loading Dock                  |
| ③ | Secondary Parking Area                       | ⑫ | Playground                    |
| ④ | (2) Accessible Parking Spaces                | ⑬ | Tertiary Entrances            |
| ⑤ | Playground                                   | ⑭ | (2) Accessible Parking Spaces |
| ⑥ | Field  | ⑮ | Secondary Parking Area        |
| ⑦ | Main Entrance                                | ⑯ | Watertown Road                |
| ⑧ | Pick Up/Drop Off                             |   |                               |
| ⑨ | Main Parking Area                            |   |                               |



**Summation:**

The building overall is in fair to good condition. The condition of the finishes and overall quality of the building reflects the age and construction materials used at the time of initial construction in the early 1950s. The additions completed in 1957, 1968, and 1999 also reflect these attributes.

**The site** has some areas where accessibility and safety are a concern. The developed areas near the building pavement, walkways, and exits are in fair to good condition. The field is in good condition though many aspects surrounding it could be improved upon.



**The building exterior** is showing some signs of aging. The windows and doors are nearing the end of their life expectancies. The brick is in fair condition overall, maintenance should be ensured moving forward. The majority of the roof is in good condition, but the remaining areas are at the end of their life expectancy and should be investigated further to determine when replacement would be warranted.





© 2012 RAILROAD MUSEUM OF NEW ENGLAND

# 4

## Reducing the Number of School Facilities

THE PROSPECT OF REDUCING THE NUMBER OF FACILITIES operated by Thomaston Public Schools was discussed when the Facilities Assessment was undertaken in 2024. The general feeling was that the three buildings in operation each had its own particular aspects that contribute to some extent to the district not gaining maximum return on its operating dollar as well as beginning down a path of diminishing returns on capital investment into aging and outdated facilities.

As was discussed in the section on Retaining Existing Facilities, all of the buildings have spaces that are incongruent with contemporary teaching modalities and not easily adapted to anticipated evolutions of the learning environment.

To develop an approach that will maximize return on investment through building properly sized and financed buildings there is first need to resolve the underlying criteria of the building program - which grades will be located in which building, referred to as the Grade Alignment.

Grade alignment properly developed when it derives from pedagogy and learning modalities, teacher certification and accreditation, administrative efficiencies, and most importantly promotion of student engagement and success.

Thomaston Public Schools has offered an early childhood learning program open to all children in town of prekindergarten age. This type of program has been shown to be a critical step in establishing a life-long love of learning by introducing concepts of exploration, play, socialization and teamwork as being fundamental to developing curiosity and inquisitiveness crucial to successful learning. The program is accredited by the National Association of the Education of Young Children (NAEYC) and thus there are curricular, staffing, and facilities requirements that must be upheld in order to maintain accreditation.

Continuation and expansion of this program is one element of consideration in developing options for grade alignments and for any facilities that may be considered.

The current curricular offerings at Thomaston High School, which is truly a middle / high school, are in the range of 370 or so course offerings. This is an incredible number of courses to offer and presents to students the opportunity to almost create their own pathway to graduation and beyond. Though certainly not every class available has students who will elect to take it in any given semester, yet the fact that these classes are available sets Thomaston Public Schools in rare company in the public sector education realm.

Availability of this diversity of courses for middle and high school students is another element of consideration when developing options for grade alignments and new approaches to facilities.

John Tindall-Gibson met with administrators and staff to develop an understanding of how the current buildings and course offerings were working to support student achievement. Dr. Tindall-Gibson found that staff and administrators are engaged, collaborative, and imparting a love of learning to the students.

School districts throughout the country are facing changing enrollments, aging facilities, and annual revisions to operational and capital budgeting protocols. All of these areas of influence must be considered when planning to rationalize facilities to support curriculum, enrollment, and budgets.

With an understanding of the current and near-term course offerings in the Thomaston Public Schools, the DRA team formulated a number of potential grade alignments for consideration. These ranged from retaining the existing buildings and grade alignment (PK - 3 at Black Rock, 4 - 6 at Center, 7 - 12 at Thomaston High School) and making the repairs broadly identified in the Facilities Assessment Study completed in 2024 all the way to moving to a single facility to house PK -12 in a complex designed to provide overlap of learning and segregation of different age students to assure a safe and comfortable learning environment.

Ultimately DRA's team developed six different grade alignments (1 through 6) along with seven different approaches to funding each of these. After introducing these at community workshops and gathering feedback, four more grade alignments were developed (A, B, C, and D) with five potential approaches to the required facilities and the financing thereof. Thus in the end there were 10 potential grade alignments and 12 funding strategies.

Through the remainder of this section of the report each of these potential alignments and funding approaches will be reviewed. The criteria underlying this comparison includes, student cohort size projections, construction scope (renovation, replacement, repair, etc.), projected costs, and potential funding sources.

**As a first step** we took the Cropper GIS enrollment projections for guidance and developed graphic representation of the historic and projected enrollments for the particular grade alignment being considered. The intention being to illustrate the potential positive and negative aspects upon students, teachers, learning, administration, facilities, transportation, and other elements that are impacted by facilities configuration and grade alignments.

In cases where there is a change in grade alignment for a particular facility the new alignment is depicted in a different color on the chart. Where a facility is taken off-line as a school the enrollment goes to zero for the remainder of the graphed time period.

**The second step** entailed a review of the projected enrollment and grade range in consider of the particular facility in which it would be housed. In cases where an addition is likely to be required the size of said addition is estimated so as to allow cost projections to be completed. In the cases of a new building or a total renovation the cost projections include allowances for furniture and technology. Where it is reasonably foreseeable that temporary swing space (likely modular classroom units) would be required there is a cost allowance for them as well. It must be noted that these are rough order of magnitude cost projections based upon current prevailing school construction costs within Connecticut and projects in nearby Massachusetts public districts.

**The third facet** considered is how the projects may be funded. In the case where a Connecticut School Construction Grant may be attainable, the Town's FY 25/26 reimbursement rate was used to project potential grants which may be available to assist with construction costs. It must be borne in mind that the State's construction grant program is subject to annual changes in funding structure, reimbursement rates, eligible scope, and participation limits on multiple projects.

Following is a summary review of the pertinent factors of each of the alignments originally proposed for study. This is followed by a similar summation of the alignments selected for further study after the public meetings. Completing this section of the report is a more in-depth analysis of each of the alignments.

## Summary Matrices

As a means of analyzing each Alignment as well as facilitating comparison amongst them, we developed a matrix of influencing factors for consideration. These include educational, physical plant (buildings and grounds), financial, and potential for future avenues of consideration, including the potential for regionalization with other school districts in the region. More about the subject of regionalization will be found in that later section of this report, but it is brought into consideration here to further the discussions about grade alignment, financing, and schedule.

To expedite development of an understanding of each of the studied grade alignments we developed a condensed summary matrix for each. Following are brief explanations of each alignment and the summary matrix.

### Grade Alignment 1 or 'No Change'

#### Overview

- The current grade alignment of PK - Grade 3 at Black Rock School, Grades 4 - 6 at Center School, and Grades 7 - 12 at Thomaston High School is retained.
- The work undertaken on the facilities is that identified in the Facilities Assessment Study only.
- No closure, expansion, renovation, or alteration of a facility is contemplated.
- Two funding approaches were studied - the first using annual Town funding allied with State School Construction Grants as possible; the second utilizing a bond sold by the Town augmented with State School Construction Grants.

#### Conclusions

- Offers little improvement in educational opportunities.
- Does not maximize State Grant participation.
- Thomaston bears the majority of the cost.
- Does not reduce the number of facilities in operation.

## Alignment 1 - Retain Existing Facilities

Facility	Score out of 65	Projected Costs & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 3)</i>	39	\$32.10	20.0%	\$6.42	\$25.68
<b>Center School</b> <i>(Grades 4 - 6)</i>	39	\$31.10	20.0%	\$6.22	\$24.88
<b>THS</b> <i>(Grades 7 - 12)</i>	48	\$56.10	20.0%	\$11.22	\$44.88
<b>Projected Total Costs</b>		<b>\$119.30</b>	<b>20.0%</b>	<b>23.86</b>	<b>95.44</b>

Alignment 1 covers the items from the Facilities Assessment, using annual town funding and State grants as and when possible. This approach incurs considerable escalation of costs as the work is anticipated to be undertaken over a twenty year period. State grant participation is projected to be limited due to the nature of the work being done.

## Alignment 1A - Retain Existing Facilities

Facility	Score out of 65	Projected Costs & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 3)</i>	40	\$18.20	20.0%	\$3.64	\$14.56
<b>Center School</b> <i>(Grades 4 - 6)</i>	40	\$17.30	20.0%	\$3.46	\$13.84
<b>THS</b> <i>(Grades 7 - 12)</i>	49	\$30.90	20.0%	\$6.18	\$24.72
<b>Projected Total Costs</b>		<b>\$ 66.40</b>	<b>20.0%</b>	<b>\$ 13.28</b>	<b>\$ 53.12</b>

Alignment 1A covers the same scope of work as Alignment 1 but considers funding done via the sale of bonds by the Town augmented by State grants. The differential in cost is due to the elimination of escalation incurred in an approach which utilizes annual Town funding.

It must be noted that the potential for obtaining State grants for this approach is not assured. Given that this approach retains more space than State guidelines anticipate, State grants, at the least, would likely be considerably below the maximum rates.

## Grade Alignment 2

### Overview

- Keeps the three current facilities.
- Grade 3 moves to Center School.
- Renovates all three facilities to 'as new' condition
- Anticipates Town bonding and State grants

### Conclusions

- Offers little improvement in educational opportunities.
- May not maximize State Grant participation.
- Does not reduce the number of facilities in operation.
- Very expensive in both first cost and operational costs.

<b>Alignment 2 - Renovation of Existing Facilities</b>					
Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 2)</i>	43	\$64.20	62.0%	\$39.80	\$24.40
<b>Center School</b> <i>(Grades 3 - 6)</i>	41	\$84.90	48.0%	\$40.75	\$44.15
<b>THS</b> <i>(Grades 7 - 12)</i>	54	\$111.50	65.3%	\$72.81	\$38.69
<b>Projected Total Costs</b>		<b>\$260.60</b>	<b>58.4%</b>	<b>\$153.37</b>	<b>\$107.23</b>

# Alignment 3 - Renovate/Expand Existing Facilities

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 4)</i>	<b>49</b>	\$66.30	68.4%	\$45.35	\$20.95
<b>Center School</b> <i>(Not Used)</i>	<b>Not Used</b>	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(Grades 5 - 12)</i>	<b>50</b>	\$111.50	65.3%	\$72.81	\$38.69
<b>Projected Total Costs</b>		<b>\$ 177.80</b>	<b>66.9%</b>	<b>\$ 118.16</b>	<b>\$ 59.64</b>

## Grade Alignment 3

### Overview

- Closes Center School for educational uses.
- Grade 4 moves to Black Rock School.
- Grades 5 and 6 move to Thomaston High School.
- Renovates Black Rock School and THS facilities to 'as new' condition
- Anticipates Town bonding and State grants

### Conclusions

- Offers potential improvement for PK - Grade 4 educational opportunities.
- Some concerns for age range of students in Grades 5 - 12
- Approaches maximize State Grant participation.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

# Alignment 4 - Renovate/Expand Existing Facilities

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 5)</i>	49	\$26.50	62.0%	\$16.43	\$10.07
<b>Center School</b> <i>(Not Used)</i>	Not Used	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(Grades 6 - 12)</i>	53	\$139.50	68.4%	\$95.42	\$44.08
<b>Projected Total Costs</b>		<b>\$ 166.00</b>	<b>65.2%</b>	<b>\$ 111.85</b>	<b>\$ 54.15</b>

## Grade Alignment 4

### Overview

- Closes Center School for educational uses.
- Grades 4 and 5 move to Black Rock School.
- Grade 6 moves to Thomaston High School.
- Renovates and expands Black Rock School
- Renovates Thomaston High School to 'as new' condition
- Anticipates Town bonding and State grants

### Conclusions

- Offers potential improvement for PK - Grade 4 educational opportunities.
- Some concerns for age range of students in Grades 5 - 12
- Approaches maximize State Grant participation.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

# Alignment 5 - Renovate/Expand Existing Facilities

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> (PK - Grade 6)	45	\$59.20	58.0%	\$34.34	\$24.86
<b>Center School</b> (Not Used)	Not Used	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> (Grades 7 - 12)	50	\$103.30	65.3%	\$67.45	\$35.85
<b>Projected Total Costs</b>		<b>\$ 162.50</b>	<b>61.7%</b>	<b>\$ 101.79</b>	<b>\$ 60.71</b>

## Grade Alignment 5

### Overview

- Closes Center School for educational uses.
- Grades 4, 5 and 6 move to Black Rock School.
- No change to grade alignment at Thomaston High School.
- Replaces Black Rock School with a new building on the current site.
- Renovates Thomaston High School to 'as new' condition.
- Anticipates Town bonding and State grants

### Conclusions

- Offers potential improvement for PK - K through new facility
- Some concern over Grade 6 educational opportunities.
- Does not approach maximize State Grant participation due to size of Black Rock School.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

# Alignment 6 - Renovate and Expand Existing

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(Not Used)</i>	<b>Not Used</b>	\$0.00	0.0%	\$0.00	\$0.00
<b>Center School</b> <i>(Not Used)</i>	<b>Not Used</b>	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(PK - Grade 12)</i>	<b>49</b>	\$151.10	65.3%	\$98.67	\$52.43
<b>Projected Total Costs</b>		<b>\$ 151.10</b>	<b>65.3%</b>	<b>\$ 98.67</b>	<b>\$ 52.43</b>

## Grade Alignment 6

### Overview

- Closes both Black Rock and Center Schools for educational uses.
- All grades housed at Thomaston High School.
- Renovates and expands Thomaston High School.
- Anticipates Town bonding and State grants

### Conclusions

- Offers potential improvement for PK - K through new facility.
- Some concerns for age range of students all in one facility.
- Approaches maximize State Grant participation.
- Reduces the number of facilities in operation.
- Addresses identified needs at Thomaston High School.
- Returns BRS and Center School to Town management - use(s) to be determined.

Comparison of Original Proposed Alignments								
Alignment	Facility			Average Score	Projected Costs (\$mil) and Grant Rates			
	Black Rock School	Thomaston Center School	Thomaston High School		Total Projected Cost	Projected Grant Rate (Average)	Projected Grant Amount	Projected Cost to Thomaston
Alignment 1	39	39	48	42	\$ 119.30	20.00%	\$ 23.86	\$ 95.44
Alignment 1-A	40	40	49	43	\$ 66.40	20.00%	\$ 13.28	\$ 53.12
Alignment 2	43	41	54	49	\$ 260.60	58.43%	\$ 153.37	\$ 107.23
Alignment 3	49	Not Used	50	50	\$ 177.80	66.85%	\$ 118.16	\$ 59.64
Alignment 4	49	Not Used	53	51	\$ 166.00	65.20%	\$ 111.85	\$ 54.15
Alignment 5	45	Not Used	50	48	\$ 162.50	61.65%	\$ 101.79	\$ 60.71
Alignment 6	Not Used	Not Used	49	49	\$ 151.10	65.30%	\$ 98.67	\$ 52.43

The matrix above provides a comparison of the major elements of the six grade alignments initially studied. There are two approaches to Alignment 1, having different funding and schedule approaches.

The highest score possible for a facility is 65. The average shown is that of all of the facilities considered within that Alignment.

The two approaches to Alignment 1 have the lowest average facilities scores along with the most concerns from an educational perspective. This alignment also places the highest ongoing costs on the Town through retention three buildings, none of which will have been fully renovated.

Neither of these approaches are felt to be responsible avenues for the district and town to pursue.

Of the five others, Alignment 4 has the highest average score and second lowest cost to the Town.

The DRA team felt that Alignments 4 and 6 would best serve the Town, District, and students. These two alignments rationalize the number of facilities in operation, provide a reasonable age and grade range that would provide educational opportunities for students with a cohort size that would support extracurricular activities and reduce transportation and student support costs.

## Consensus Alignments

Following the first two public working meetings consensus was reached amongst the participants to study four grade alignments that emerged. These Alignments were given letter designations to differentiate them from the alignments developed by DRA.

Following are brief synopsis of each of these alignments, followed by a comparison matrix. More in-depth assessments of each of these alignments are provided toward the end of this section.

### Grade Alignment A

#### Overview

- Closes Center School for educational uses.
- Grades 4, 5 and 6 move to Thomaston High School.
- No change to grade alignment at Black Rock School.
- Repairs Black Rock School to to address identified needs.
- Renovates and expands Thomaston High School.
- Anticipates Town bonding and State grants

#### Conclusions

- Does not address space constraints at Black Rock School.
- Some concern over Grades 4 - 6 at Thomaston High School.
- May not maximize State Grant participation due to scope at Black Rock School.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

<b>Alignment A - Repair BRS, Renovate and Expand THS</b>					
Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 3)</i>	43	\$29.50	68.4%	\$20.18	\$9.32
<b>Center School</b> <i>(Not Used)</i>	Not Used	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(Grades 4 - 12)</i>	44	\$111.70	68.4%	\$76.40	\$35.30
<b>Projected Total Costs</b>		<b>\$ 141.20</b>	<b>68.4%</b>	<b>\$ 96.58</b>	<b>\$ 44.62</b>

# Alignment A-1 - Renovate BRS, Renovate and Expand THS

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 3)</i>	<b>43</b>	<b>\$41.30</b>	<b>68.4%</b>	<b>\$28.25</b>	<b>\$13.05</b>
<b>Center School</b> <i>(Not Used)</i>	<b>Not Used</b>	<b>\$0.00</b>	<b>0.0%</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>THS</b> <i>(Grades 4 - 12)</i>	<b>44</b>	<b>\$111.70</b>	<b>68.4%</b>	<b>\$76.40</b>	<b>\$35.30</b>
<b>Projected Total Costs</b>		<b>\$ 153.00</b>	<b>68.4%</b>	<b>\$ 104.65</b>	<b>\$ 48.35</b>

## Grade Alignment A-1

### Overview

- Closes Center School for educational uses.
- Grades 4, 5 and 6 move to Thomaston High School.
- No change to grade alignment at Black Rock School.
- Renovates Black Rock School.
- Renovates and expands Thomaston High School.
- Anticipates Town bonding and State grants

### Conclusions

- Does not address space constraints at Black Rock School.
- Some concern over Grades 4 - 6 at Thomaston High School.
- Maximizes State Grant participation.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

## Alignment A -2 - Renovate BRS, Renovate and Expand THS

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK - Grade 3)</i>	40	\$64.20	68.4%	\$43.91	\$20.29
<b>Center School</b> <i>(Not Used)</i>	Not Used	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(Grades 4 - 12)</i>	44	\$111.50	68.4%	\$76.27	\$35.23
<b>Projected Total Costs</b>		<b>\$ 175.70</b>	<b>68.4%</b>	<b>\$ 120.18</b>	<b>\$ 55.52</b>

### Grade Alignment A-2

#### Overview

- Closes Center School for educational uses.
- Grades 4, 5 and 6 move to Thomaston High School.
- No change to grade alignment at Black Rock School.
- Renovates Black Rock School to 'as new' condition.
- Renovates and expands Thomaston High School.
- Anticipates Town bonding and State grants

#### Conclusions

- Does not address space constraints at Black Rock School.
- Some concern over Grades 4 - 6 at Thomaston High School.
- Maximizes State Grant participation.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

# Alignment B - Renovate and Expand Black Rock & THS

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(K - Grade 6)</i>	44	\$64.20	62.0%	\$39.80	\$24.40
<b>Center School</b> <i>(Not Used)</i>	Not Used	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(PK, Grades 7 - 12)</i>	50	\$111.50	65.3%	\$72.81	\$38.69
<b>Projected Total Costs</b>		<b>\$ 175.70</b>	<b>63.7%</b>	<b>\$ 112.61</b>	<b>\$ 63.09</b>

## Grade Alignment B

### Overview

- Closes Center School for educational uses.
- Grades 4, 5 and 6 move to Black Rock School.
- No change to grade alignment at Thomaston High School.
- Renovates and expands Black Rock School.
- Renovates Thomaston High School to 'as new' condition.
- Anticipates Town bonding and State grants

### Conclusions

- Addresses space constraints at Black Rock School.
- Some concern regarding Grade 6 at Black Rock School.
- Likely does not maximize State Grant participation due to building sizes.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

## Alignment C - Replace Black Rock, Renovate and Expand THS

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(PK &amp; K)</i>	52	\$26.50	62.0%	\$16.43	\$10.07
<b>Center School</b> <i>(Not Used)</i>	Not Used	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(Grades 1 - 12)</i>	50	\$139.50	68.4%	\$95.42	\$44.08
<b>Projected Total Costs</b>		<b>\$ 166.00</b>	<b>65.2%</b>	<b>\$ 111.85</b>	<b>\$ 54.15</b>

### Grade Alignment C

#### Overview

- Closes Center School for educational uses.
- PK and K at Black Rock School.
- Grades 1 - 12 at Thomaston High School.
- Replaces Black Rock School with a new facility at the current site.
- Renovates and expands Thomaston High School.
- Anticipates Town bonding and State grants

#### Conclusions

- Aligns both schools with educational requirements.
- Some concern regarding Grades 1 - 12 at Thomaston High School.
- Likely does not maximize State Grant participation due to size of Black Rock School.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

# Alignment D - Renovate and Expand Black Rock and THS

Facility	Score out of 65	Projected Costs (\$mil) & Grant Rate			
		Total	Grant %	State	Town
<b>Black Rock</b> <i>(K - Grade 5)</i>	48	\$59.20	58.0%	\$34.34	\$24.86
<b>Center School</b> <i>(Not Used)</i>	Not Used	\$0.00	0.0%	\$0.00	\$0.00
<b>THS</b> <i>(PK, Grades 6 - 12)</i>	51	\$103.30	65.3%	\$67.45	\$35.85
<b>Projected Total Costs</b>		<b>\$ 162.50</b>	<b>61.7%</b>	<b>\$ 101.79</b>	<b>\$ 60.71</b>

## Grade Alignment D

### Overview

- Closes Center School for educational uses.
- Grades 4 and 5 move to Black Rock School.
- PK and Grade 6 move to Thomaston High School.
- Renovates and expands Black Rock School.
- Renovates and expands Thomaston High School.
- Anticipates Town bonding and State grants

### Conclusions

- Addresses space constraints at Black Rock School.
- Some concern regarding Grade 6 at Black Rock School.
- Likely does not maximize State Grant participation due to building sizes.
- Reduces the number of facilities in operation.
- Addresses identified needs at Black Rock and THS.
- Returns Center School to Town management - use(s) to be determined.

Alignment	Facility			Average Score	Projected Costs (\$mil) and Grant Rates			
	Black Rock School	Thomaston Center School	Thomaston High School		Total Projected Cost	Projected Grant Rate (Average)	Projected Grant Amount	Projected Cost to Thomaston
Alignment A	43	Not Used	44	43.5	\$ 141.20	68.40%	\$ 96.58	\$ 44.62
Alignment A-1	43	Not Used	44	43.5	\$ 153.00	68.40%	\$ 104.65	\$ 48.35
Alignment A-2	40	Not Used	44	42.0	\$ 175.70	68.40%	\$ 120.18	\$ 55.52
Alignment B	44	Not Used	50	47.0	\$ 175.70	63.65%	\$ 112.61	\$ 63.09
Alignment C	52	Not Used	50	51.0	\$ 166.00	65.20%	\$ 111.85	\$ 54.15
Alignment D	48	Not Used	51	49.5	\$ 162.50	61.65%	\$ 101.79	\$ 60.71

The matrix above provides a comparison of the major elements of the four consensus grade alignments selected to be further studied. There are three approaches to Alignment A, having different funding and schedule approaches.

The highest score possible for a facility is 65. The average shown is that of all of the facilities considered within that Alignment.

The three approaches to Alignment A have the lowest average facilities scores along with concerns from an educational perspective. This alignment places the lowest construction costs on the Town.

Of the three others, Alignment C has the highest average score and third lowest cost to the Town.

The next step in the process of advancing the Thomaston Public School District is for there to be a process undertaken to identify which of the Alignments the Town and District deem most likely beneficial to the students and residents of the Town and to then move forward with a focused effort that would result in conceptual site and building plans along with cost projections and schedules to allow submittal of appropriate grant applications and a public funding vote.

## In-Depth Review of Alignments

To develop the information necessary to adequately assess potential benefits and detriments of various grade alignments the DRA team investigated a full array of factors.

These range from educational and programmatic considerations through geographical and financial aspects as well as the likelihood for short and long-term functionality and flexibility.

On the following page is a sample assessment matrix. This shows the areas of consideration as well as a brief description of each factor the DRA team felt could reasonably be considered to be an area of concern and influence when evaluating any particular alignment or approach.

The areas included are those found to frequently be at the heart of long-range planning.

The score given to each is, of course, subjective. Others considerations may influence any particular score and thus the matrices should be taken as a starting point for ongoing discussion as the District and Town move forward.

Following this introductory matrix are analysis of each of the alignments that were studied. Accompanying the assessment matrix are cost projections allied with the grade configuration. A description of the alignment and the work envisioned are included to assist in understanding the scope and projected costs of each option.

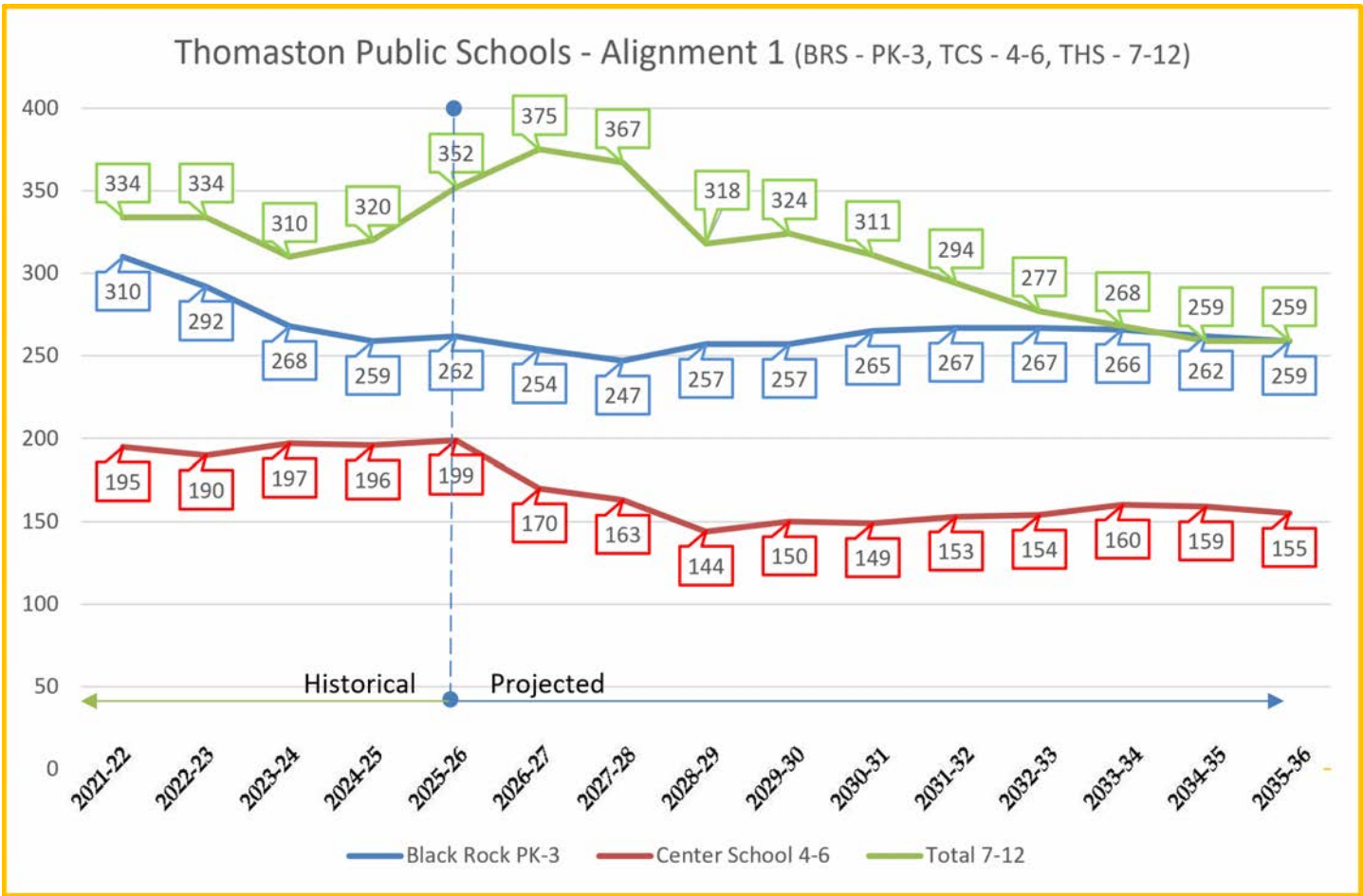
## Alignment - shows the Alignment designation

Shows Grade Alignment in Each of the Existing Buildings

Explanation of how improvement would be funded

Facility	Black Rock School	Thomaston Center School	Thomaston High School	
Appropriateness for Grade Alignment	0	0	0	How well does the facility accommodate and support the grade alignment housed in it.
Facility Size	0	0	0	How well does the grade alignment fit within the facility as proposed.
Classrooms	0	0	0	How well do the classrooms support learning across the grade range.
Media Center	0	0	0	How well does the media center serve the needs of the students in the grade range.
Gymnasium	0	0	0	How well does the gymnasium serve the needs of the students in the grade range.
Auditorium / Performance Space	0	0	0	How well does the Auditorium / Performance space serve the needs of the students in the grade range.
Cafeteria	0	0	0	How well does the cafeteria serve the needs of the students in the grade range.
Support Spaces	0	0	0	How well do the support spaces serve the needs of the students in the grade range.
Site (fields, driveways, parking, playgrounds)	0	0	0	How well does the site serve the needs of the students in the grade range.
Location	0	0	0	How does the facility location fit with population centers, other schools, transportation routes.
Cost to Develop	0	0	0	How well does the facility justify the projected cost to develop.
Cost Avoidance	0	0	0	How well does the anticipated funding method minimize Town costs.
Regionalization Flexibility	0	0	0	How well does the facility support the possibility of regionalization.
<b>Raw Score</b>	<b>0</b>	<b>0</b>	<b>0</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate).  From a total maximum score of 65, how does the facility rate.

<b>Category Score and color</b>	Not Used	0	1	2	3	4	5	
<b>Category Score Description</b>	Not Used	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	
<b>Raw Score and color</b>	Not Used	0 - 10	11 - 20	21 - 30	31 - 40	41 - 50	51 - 60	61 - 65
<b>Raw Score Description</b>	Not Used	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	Ideal



**Grade Alignment 1 or ‘No Change’**

The current grade alignment of PK - Grade 3 at Black Rock School, Grades 4 - 6 at Center School, and Grades 7 - 12 at Thomaston High School;

The graph above shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right. The blue line depicts enrollment at Black Rock School for PK -3, red is Center School for grades 3 - 6, and green is THS with grades 7 - 12. All of these enrollment numbers include any pull-out or parallel course enrollments as well.

What is shown in this graph is the cohort sizes at Center and THS are projected to diminish to the point of being difficult to staff and operate in a satisfactory and cost-effective manner if the current approach is maintained.

As Alignment 1 seeks to retain all three of the existing facilities with no alterations to the respective existing grade alignments the work of the reconfiguring or studying space needs was not required.

The scopes of work which comprise this approach are outlined in the preceding section of this report and are more fully explained in the Facilities Assessment Study from 2024.

Regarding potential approaches to funding, there are two that address the need from very different approaches.

The first approach, referred to as **Alignment 1**, is to fund the repairs on a schedule roughly in keeping with that presented in the Facilities Assessment Study. This approach anticipates the Town paying for repairs and upgrades through local bonds and annual appropriations. It does not contemplate undertaking all of the work as a single project, but is intended to show the projected costs of repairing and maintaining the buildings through Town funding over a 20 year period.

The timeframe for completion of the work outlined in the Facilities Assessment is 20 years, with a start point in the FY 2025/26. The cumulative projected budget for this work is \$66,413,149 benchmarked to 2024. The Facilities Assessment Study provided for a compounding interest rate of 5% / annum. When applied across the 20 year projection period the cumulative project total is projected to be \$119,271,483.

There are portions of this work that may qualify for State School Construction Grants. Thomaston's reimbursement rate is currently about 68%, but grants for repairs might not be at this rate. These grants may amount to perhaps 20% of the total projected cost over the 20 years of the CIP projection, leaving Thomaston to account for more than 95 million dollars invested into repairing buildings built for a different era of teaching and learning.

There may be consideration given to bundling projects of a similar nature or type across all three buildings, which may render savings from the overall projected costs. If this approach were to be adopted by Thomaston the next step would be to revisit the Facilities Assessment study, refine the scopes and cost projections, and produce a plan for moving forward before there is further deterioration of the buildings.

### **There are few positive attributes or incentives to following Alignment 1.**

- The existing facilities are oversized for the projected enrollment
- There are many aspects of the existing facilities that cause concern relative to the learning environment
- There is immediate need to address many facilities needs
- The foreseeable return on investment from this approach does not favor the Town
- This approach will require significant financial investment every five years over the next 20 years
- Using bonds to underwrite the investment will result in a series of bond sales that would need to begin immediately and be added to every five years, effectively incurring additional debt every five years for the next 20, with an ultimate final payment potentially 40 years after the first bond sale
- The facilities which would be the subject of this investment will be at the point of requiring new investment well before the majority of the bonded debt has been repaid

Reviewing the Assessment Matrix for Alignment 1 on the opposite page shows several areas falling into the level of 'not recommended' - mostly regarding funding and future flexibility of use. None of the facilities rises about a score of 'Usable' for Thomaston High School, with the other two scoring toward the higher end of the rating of 'Adequate'.

**Alignment 1 - Retain Existing Facilities**  
**BRS - PK - 3 \* TCS - 4 - 6 \* THS - 7 - 12**  
Repair Through CIP Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	3	3	4	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	3	3	3	How well does the grade alignment fit within the facility as proposed.				
Classrooms	3	3	4	How well do the classrooms support learning across the grade range.				
Media Center	4	3	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	3	5	5	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	3	4	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	3	3	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	3	3	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	4	3	4	How well does the site serve the needs of the students in the grade range.				
Location	4	3	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	2	2	2	How well does the facility justify the projected cost to develop.				
Cost Avoidance	2	2	2	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	2	2	4	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>39</b>	<b>39</b>	<b>48</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate). From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<b>Not Used</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	
<b>Raw Score and color</b>	<b>Not Used</b>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	<b>Ideal</b>

## Grade Alignment 1A - a different funding approach

As with Alignment 1 this seeks to retain all three of the existing facilities with no alterations to the respective existing grade alignments but looks at the potential cost savings of addressing all deferred maintenance and required repairs within a single project. This would seek to use State school construction grants to alleviate the Town of some of the cost burden.

The scopes of work which comprise this approach result in buildings that are essentially the same as they are now, with windows, roofs, HVAC and other identified needs addressed. There would be no alterations made to the buildings for educational reasons.

The approach to funding under this scenario contemplates the pursuit or award of State facilities construction grants. Thomaston's current reimbursement rate is about 68%, it is projected that roughly 15% of the scope within this approach would qualify for a grant. This sets up a number of new factors for consideration:

- The available State school construction grants available for projects within this approach is limited
- The availability of these grants is not a given
- The potential for bundling work across the three facilities is anticipated under this approach
- The award of State grants for a District-wide repair program is not common
- The timeframe for this work requires the Town to sell bonds over the next four to five years so as to align with any grant funded

This approach bundles all three projects together into a funding package for both the Town's bonding and State grant consideration. This will impart a larger bonded debt upon the Town but would allow all of the projects to be done as a single undertaking, with work scheduled to minimize as much as possible the impact upon student's learning.

Currently the Town qualifies for a grant reimbursement rate of 68% of eligible construction costs. The majority of construction expenses do qualify for reimbursement under Connecticut's program, but those that don't qualify effectively lower the reimbursement rate for the project overall. There are limitations of building size, site development scope, and items of these grants may amount to 15% of the total projected cost of the identified work, leaving Thomaston to account for more than 56 million dollars invested into repairing buildings built for a different era of teaching and learning.

In contrast with the approach of Alignment 1, which has a timeline of completion of 20 years, if the Town were to proceed with the approach of Alignment 1A it is probable that the start to finish elapsed time would be five to six years.

## Alignment 1A - Retain Existing Facilities

### BRS - PK - 3 \* TCS - 4 - 6 \* THS - 7 - 12

#### Repair Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School	
Appropriateness for Grade Alignment	3	3	4	How well does the facility accommodate and support the grade alignment housed in it.
Facility Size	3	3	3	How well does the grade alignment fit within the facility as proposed.
Classrooms	3	3	4	How well do the classrooms support learning across the grade range.
Media Center	4	3	4	How well does the media center serve the needs of the students in the grade range.
Gymnasium	3	5	5	How well does the gymnasium serve the needs of the students in the grade range.
Auditorium / Performance Space	3	4	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.
Cafeteria	3	3	4	How well does the cafeteria serve the needs of the students in the grade range.
Support Spaces	3	3	4	How well do the support spaces serve the needs of the students in the grade range.
Site (fields, driveways, parking, playgrounds)	4	3	4	How well does the site serve the needs of the students in the grade range.
Location	4	3	4	How does the facility location fit with population centers, other schools, transportation routes.
Cost to Develop	2	2	2	How well does the facility justify the projected cost to develop.
Cost Avoidance	3	3	3	How well does the anticipated funding method minimize Town costs.
Regionalization Flexibility	2	2	4	How well does the facility support the possibility of regionalization.
<b>Raw Score</b>	<b>40</b>	<b>40</b>	<b>49</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate).  From a total maximum score of 65, how does the facility rate.

<b>Category Score and color</b>	<i>Not Used</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	
<b>Raw Score and color</b>	<i>Not Used</i>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	Ideal

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation to as-new condition of the Black Rock Elementary School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary

<b>CONSTRUCTION COSTS</b>				<b>\$34,942,900</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000		\$3,750,000
Site Development Contingency	12%			\$450,000
<b>Subtotal for Site Development</b>				<b>\$4,200,000</b>
<b>BUILDING</b>				
Building Demolition	300 sf	\$50		\$15,000
Major Renovation	57,500 sf	\$500		\$28,750,000
Minor Renovation	0 sf	\$0		\$0
New Construction	0 sf	\$625		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
<b>Subtotal Construction</b>				<b>\$32,965,000</b>
Program/Design Contingency	6%			\$1,977,900
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$3,494,290</b>
Escalation to mid-point of Construction	5.0%	2.0 yrs		\$3,494,290
<b>TOTAL CONSTRUCTION COST</b>				<b>\$38,437,190</b>
Construction Contingency	10%			\$3,296,500
<b>Total Construction Budget</b>				<b>\$41,733,690</b>
<b>EQUIPMENT</b>				
<b>\$1,659,400</b>				
Technology Program	267 students	\$1,800.00		\$480,600
Fixtures, Furnishings & Equipment	57,500 sf	\$20.00		\$1,150,000
FFE/Technology Contingency				\$28,800
<b>PROJECT DEVELOPMENT</b>				
<b>\$6,224,790</b>				
Architectural/ Engineering Fees	8.0%			\$3,471,447
Other Consultants	0.5%			\$208,668
Construction Management Fee	1.5%			\$576,558
Construction Management Costs	4.0%			\$1,669,348
Special Inspections & Testing	0.3%			\$125,201
Reimbursable Expenses	5.0%			\$173,572
A/E On-Site Representation	0.00%			\$0
<b>OTHER COSTS</b>				
<b>\$812,800</b>				
Site Acquisition	0 acres	\$0		\$0
City/Town Permit Fees	0.016			\$614,995
State Permit Fees				\$6,900
Bonding/Legal Fees				\$50,000
Builders Risk Insurance, Utilities, Staff	\$1.00 sf			\$57,500
Printing, Mailing, Advertising				\$38,400
Moving Expenses	1 allow			\$45,000
Swing Space / Temporary Classrooms	1 allow		\$	-
<b>TOTAL PROJECT COST</b>				<b>\$50,400,000</b>

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation to as-new condition of the Thomaston Center School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$58,745,200</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	3.0 Acres	\$750,000		\$2,250,000
Site Development Contingency	12%			\$270,000
<b>Subtotal for Site Development</b>				<b>\$2,520,000</b>
<b>BUILDING</b>				
Building Demolition	0 sf	\$50		\$0
Major Renovation	105,800 sf	\$500		\$52,900,000
Minor Renovation	0 sf	\$0		\$0
New Construction	0 sf	\$625		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
<b>Subtotal Construction</b>				<b>\$55,420,000</b>
Program/Design Contingency	6%			\$3,325,200
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$5,874,520</b>
Escalation to mid-point of Construction	5.0%	2.0 yrs		\$5,874,520
<b>TOTAL CONSTRUCTION COST</b>				<b>\$64,619,720</b>
Construction Contingency	10%			\$5,542,000
<b>Total Construction Budget</b>				<b>\$70,161,720</b>
<b>EQUIPMENT</b>				
				<b>\$2,447,900</b>
Technology Program	155 students	\$1,800.00		\$279,000
Fixtures, Furnishings & Equipment	105,800 sf	\$20.00		\$2,116,000
FFE/Technology Contingency				\$52,900
<b>PROJECT DEVELOPMENT</b>				<b>\$10,436,270</b>
Architectural/ Engineering Fees	8.0%			\$5,808,770
Other Consultants	0.5%			\$350,809
Construction Management Fee	1.5%			\$969,296
Construction Management Costs	4.0%			\$2,806,469
Special Inspections & Testing	0.3%			\$210,485
Reimbursable Expenses	5.0%			\$290,438
A/E On-Site Representation	0.00%			\$0
<b>OTHER COSTS</b>				<b>\$1,310,900</b>
Site Acquisition	0 acres	\$0		\$0
City/Town Permit Fees	0.016			\$1,033,916
State Permit Fees				\$11,600
Bonding/Legal Fees				\$50,000
Builders Risk Insurance, Utilities, Staff	\$1.00 sf			\$105,800
Printing, Mailing, Advertising				\$64,600
Moving Expenses	1 allow			\$45,000
Swing Space / Temporary Classrooms	1 allow		\$	-
<b>TOTAL PROJECT COST</b>				<b>\$84,400,000</b>

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$62,139,850</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>			\$4,200,000	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	98,950 sf	\$550	\$54,422,500	
New Construction	0 sf	\$625	\$0	
<b>Subtotal Construction</b>			\$58,622,500	
Program/Design Contingency	6%		\$3,517,350	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$9,320,980</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$9,320,980	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$71,460,830</b>
Construction Contingency	10%		\$5,862,250	
<b>Total Construction Budget</b>				<b>\$77,323,080</b>
<b>EQUIPMENT</b>				<b>\$2,611,700</b>
Technology Program	324 students	\$1,800.00	\$583,200	
Fixtures, Furnishings & Equipment	98,950 sf	\$20.00	\$1,979,000	
FFE/Technology Contingency			\$49,500	
<b>PROJECT DEVELOPMENT</b>				<b>\$11,497,940</b>
Architectural/ Engineering Fees	8.0%		\$6,394,782	
Other Consultants	0.5%		\$386,615	
Construction Management Fee	1.5%		\$1,071,912	
Construction Management Costs	4.0%		\$3,092,923	
Special Inspections & Testing	0.3%		\$231,969	
Reimbursable Expenses	5.0%		\$319,739	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$288,400</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$12,900	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$98,950	
Printing, Mailing, Advertising			\$71,500	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow	\$	-	
<b>TOTAL PROJECT COST</b>				<b>\$91,700,000</b>

## There are positive and negative attributes or incentives to following Alignment 1A.

- The existing facilities are oversized for the projected enrollment
- There are many aspects of the existing facilities that cause concern relative to the learning environment
- There is immediate need to address many facilities needs
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach might favor the Town less so than an approach which maximizes State grant contributions
- This approach will alleviate significant financial investment over the next 20 to 30 years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of Alignment 1
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting
- The cost to the Town is projected to be somewhere between 80% and 85% of the total cost if State School Construction Grants are obtained for all of the work.

Reviewing the Assessment Matrix for Alignment 1A on the following page shows results very similar to those from Alignment 1, with slight increases in 'Cost Avoidance' - attributable to the potential for State School Construction Grants offsetting some Town costs.

Regardless, none of the facilities rises above the score of 'Usable' for Thomaston High School, with the other two scoring toward the higher end of the rating of 'Adequate'. The current grade alignment of PK - Grade 3 at Black Rock School, Grades 4 - 6 at Center School, and Grades 7 - 12 at Thomaston High School;

## Alternative Grade Alignments

A natural avenue of exploration is one that looks at potential educational benefits of different grade alignments, seeking to identify synergies in student ages, curricular focus, teacher certification, and so on. It is recognized that there are potential operational cost savings if the District were to move to operating fewer buildings. The potential for operational cost savings is secondary to providing the best learning environment possible in the analysis of any grade alignment.

### Considerations

Thomaston offers full-day prekindergarten to all town residents, subject to space availability. The program is accredited by the National Association for the Education of Young Children (NAEYC) and the classrooms are led by certified teaching professionals. This level of early childhood educational offerings is not found in many districts and is a program of which the Thomaston Public School District is rightly proud.

This prekindergarten program does not need to be housed in the same building as the kindergarten program (also NAEYC accredited) is housed, though there may be some logistical and financial benefits in doing so.

Currently the District approaches the elementary schools grades via a lower (Black Rock - PK - 3) and upper (Center School - 4 - 6) alignment. There are some within the elementary school world who feel that Grade 6 students are missing a growth opportunity with an alignment such as this, arguing that a Grade 6 student who attends a facility with Grades 7 and 8 has greater exposure to more advanced classrooms, curriculum, and social experiences. Others argue that a facility with any more than Grades 6 - 8 (a traditional middle school) exposes the younger students to potential bullying, have too wide a range of social, emotional, and physical maturities, and create a more pronounced stratification of student interaction.

From the starting point grade alignments based upon educational sound reasoning and an eye toward the existing buildings within the District, a number of grade alignments were developed. Each was overlaid on the extant in the three current buildings and the potential of each of the sites to accommodate future changes to the cohort size.

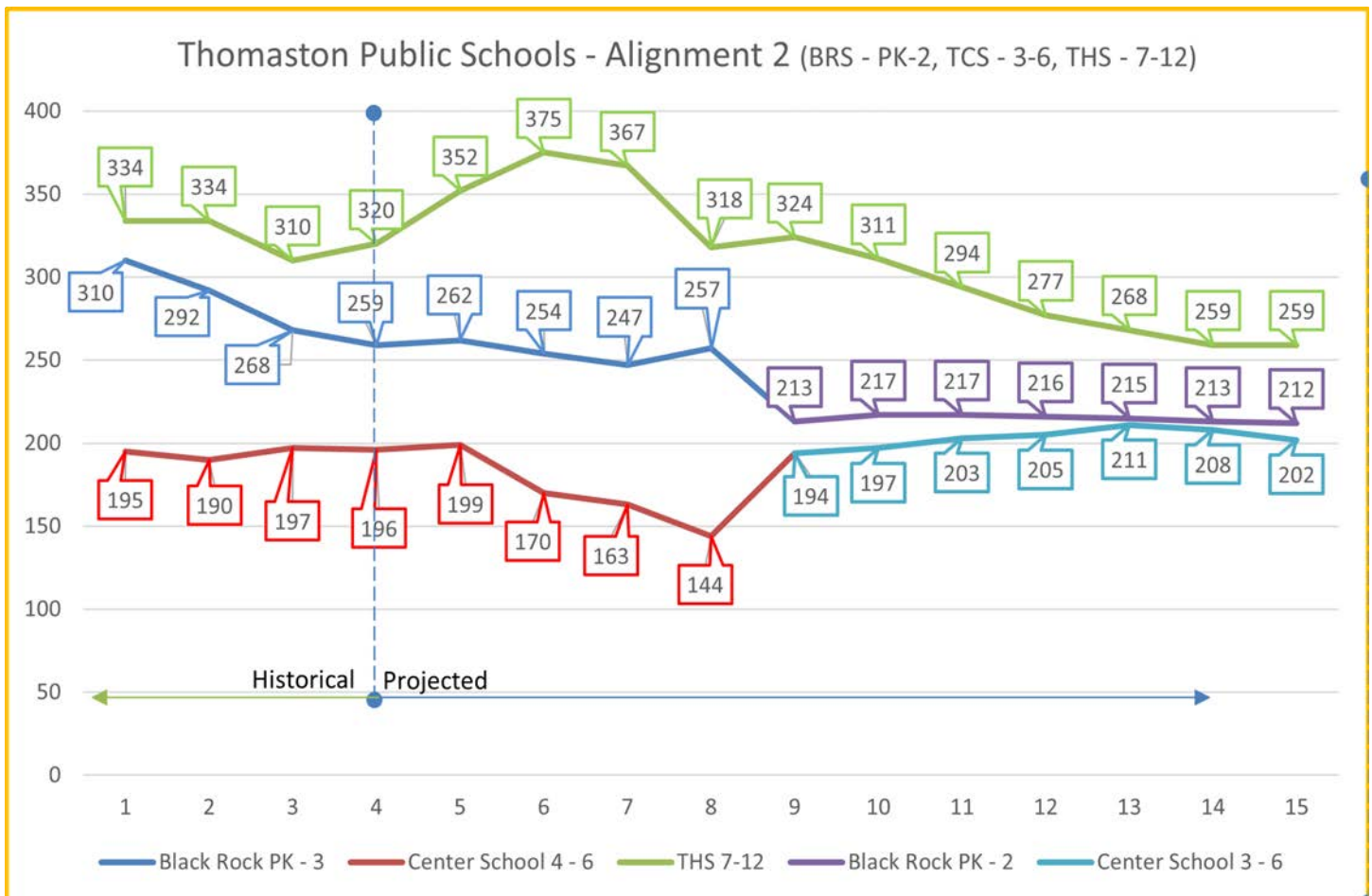
For each of these alignments the enrollment projections were configured to reflect changes of grades amongst cohorts. These evolved cohort sizes were then test fit into the building for which they were intended. Once a scope of renovations and/or additions was determined a cost projection was completed. Following these steps a ranking sheet was completed so as to facilitate comparison across any number of the optional alignments that were studied. None of the following alignments were intended to do anything more than to provoke reflection and communication as to what might be most acceptable and beneficial to Thomaston.

**Grade Alignment 2** looks at keeping all three facilities and thus is an outlier to the exploration of reducing the number of facilities. It was developed to explore the potential for more fully utilizing the three existing facilities.

The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right. The blue line depicts enrollment at Black Rock School for PK -3 until the 2029/30 school year, when Grade 3 moves to Center School and Black Rock's overall enrollment size drops. The red bar is showing Center School for grades 4 - 6 until the cross-over in SY29/30 when Grade 3 joins the Center School cohort and the overall enrollment of the school increases. The green depicts Thomaston High School, which retains Grades 7 - 12 as is current. All of these enrollment numbers include any pull-out or parallel course enrollments as well.

This graph shows that despite the shift of Grade 3, all three schools will experience a diminishing cohort size, though Black Rock and Center School retain a fairly consistent enrollment count, making staffing decisions and curricular choices a bit easier.

**Alignment 2** looks to retain all three of the existing facilities. The overall cohort size at Black Rock goes down while that at Center School rises. Both changes stay well within the capacity of the existing buildings.



There are two approaches to consider in addressing the facilities needs for this option. The first would follow those for Alignment 1 and simply repair those items identified in the Facilities Assessment Study. As the work to be done on the buildings for this Alignment closely mirrors that for that alignment the cost and benefits would be essentially similar.

A second approach to the facility needs for Alignment 2, is as for Alignment 1A, to undertake a complete renovation of all three facilities to 'as new' condition. The cost projections on the following pages reflect some slight changes to the costs shown for Alignment 1A due to some differences driven by the grade configurations.

**The positive and negative attributes or incentives of Alignment 2 are as for Alignment 1A:**

- The existing facilities are oversized for the projected enrollment
- There are many aspects of the existing facilities that cause concern relative to the learning environment
- There is immediate need to address many facilities needs
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach might favor the Town more so than an approach that does not maximize State grant contributions
- This approach will require significant financial investment over the next 20 to 30 years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting
- The cost to the Town is projected to be somewhere between 37% and 42% of the total cost if State School Construction Grants are obtained for all of the work.

Reviewing the Assessment Matrix for Alignment 2 on the opposite page shows several areas ranking as 'adequate'. None of the facilities rises about a score of 'Usable' for Thomaston High School, with the other two scoring toward the higher end of the rating of 'Adequate'. This due to mid-range rankings for many functional areas within Center School and perhaps more importantly for the costs to develop this Alignment.

Summary

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation to as-new condition of the Black Rock Elementary School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary

<b>CONSTRUCTION COSTS</b>				<b>\$34,927,000</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000		\$3,750,000
Site Development Contingency	12%			\$450,000
<b>Subtotal for Site Development</b>				<b>\$4,200,000</b>
<b>BUILDING</b>				
Building Demolition	0 sf	\$50		\$0
Major Renovation	57,500 sf	\$500		\$28,750,000
Minor Renovation	0 sf	\$0		\$0
New Construction	0 sf	\$625		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
<b>Subtotal Construction</b>				<b>\$32,950,000</b>
Program/Design Contingency	6%			\$1,977,000
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$3,492,700</b>
Escalation to mid-point of Construction	5.0%	2.0 yrs		\$3,492,700
<b>TOTAL CONSTRUCTION COST</b>				<b>\$38,419,700</b>
Construction Contingency	10%			\$3,295,000
<b>Total Construction Budget</b>				<b>\$41,714,700</b>
<b>EQUIPMENT</b>				
				<b>\$1,569,400</b>
Technology Program	217 students	\$1,800.00		\$390,600
Fixtures, Furnishings & Equipment	57,500 sf	\$20.00		\$1,150,000
FFE/Technology Contingency	0			\$28,800
	0%			
<b>PROJECT DEVELOPMENT</b>				<b>\$6,214,470</b>
Architectural/ Engineering Fees	8.0%			\$3,462,728
Other Consultants	0.5%			\$208,574
Construction Management Fee	1.5%			\$576,296
Construction Management Costs	4.0%			\$1,668,588
Special Inspections & Testing	0.3%			\$125,144
Reimbursable Expenses	5.0%			\$173,136
A/E On-Site Representation	0.00%			\$0
<b>OTHER COSTS</b>				<b>\$2,312,500</b>
Site Acquisition	0 acres	\$0		\$0
City/Town Permit Fees	0.016			\$614,715
State Permit Fees				\$6,900
Bonding/Legal Fees				\$50,000
Builders Risk Insurance, Utilities, Staff	\$1.00 sf			\$57,500
Printing, Mailing, Advertising				\$38,400
Moving Expenses	1 allow			\$45,000
Swing Space / Temporary Classrooms	1 allow			\$ 1,500,000
<b>TOTAL PROJECT COST</b>				<b>\$51,800,000</b>



**Grade Alignment 1A - Thomaston Center School  
PRELIMINARY PROJECTION OF COSTS**

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation to as-new condition of the Thomaston Center School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$58,761,100</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	3.0 Acres	\$750,000	\$2,250,000	
Site Development Contingency	12%		\$270,000	
<b>Subtotal for Site Development</b>			<b>\$2,520,000</b>	
<b>BUILDING</b>				
Building Demolition	300 sf	\$50	\$15,000	
Major Renovation	105,800 sf	\$500	\$52,900,000	
Minor Renovation	0 sf	\$0	\$0	
New Construction	0 sf	\$625	\$0	
Speciality Construction (define)	0 Allowance	\$0	\$0	
Speciality Construction (define)	0 Allowance	\$0	\$0	
Speciality Construction (define)	0 Allowance	\$0	\$0	
<b>Subtotal Construction</b>			<b>\$55,435,000</b>	
Program/Design Contingency	6%		\$3,326,100	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$5,876,110</b>
Escalation to mid-point of Construction	5.0%	2.0 yrs	\$5,876,110	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$64,637,210</b>
Construction Contingency	10%		\$5,543,500	
<b>Total Construction Budget</b>				<b>\$70,180,710</b>
<b>EQUIPMENT</b>				
Technology Program	211 students	\$400.00	\$84,400	
Fixtures, Furnishings & Equipment	57,500 sf	\$20.00	\$1,150,000	
FFE/Technology Contingency			\$28,800	
<b>PROJECT DEVELOPMENT</b>				<b>\$10,339,520</b>
Architectural/ Engineering Fees	8.0%		\$5,715,513	
Other Consultants	0.5%		\$350,904	
Construction Management Fee	1.5%		\$969,558	
Construction Management Costs	4.0%		\$2,807,228	
Special Inspections & Testing	0.3%		\$210,542	
Reimbursable Expenses	5.0%		\$285,776	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$2,811,200</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees	0.016		\$1,034,195	
State Permit Fees			\$11,600	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$105,800	
Printing, Mailing, Advertising			\$64,600	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$84,600,000</b>



Grade Alignment 2 - Thomaston High School  
PRELIMINARY PROJECTION OF COSTS

Summary

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$62,139,850</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>			<b>\$4,200,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	98,950 sf	\$550	\$54,422,500	
New Construction	0 sf	\$625	\$0	
<b>Subtotal Construction</b>			<b>\$58,622,500</b>	
Program/Design Contingency	6%		\$3,517,350	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$9,320,980</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$9,320,980	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$71,460,830</b>
Construction Contingency	10%		\$5,862,250	
<b>Total Construction Budget</b>				<b>\$77,323,080</b>
<b>EQUIPMENT</b>				<b>\$2,611,700</b>
Technology Program	324 students	\$1,800.00	\$583,200	
Fixtures, Furnishings & Equipment	98,950 sf	\$20.00	\$1,979,000	
FFE/Technology Contingency			\$49,500	
<b>PROJECT DEVELOPMENT</b>				<b>\$11,497,940</b>
Architectural/ Engineering Fees	8.0%		\$6,394,782	
Other Consultants	0.5%		\$386,615	
Construction Management Fee	1.5%		\$1,071,912	
Construction Management Costs	4.0%		\$3,092,923	
Special Inspections & Testing	0.3%		\$231,969	
Reimbursable Expenses	5.0%		\$319,739	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,788,400</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$12,900	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$98,950	
Printing, Mailing, Advertising			\$71,500	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$93,200,000</b>

**Alignment 2 - Renovate Existing Facilities**  
**BRS - PK - 2 \* TCS - 3 - 6 \* THS - 7 - 12**  
**Renovation** Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School	
	Appropriateness for Grade Alignment	4	3	
Facility Size	3	3	4	How well does the grade alignment fit within the facility as proposed.
Classrooms	3	3	5	How well do the classrooms support learning across the grade range.
Media Center	4	3	4	How well does the media center serve the needs of the students in the grade range.
Gymnasium	3	5	5	How well does the gymnasium serve the needs of the students in the grade range.
Auditorium / Performance Space	3	5	5	How well does the Auditorium / Performance space serve the needs of the students in the grade range.
Cafeteria	4	3	4	How well does the cafeteria serve the needs of the students in the grade range.
Support Spaces	4	3	5	How well do the support spaces serve the needs of the students in the grade range.
Site (fields, driveways, parking, playgrounds)	4	3	4	How well does the site serve the needs of the students in the grade range.
Location	4	3	4	How does the facility location fit with population centers, other schools, transportation routes.
Cost to Develop	2	2	2	How well does the facility justify the projected cost to develop.
Cost Avoidance	3	3	3	How well does the anticipated funding method minimize Town costs.
Regionalization Flexibility	2	2	4	How well does the facility support the possibility of regionalization.
<b>Raw Score</b>	<b>43</b>	<b>41</b>	<b>54</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate). From a total maximum score of 65, how does the facility rate.

<b>Category Score and color</b>	<b>Not Used</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	
<b>Raw Score and color</b>	<b>Not Used</b>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	<b>Ideal</b>

Concern is also present for the future operational costs of any alignment that keeps all three of the existing buildings in use. These buildings are larger than what is required for effective delivery of the curriculum. The gymnasium and auditorium of Center School are desirable educational and public assets, but the operational costs of each likely outweighs them being the reason a building is retained as a school.

From an educational viewpoint, concern amongst the research team started with the grouping of grades 3 - 6 at Center School. This was felt to be a less desirable alignment given the social, emotional, and intellectual development differentials from youngest to oldest students.

This alignment does reduce the burden on Black Rock School but does nothing to increase the effective use of either Center School or Thomaston High School.

## **Reducing the Number of Facilities**

One of the driving factors in considering the future of Thomaston Public Schools is centered on the number of facilities operated, their size, and the current and projected student enrollments. Adding to that the age of the respective facilities and the idea of reducing overall number of facilities and rationalizing their size with the enrollments is an avenue that cannot be ignored.

The oldest portions of **Black Rock School** were constructed in the 1950s, the first addition added in the 1960s and the last in the 1990s. The building is thus anywhere from 35 to 70 years old. It is an example of an early 'baby boom era' school and thus was designed to parameters that were abandoned many years ago. Upgrading this facility would be best accomplished through a major renovation and addition approach which would allow foundational changes to be implemented.

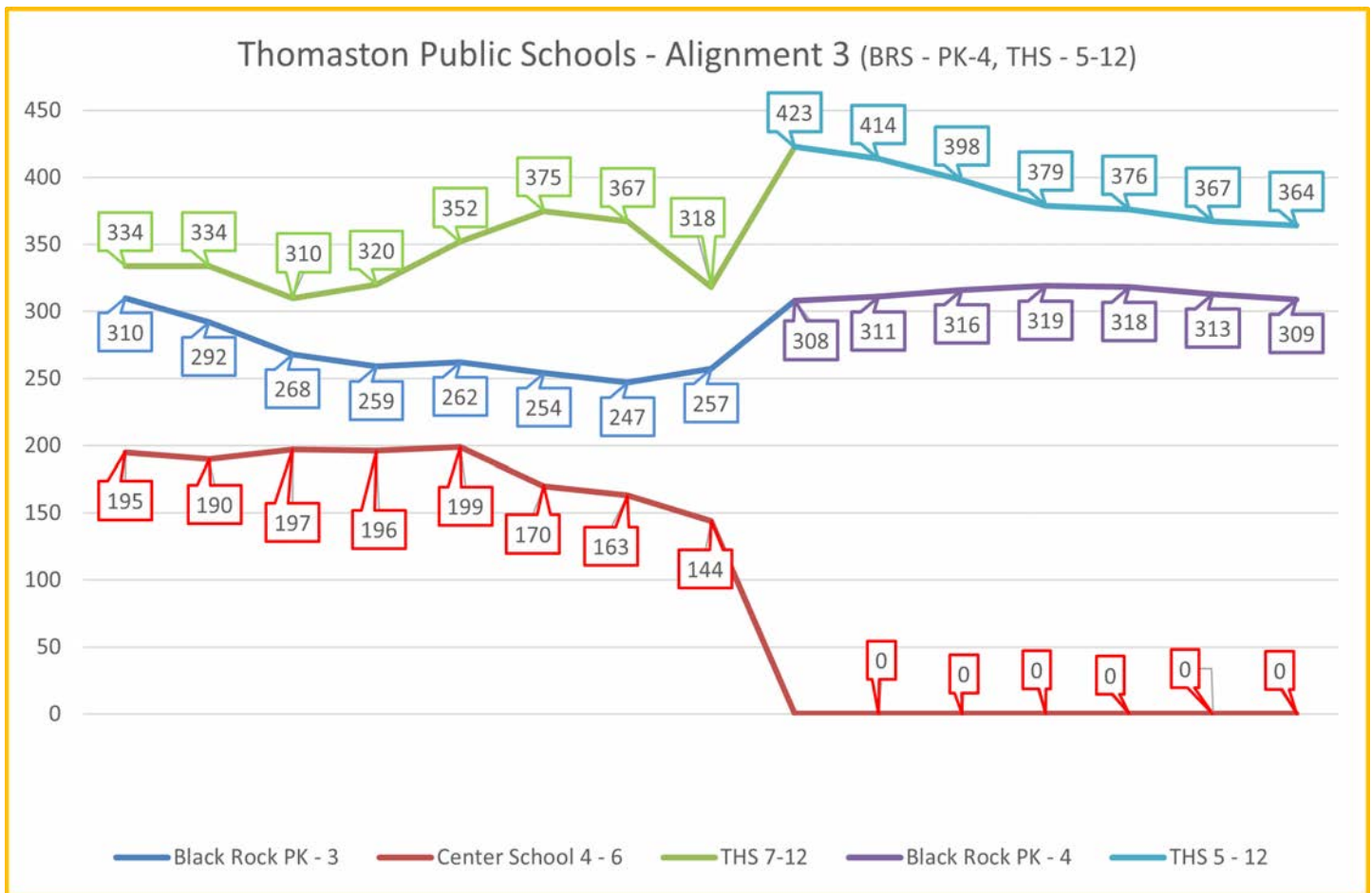
**Thomaston Center School** dates from the early 1900s and reflects the design idioms for educational facilities at that time. It was originally designed as a high school and predates the Americans with Disabilities Act as well as many of the OSHA and other regulations that guide school design in the 21st century. It remains an attractive building on a relatively small land parcel. There are numerous floor levels and overall the building is not very easy to work with when considering a renovation or upgrade. It is also not very energy efficient and is in need of considerable investment. That said, it does have a nicely sized gymnasium and auditorium that provide benefit to both the District and the Town.

**Thomaston High School** dates from the early 1970s with an addition completed in the early 2000s. It is a good example of a 'baby boom era' high school which remains functional but not exemplary for today's learning modalities. Many of the specialized spaces designed for 1970s programs and adapted for modern curricula. It is likely the most adaptable of the District's three schools but needs considerable modernization before it could be considered as being totally appropriate for teaching today and into the future.

**Grade Alignment 3** is the first of eight alignments that incorporates closing one or two of the existing facilities. For various reasons, including the age of the building, configuration of the rooms and floor plans, and the location of the facility, Center School is considered the least desirable and most challenging building to modernize.

In this alignment Black Rock School adds grade 4 while grades 5 and 6 move to Thomaston High School, which could be configured as a true middle / high school to address the age differential.

Center School would cease operation as a school and revert to Town management, though certainly some District functions could be housed there going forward



The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right. The blue line depicts enrollment at Black Rock School for PK -3 until the 2029/30 school year, when Grade 4 moves to Black Rock and the overall enrollment increases, as depicted by the purple bar. The red bar is showing Center School for grades 4 - 6 until the cross-over in SY29/30 when Grade 4 joins the Black Rock School cohort, Grades 5 and 6 move to Thomaston High School, and Center School ceases to operate as a school. The green depicts Thomaston High School, which after Grades 5 and 6 are added is depicted with the medium blue colored bar. All of these enrollment numbers include any pull-out or parallel course enrollments as well.

This graph shows that with the shift of Grade 4 to Black Rock the cohort is projected to remain essentially level through to the 2035/36 school year. The enrollment at THS, however, is projected to steadily decline by 59 students between the 2029/30 and 2035/36 school years.

**Alignment 3** would likely require expansion of both Black Rock School and Thomaston High School due to the increase in the grade ranges and age differences across the respective student cohorts. These additions would be done in concert with renovation to 'as-new' condition of both facilities. This approach would provide the Town with two facilities that are essentially new and fit for the educational needs of the coming decades.

For the purposes of developing potential schedules and costs, the two projects are anticipated to overlap during construction. This approach would shorten the overall construction timeline and return the facilities back to full-time use as rapidly as possible.

The cost projections on the two following pages reflect the scope of the work anticipated for this work. The scope includes provision for all furniture and technology to be provided new as each of the buildings is completed and brought on-line.

**The positive and negative attributes or incentives of Alignment 3 include:**

- The reduction in the number of facilities operated is reduced to two
- The overall building area operated by the District is reduced by approximately 70,000 square feet
- The resultant facilities will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address virtually all of the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town
- This approach will require significant financial investment over four to five years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting
- The cost to the Town is projected to be somewhere between 37% and 42% of the total cost if State School Construction Grants are obtained for all of the work.

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation to as-new condition of the Black Rock Elementary School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary

<b>CONSTRUCTION COSTS</b>				<b>\$40,227,000</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000		\$3,750,000
Site Development Contingency	12%			\$450,000
<b>Subtotal for Site Development</b>				<b>\$4,200,000</b>
<b>BUILDING</b>				
Building Demolition	0 sf	\$50		\$0
Major Renovation	57,500 sf	\$500		\$28,750,000
Minor Renovation	0 sf	\$0		\$0
New Construction	8,000 sf	\$625		\$5,000,000
Speciality Construction (define)	Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
<b>Subtotal Construction</b>				<b>\$37,950,000</b>
Program/Design Contingency	6%			\$2,277,000
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$4,022,700</b>
Escalation to mid-point of Construction	5.0%	2.0 yrs		\$4,022,700
<b>TOTAL CONSTRUCTION COST</b>				<b>\$44,249,700</b>
Construction Contingency	10%			\$3,795,000
<b>Total Construction Budget</b>				<b>\$48,044,700</b>
<b>EQUIPMENT</b>				
<b>\$1,809,000</b>				
Technology Program	259 students	\$1,800.00		\$466,200
Fixtures, Furnishings & Equipment	65,500 sf	\$20.00		\$1,310,000
FFE/Technology Contingency				\$32,800
<b>PROJECT DEVELOPMENT</b>				
<b>\$7,157,600</b>				
Architectural/ Engineering Fees	8.0%			\$3,988,296
Other Consultants	0.5%			\$240,224
Construction Management Fee	1.5%			\$663,746
Construction Management Costs	4.0%			\$1,921,788
Special Inspections & Testing	0.3%			\$144,134
Reimbursable Expenses	5.0%			\$199,415
A/E On-Site Representation	0.00%			\$0
<b>OTHER COSTS</b>				
<b>\$1,940,700</b>				
Site Acquisition	0 acres	\$0		\$0
City/Town Permit Fees	0.016			\$707,995
State Permit Fees				\$8,000
Bonding/Legal Fees				\$50,000
Builders Risk Insurance, Utilities, Staff	\$1.00 sf			\$65,500
Printing, Mailing, Advertising				\$44,200
Moving Expenses	1 allow			\$65,000
Swing Space / Temporary Classrooms	1 allow			\$ 1,000,000
<b>TOTAL PROJECT COST</b>				<b>\$59,000,000</b>

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$74,561,730</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>			<b>\$4,200,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	98,950 sf	\$550	\$54,422,500	
New Construction	18,750 sf	\$625	\$11,718,750	
<b>Subtotal Construction</b>			<b>\$70,341,250</b>	
Program/Design Contingency	6%		\$4,220,480	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$11,184,260</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$11,184,260	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$85,745,990</b>
Construction Contingency	10%		\$7,034,130	
<b>Total Construction Budget</b>				<b>\$92,780,120</b>
<b>EQUIPMENT</b>				<b>\$3,174,300</b>
Technology Program	423 students	\$1,800.00	\$761,400	
Fixtures, Furnishings & Equipment	117,700 sf	\$20.00	\$2,354,000	
FFE/Technology Contingency			\$58,900	
<b>PROJECT DEVELOPMENT</b>				<b>\$13,799,810</b>
Architectural/ Engineering Fees	8.0%		\$7,676,354	
Other Consultants	0.5%		\$463,901	
Construction Management Fee	1.5%		\$1,286,190	
Construction Management Costs	4.0%		\$3,711,205	
Special Inspections & Testing	0.3%		\$278,340	
Reimbursable Expenses	5.0%		\$383,818	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,823,800</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$15,400	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$117,700	
Printing, Mailing, Advertising			\$85,700	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$111,600,000</b>

## Alignment 3 - Renovate/Expand Existing Facilities

**BRS - PK - 4 \* TCS - Not Used \* THS - 5 - 12**

### Renovation/Expansion Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	4	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	3	Not Used	5	How well does the grade alignment fit within the facility as proposed.				
Classrooms	4	Not Used	4	How well do the classrooms support learning across the grade range.				
Media Center	5	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	4	Not Used	5	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	4	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	4	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	4	Not Used	3	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	3	Not Used	3	How well does the facility justify the projected cost to develop.				
Cost Avoidance	3	Not Used	3	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	3	Not Used	3	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>49</b>	<b>Not Used</b>	<b>50</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate).  From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<i>Not Used</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<i>Not Used</i>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	
<b>Raw Score and color</b>	<i>Not Used</i>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<i>Not Used</i>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	<b>Ideal</b>

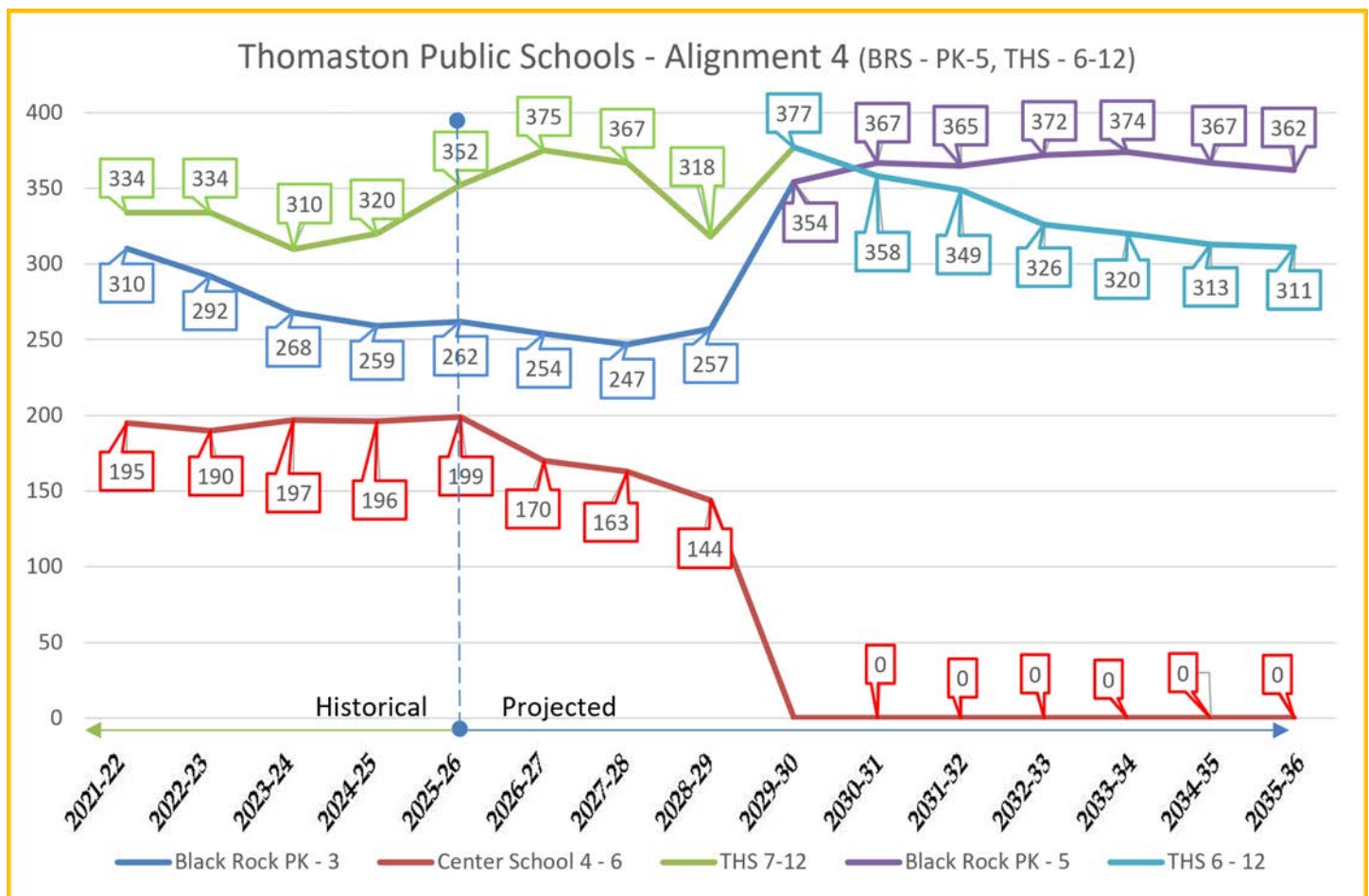
Reviewing the Assessment Matrix for **Alignment 3** on the opposite page shows some areas ranked as 'adequate', the majority rated as 'usable', and a few the highest rating of 'desirable'. Both of the facilities slated for reuse are rated 'Usable'. This is due to mid-range rankings for many functional areas within the schools. The current State Construction Grant guidelines do not fully support construction for PK programs, placing Thomaston at a disadvantage relative to grant funding while providing a robust educational program that begins with the youngest learners in the community.

From an educational viewpoint, concern amongst the research team started with the grouping of grades 5 - 12 at Thomaston High School. This was felt to be a less desirable alignment given the social, emotional, and intellectual development differentials from youngest to oldest students.

This alignment also increases the grade age range of students at Black Rock School but this is not felt to be of the same degree as for that at Thomaston High School.

**Grade Alignment 4** seeks to address the feeling that grade 5 is perhaps too young to be the entry point into a middle / high school arrangement at THS.

With this alignment grades PK - 5 are grouped at Black Rock and grades 6 - 12 are at THS. Center School is decommissioned and return to Town management.



The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right. The blue line depicts enrollment at Black Rock School for PK -3 until the 2029/30 school year, when Grades 4 and 5 move to Black Rock and the overall enrollment increases, as depicted by the purple bar. The red bar is showing Center School for grades 4 - 6 until the cross-over in SY29/30 when Grades 4 and 5 join the Black Rock School cohort while Grade 6 moves to Thomaston High School. At that point Center School ceases to operate as a school. The green depicts Thomaston High School, which after Grade 6 is added is depicted with the medium blue colored bar. All of these enrollment numbers include any pull-out or parallel course enrollments as well.

This graph shows that when Grades 4 and 5 shift to Black Rock the cohort is projected to rise considerably and then remain essentially level through to the 2035/36 school year. The enrollment at THS is projected to steadily decline by 66 students between the 2029/30 and 2035/36 school years.

While this alignment provides a larger cohort of students at THS, and the age differential of the cohort is not as large, there remained some concerns amongst team members that grade 6 on it's own was not perhaps the most workable approach. This could likely be addressed through a building design that provides cores spaces for Grades 6 to 8 separate from those core spaces for Grades 9 to 12. Sharing of specialized spaces may help to reduce construction and operational costs while enhancing learning opportunities for students.

The larger concern with this alignment was the grade alignment and resultant cohort size at Black Rock School. The existing school is not at all workable for this grade alignment and cohort size and moving forward with this alignment would require replacement of the existing building.

**Alignment 4** will require expansion of both Black Rock School and Thomaston High School due to the increase in the grade ranges and age differences across the respective student cohorts. These additions would be done in concert with renovation to 'as-new' condition of both facilities. This approach would provide the Town with two facilities that are essentially new and fit for the educational needs of the coming decades.

For the purposes of developing potential schedules and costs, the two projects are anticipated to overlap during construction. This approach would shorten the overall construction timeline and return the facilities back to full-time use as rapidly as possible.

The cost projections on the two following pages reflect the scope of the work anticipated for this work. The scope includes provision for all furniture and technology to be provided new as each of the buildings is completed and brought on-line.

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions and renovation to as-new condition of the Black Rock Elementary School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary

<b>CONSTRUCTION COSTS</b>				<b>\$44,869,800</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>				<b>\$4,200,000</b>
<b>BUILDING</b>				
Building Demolition	sf	\$50	\$0	
Major Renovation	57,500 sf	\$500	\$28,750,000	
Minor Renovation	0 sf	\$0	\$0	
New Construction	15,000 sf	\$625	\$9,380,000	
Speciality Construction (define)	0 Allowance	\$0	\$0	
Speciality Construction (define)	0 Allowance	\$0	\$0	
Speciality Construction (define)	0 Allowance	\$0	\$0	
<b>Subtotal Construction</b>				<b>\$42,330,000</b>
Program/Design Contingency	6%		\$2,539,800	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$4,486,980</b>
Escalation to mid-point of Construction	5.0%	2.0 yrs	\$4,486,980	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$49,356,780</b>
Construction Contingency	10%		\$4,233,000	
<b>Total Construction Budget</b>				<b>\$53,589,780</b>
<b>EQUIPMENT</b>				
Technology Program	374 students	\$1,800.00	\$673,200	
Fixtures, Furnishings & Equipment	72,500 sf	\$20.00	\$1,450,000	
FFE/Technology Contingency			\$36,300	
<b>PROJECT DEVELOPMENT</b>				<b>\$7,995,600</b>
Architectural/ Engineering Fees	8.0%		\$4,459,942	
Other Consultants	0.5%		\$267,949	
Construction Management Fee	1.5%		\$740,352	
Construction Management Costs	4.0%		\$2,143,591	
Special Inspections & Testing	0.3%		\$160,769	
Reimbursable Expenses	5.0%		\$222,997	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$2,015,500</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees	0.016		\$789,708	
State Permit Fees			\$8,900	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$72,500	
Printing, Mailing, Advertising			\$49,400	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,000,000	
<b>TOTAL PROJECT COST</b>				<b>\$65,800,000</b>

Grade Alignment 4 - Thomaston High School  
PRELIMINARY PROJECTION OF COSTS*Summary*

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$64,265,150</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$550,000	\$2,750,000	
Site Development Contingency	12%		\$330,000	
<b>Subtotal for Site Development</b>			<b>\$3,080,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	98,950 sf	\$550	\$54,422,500	
New Construction	5,000 sf	\$625	\$3,125,000	
<b>Subtotal Construction</b>			<b>\$60,627,500</b>	
Program/Design Contingency	6%		\$3,637,650	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$9,639,770</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$9,639,770	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$73,904,920</b>
Construction Contingency	10%		\$6,062,750	
<b>Total Construction Budget</b>				<b>\$79,967,670</b>
<b>EQUIPMENT</b>				
Technology Program	377 students	\$1,800.00	\$678,600	
Fixtures, Furnishings & Equipment	103,950 sf	\$20.00	\$2,079,000	
FFE/Technology Contingency			\$52,000	
<b>PROJECT DEVELOPMENT</b>				<b>\$11,900,310</b>
Architectural/ Engineering Fees	8.0%		\$6,622,182	
Other Consultants	0.5%		\$399,838	
Construction Management Fee	1.5%		\$1,108,574	
Construction Management Costs	4.0%		\$3,198,707	
Special Inspections & Testing	0.3%		\$239,903	
Reimbursable Expenses	5.0%		\$331,109	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,296,200</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$13,300	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$103,950	
Printing, Mailing, Advertising			\$73,900	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,000,000	
<b>TOTAL PROJECT COST</b>				<b>\$96,000,000</b>

## Alignment 4 - Renovate/Expand Existing Facilities

**BRS - PK - 5 \* TCS - Not Used \* THS - 6 - 12**

### Renovation/Expansion Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	5	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	4	Not Used	5	How well does the grade alignment fit within the facility as proposed.				
Classrooms	4	Not Used	5	How well do the classrooms support learning across the grade range.				
Media Center	5	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	4	Not Used	5	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	4	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	4	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	3	Not Used	4	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	3	Not Used	3	How well does the facility justify the projected cost to develop.				
Cost Avoidance	3	Not Used	3	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	3	Not Used	3	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>49</b>	<b>Not Used</b>	<b>53</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate).  From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<b>Not Used</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	
<b>Raw Score and color</b>	<b>Not Used</b>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	<b>Ideal</b>

## The positive and negative attributes or incentives of Alignment 4 include:

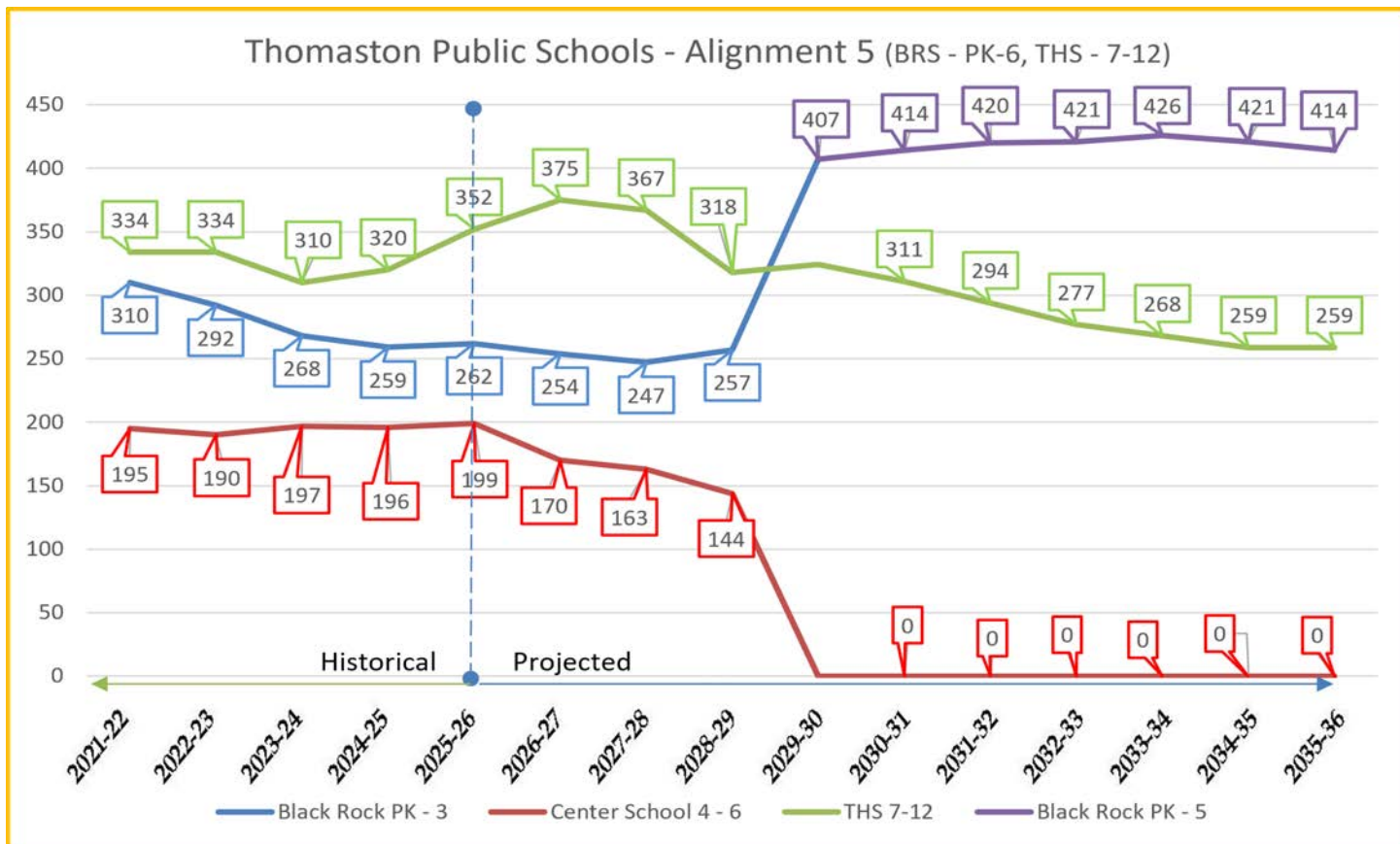
- The reduction in the number of facilities operated is reduced to two
- The overall building area operated by the District is reduced by approximately 60,000 square feet
- The resultant facilities will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address virtually all of the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town
- This approach will require significant financial investment over four to five years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting
- The cost to the Town is projected to be somewhere between 37% and 42% of the total cost if State School Construction Grants are obtained for all of the work.

Reviewing the Assessment Matrix for **Alignment 4** on the preceding page shows a few areas ranked as 'adequate', the majority rated as 'usable', and a few the highest rating of 'desirable'. Black Rock School is rated as 'Usable' while Thomaston High School rates 'Desirable'. The current State Construction Grant guidelines do not fully support construction for PK programs, placing Thomaston at a disadvantage relative to grant funding while providing a robust educational program that begins with the youngest learners in the community.

From an educational viewpoint, concern amongst the research team is with the grouping of grades PK - 6 at Black Rock School. This is felt to have the potential of providing a robust and varied learning environment for this cohort. Design of the facility will require diligence to assure the resultant building supports all of the students who will attend the school.

Looking into other alignments that would allow closure of Center School, **Grade Alignment 5** was produced. This configures Black Rock School as a PK - 6 and keeps THS as grade 7 - 12. This alignment creates essentially lower and upper elementary school within one facility while keeping THS as it is currently configured. In this alignment Center School again reverts to Town management.

The projected cohort size for Black Rock School is reasonable for a modern elementary school while the size of THS presents problems for operational efficiency and educational efficacy. An alignment which results in the THS cohort shrinking to the projected size will require that the curriculum and staffing be examined in search of operational savings.



The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right. The blue line depicts enrollment at Black Rock School for PK -3 until the 2029/30 school year, when Grades 4 through 6 move to Black Rock and the overall enrollment increases, as depicted by the purple bar. The red bar is showing Center School for grades 4 - 6 until the cross-over in SY29/30 when Center School ceases to operate as a school. The green depicts Thomaston High School, which remains with the current grade alignment showing a steadily decreasing enrollment.

This alignment provides a larger cohort of students at Black Rock School with an age differential that would warrant consideration of the creation of lower and upper schools within the single facility. This could likely be addressed through a building design that provides core spaces that serve the entire school population and distinct classroom and learning areas oriented toward the respective teaching modalities. Sharing of specialized spaces may help to reduce construction and operational costs while enhancing learning opportunities for students.

The grade alignment and resultant cohort size at Black Rock School is likely best addressed through replacement of the existing building. The existing school is not at all workable for this grade alignment and cohort size and replacement of the building is likely to require displacement of the students from the existing school during construction. Temporary classroom space is anticipated within the projected budget. There may be opportunity to accommodate some or all of the Black Rock School students at Center School, though this potential has not yet been vetted.

**Alignment 5** anticipates the complete renovation of Thomaston High School. This work may require temporary housing of students, the cost of which is included in the Preliminary Projection of Costs on the following pages.

This approach would provide the Town with two facilities that are essentially new and fit for the educational needs of the coming decades.

For the purposes of developing potential schedules and costs, the two projects are anticipated to overlap during construction. This approach would shorten the overall construction timeline and return the facilities back to full-time use as rapidly as possible.

The cost projections on the two following pages reflect the scope of the work anticipated for this work. The scope includes provision for all furniture and technology to be provided new as each of the buildings is completed and brought on-line.

**The positive and negative attributes or incentives of Alignment 5 include:**

- The reduction in the number of facilities operated is reduced to two
- The overall building area operated by the District is reduced by approximately 60,000 square feet
- The resultant facilities will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address virtually all of the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town
- This approach will require significant financial investment over four to five years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions and renovation to as-new condition of the Black Rock Elementary School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary

<b>CONSTRUCTION COSTS</b>				<b>\$46,852,000</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000		\$3,750,000
Site Development Contingency	12%			\$450,000
<b>Subtotal for Site Development</b>				<b>\$4,200,000</b>
<b>BUILDING</b>				
Building Demolition	0 sf	\$50		\$0
Major Renovation	57,500 sf	\$500		\$28,750,000
Minor Renovation	0 sf	\$0		\$0
New Construction	18,000 sf	\$625		\$11,250,000
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
Speciality Construction (define)	0 Allowance	\$0		\$0
<b>Subtotal Construction</b>				<b>\$44,200,000</b>
Program/Design Contingency	6%			\$2,652,000
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$4,685,200</b>
Escalation to mid-point of Construction	5.0%	2.0 yrs		\$4,685,200
<b>TOTAL CONSTRUCTION COST</b>				<b>\$51,537,200</b>
Construction Contingency	10%			\$4,420,000
<b>Total Construction Budget</b>				<b>\$55,957,200</b>
<b>EQUIPMENT</b>				
Technology Program	426 students	\$1,800.00		\$766,800
Fixtures, Furnishings & Equipment	75,500 sf	\$20.00		\$1,510,000
FFE/Technology Contingency				\$37,800
<b>PROJECT DEVELOPMENT</b>				<b>\$8,353,830</b>
Architectural/ Engineering Fees	8.0%			\$4,661,744
Other Consultants	0.5%			\$279,786
Construction Management Fee	1.5%			\$773,058
Construction Management Costs	4.0%			\$2,238,288
Special Inspections & Testing	0.3%			\$167,872
Reimbursable Expenses	5.0%			\$233,087
A/E On-Site Representation	0.00%			\$0
<b>OTHER COSTS</b>				
<b>OTHER COSTS</b>				<b>\$2,055,900</b>
Site Acquisition	0 acres	\$0		\$0
City/Town Permit Fees	0.016			\$824,595
State Permit Fees				\$9,300
Bonding/Legal Fees				\$50,000
Builders Risk Insurance, Utilities, Staff	\$1.00 sf			\$75,500
Printing, Mailing, Advertising				\$51,500
Moving Expenses	1 allow			\$45,000
Swing Space / Temporary Classrooms	1 allow			\$ 1,000,000
<b>TOTAL PROJECT COST</b>				<b>\$68,700,000</b>

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for complete renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$62,139,850</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>			<b>\$4,200,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	98,950 sf	\$550	\$54,422,500	
New Construction	0 sf	\$625	\$0	
<b>Subtotal Construction</b>			<b>\$58,622,500</b>	
Program/Design Contingency	6%		\$3,517,350	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$9,320,980</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$9,320,980	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$71,460,830</b>
Construction Contingency	10%		\$5,862,250	
<b>Total Construction Budget</b>				<b>\$77,323,080</b>
<b>EQUIPMENT</b>				
<b>\$2,773,700</b>				
Technology Program	414 students	\$1,800.00	\$745,200	
Fixtures, Furnishings & Equipment	98,950 sf	\$20.00	\$1,979,000	
FFE/Technology Contingency			\$49,500	
<b>PROJECT DEVELOPMENT</b>				<b>\$11,511,550</b>
Architectural/ Engineering Fees	8.0%		\$6,407,742	
Other Consultants	0.5%		\$386,615	
Construction Management Fee	1.5%		\$1,071,912	
Construction Management Costs	4.0%		\$3,092,923	
Special Inspections & Testing	0.3%		\$231,969	
Reimbursable Expenses	5.0%		\$320,387	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,788,400</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$12,900	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$98,950	
Printing, Mailing, Advertising			\$71,500	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$93,400,000</b>

## Alignment 5 - Renovate/Expand Existing Facilities

BRS - PK - 6 \* TCS - Not Used \* THS - 7 - 12

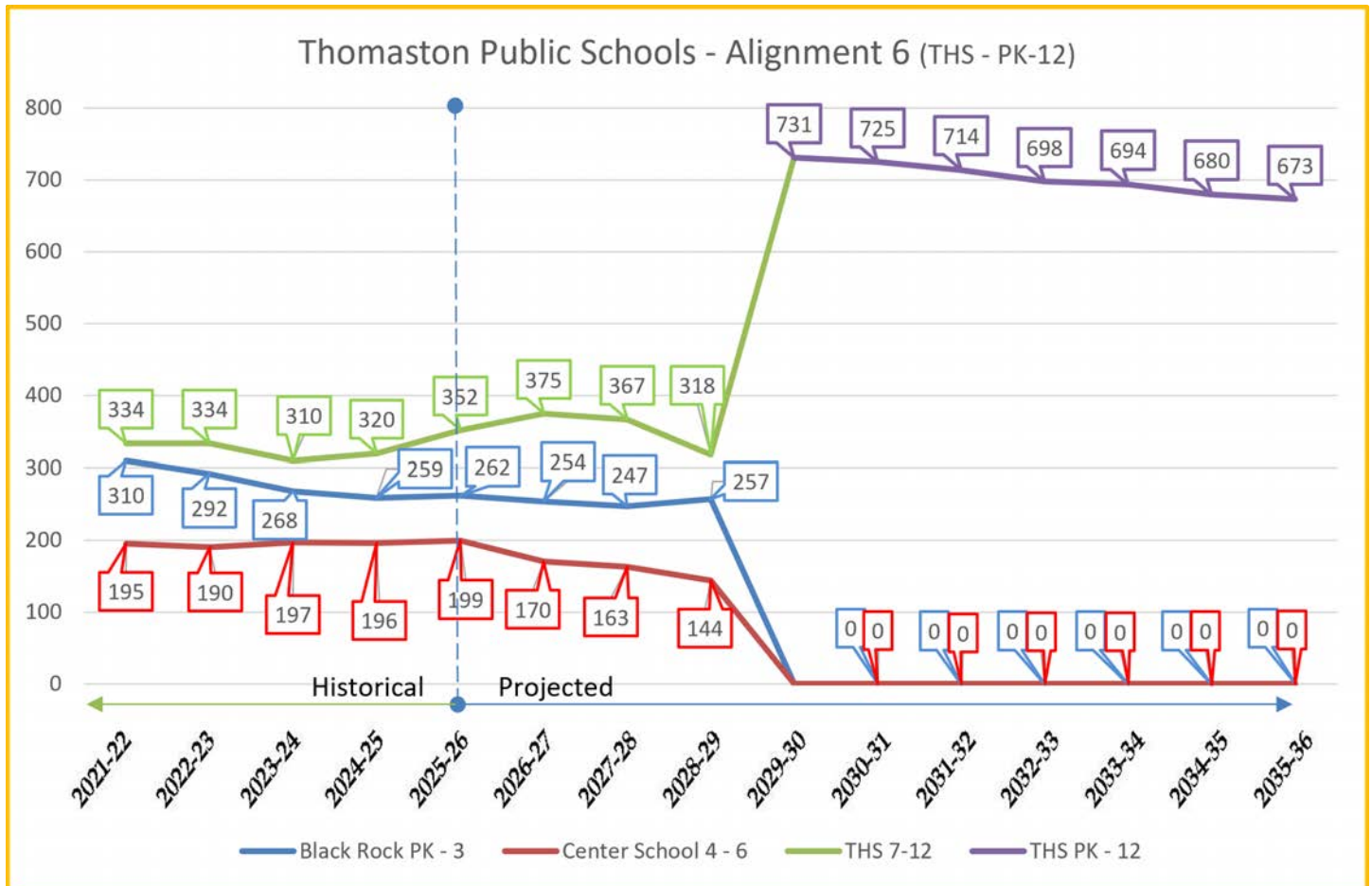
### Replacement, Renovation and Expansion Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	5	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	4	Not Used	4	How well does the grade alignment fit within the facility as proposed.				
Classrooms	4	Not Used	4	How well do the classrooms support learning across the grade range.				
Media Center	4	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	4	Not Used	5	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	3	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	3	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	3	Not Used	4	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	3	Not Used	3	How well does the facility justify the projected cost to develop.				
Cost Avoidance	3	Not Used	3	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	2	Not Used	2	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>45</b>	<b>Not Used</b>	<b>50</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate). From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<i>Not Used</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	
<b>Raw Score and color</b>	<i>Not Used</i>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	Ideal

- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting
- The cost to the Town is projected to be somewhere between 37% and 42% of the total cost if State School Construction Grants are obtained for all of the work.

**Alignment 6** explores the potential for a single facility to house all educational offerings from Thomaston Public Schools. In this alignment PK - grade 12 would be housed in a single complex at the current THS / Black Rock campus. This was envisioned to utilize most, if not all, of the existing THS building with additions as needed. Black Rock School would be demolished to provide athletic and field space. Center School would revert to Town management.

The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right. The blue line depicts enrollment at Black Rock School for PK -3 until the 2029/30 school year, when Grades 4 through 6 move to Black Rock and the overall enrollment increases, as depicted by the purple bar. The red bar is showing Center School for grades 4 - 6 until the cross-over in SY29/30 when Center School ceases to operate as a school. The green depicts Thomaston High School, which remains with the current grade alignment showing a steadily decreasing enrollment.



This alignment provides a fair sized cohort of students at one school, with an age range that would warrant creation of different areas or schools within the single facility. This would be addressed through a building design that provides core spaces that serve a particular segment of the school population and distinct classroom and learning areas oriented toward the respective teaching modalities. Sharing of some specialized spaces may help to reduce construction and operational costs while enhancing learning opportunities for students.

The grade alignment and resultant cohort size at Thomaston High School is likely best addressed through renovation of the existing building and additions that are properly sized and situated to facilitate arrival/departure, indoor and outdoor activities, classrooms and rooms for focused curricula, physical education and dining. The existing school is truly workable for this grade alignment and cohort size. Renovation and enlargement of the building is likely to require displacement of the students from the existing school during construction. Temporary classroom space is anticipated within the projected budget. There may be opportunity to accommodate some or all of the students at Black Rock School and Center Schools, though this potential has not yet been vetted.

**Alignment 6** anticipates the complete renovation of Thomaston High School. Black Rock School would be demolished and that area of the site would serve as athletic fields, most likely. This approach would provide the Town with one facility that is essentially new and fit for the educational needs of the coming decades.

For the purposes of developing potential schedules and costs, the two major aspects of the project are anticipated to overlap very little during construction. This approach would shorten the overall time that temporary classroom space may be required and would bring the completed facility to full-time use as rapidly as possible.

The cost projection on the following page reflects the scope of the work anticipated for this Alignment. The scope includes provision for all furniture and technology to be provided new as the building is completed and brought on-line.

**The positive and negative attributes or incentives of Alignment 6 include:**

- The number of facilities operated is reduced to one The overall building area operated by the District is reduced by approximately 160,000 square feet
- The resultant facility will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town
- This approach will require significant financial investment over four to five years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$101,423,450</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	10.0 Acres	\$750,000	\$7,500,000	
Site Development Contingency	12%		\$900,000	
<b>Subtotal for Site Development</b>			<b>\$8,400,000</b>	
<b>BUILDING</b>				
Building Demolition	57,500 sf	\$28	\$1,610,000	
Major Renovation	98,950 sf	\$550	\$54,422,500	
New Construction	50,000 sf	\$625	\$31,250,000	
<b>Subtotal Construction</b>			<b>\$95,682,500</b>	
Program/Design Contingency	6%		\$5,740,950	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$15,213,520</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$15,213,520	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$116,636,970</b>
Construction Contingency	10%		\$9,568,250	
<b>Total Construction Budget</b>				<b>\$126,205,220</b>
<b>EQUIPMENT</b>				
Technology Program	673 students	\$1,800.00	\$1,211,400	
Fixtures, Furnishings & Equipment	148,950 sf	\$20.00	\$2,979,000	
FFE/Technology Contingency			\$74,500	
<b>PROJECT DEVELOPMENT</b>				<b>\$18,766,900</b>
Architectural/ Engineering Fees	8.0%		\$10,437,610	
Other Consultants	0.5%		\$631,026	
Construction Management Fee	1.5%		\$1,749,555	
Construction Management Costs	4.0%		\$5,048,209	
Special Inspections & Testing	0.3%		\$378,616	
Reimbursable Expenses	5.0%		\$521,880	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,891,600</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$21,000	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$148,950	
Printing, Mailing, Advertising			\$116,600	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$151,100,000</b>

**Alignment 6 - Renovate and Expand Existing Facility**  
**BRS - Demolished \* TCS - Not Used \* THS - PK - 12**  
Renovation and Expansion Through Bonds and Grants Funding

Facility	Black Rock School		Thomaston Center School		Thomaston High School			
	Black Rock School	Thomaston Center School	Thomaston High School	Black Rock School	Thomaston Center School	Thomaston High School		
Appropriateness for Grade Alignment	Not Used	Not Used	4					
Facility Size	Not Used	Not Used	4					
Classrooms	Not Used	Not Used	4					
Media Center	Not Used	Not Used	4					
Gymnasium	Not Used	Not Used	5					
Auditorium / Performance Space	Not Used	Not Used	4					
Cafeteria	Not Used	Not Used	4					
Support Spaces	Not Used	Not Used	4					
Site (fields, driveways, parking, playgrounds)	Not Used	Not Used	4					
Location	Not Used	Not Used	4					
Cost to Develop	Not Used	Not Used	3					
Cost Avoidance	Not Used	Not Used	3					
Regionalization Flexibility	Not Used	Not Used	2					
<b>Raw Score</b>	<b>Not Used</b>	<b>Not Used</b>	<b>49</b>					
				Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate). From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<i>Not Used</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	
<b>Raw Score and color</b>	<i>Not Used</i>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	Ideal

- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facility which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting

The cost to the Town is projected to be somewhere between 37% and 42% of the total cost if State School Construction Grants are obtained for all of the work. In contemplating a reduction in the number of facilities in operation consideration goes to renovation, or alteration of existing facilities as a starting point.

## **PHASE 2 - ALIGNMENT EXPLORATION AND REFINEMENT**

Grade Alignments 1 - 6 were developed and brought forward by the DRA team to serve as a starting point for the discussion regarding how Thomaston Public Schools might be reconfigured. Through the course of several community engagement meetings and sessions with town and school leadership new potential grade alignments and approaches emerged. These alignments rose to the surface as consensus began to develop regarding a direction which may best serve the Town and District.

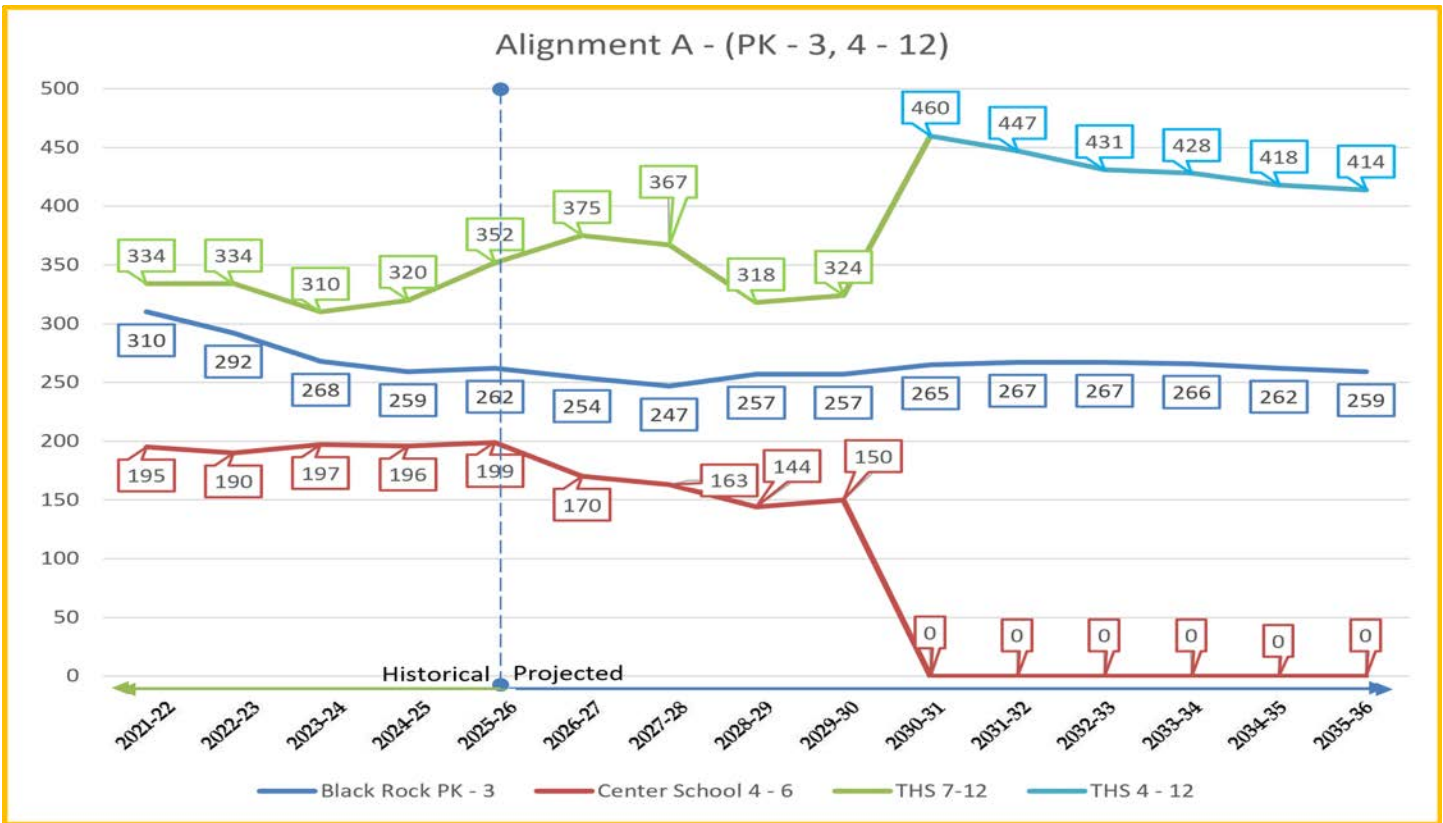
The first of these is Alignment A. This is a PK - 3, 4 - 12 alignment utilizing Black Rock School as a lower elementary and Thomaston High School as an upper elementary through high school facility. Center School would be decommissioned and returned to Town management.

As shown by the graph on the opposite page, this alignment projects a good cohort size for the Black Rock School and an acceptable, though not ideal cohort for THS. The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right.

The blue line depicts enrollment at Black Rock School for PK -3 through the 2035/36 school year. This anticipates no change to grade alignment at Black Rock School, thus the projection line does not change color.

The green depicts Thomaston High School, which shows an increase for SY 30/31 when Grades 4 - 6 move to THS. The trend line is then shown in medium blue and depicts a drop of 46 students in the five years between SY 30/31 and SY 35/36.

The red line is showing Center School for grades 4 - 6 until the cross-over in SY29/30, when Center School ceases to operate as a school.



The cohort grade range at THS is an uncommon yet workable alignment. Depending upon how the school is configured and administered it is possible to operate as separate schools located within a single complex. The grades four through seven could be accommodated in one portion while grades eight through 12 were in another. Alternately, Grades 4 - 6 could be housed together, 7 - 8 likewise, and 9 - 12 again in a focused setting.

Transportation of students of this age range together on school buses is not uncommon. It is likely that there will need to be changes to the school schedule for Grades 4 - 6 if the desire is to unify busing schedules in an effort to reduce costs.

On the following four pages are cost projections based on information derived from conceptual ideas for how the buildings might be approached for construction and phasing.

There are three estimates for Black Rock:

- A Repair in keeping with the scopes outlined in the Facilities Assessment Study
- A - 1 Complete replacement with a new building
- A - 2 Renovation of the entirety of the existing building to 'as new' condition

A fourth approach of renovating to 'as new' some areas of the existing building and demolishing the remainder. This option was not felt to be as viable due to the configuration of the existing building floor plan, but could be studied in more depth in the next phase of work.

The projected cost for expansion and renovation of Thomaston High School is constant regardless of the option chosen for Black Rock School.

Grade Alignment A - Black Rock School - REPAIR  
PRELIMINARY PROJECTION OF COSTS

Summary

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the repair of the Black Rock Elementary School. This work includes addressing all areas of the building identified in the Facilities Assessment Study only. This does not include replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$20,187,700</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	2.0 Acres	\$750,000	\$1,500,000	
Site Development Contingency	12%		\$180,000	
<b>Subtotal for Site Development</b>			<b>\$1,680,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Repair	57,500 sf	\$302	\$17,365,000	
<b>Subtotal Construction</b>			<b>\$19,045,000</b>	
Program/Design Contingency	6%		\$1,142,700	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$3,028,160</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$3,028,160	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$23,215,860</b>
Construction Contingency	10%		\$1,904,500	
<b>Total Construction Budget</b>				<b>\$25,120,360</b>
<b>EQUIPMENT</b>				
				<b>\$0</b>
Technology Program	0 students	\$1,800.00	\$0	
Fixtures, Furnishings & Equipment	0 sf	\$20.00	\$0	
FFE/Technology Contingency			\$0	
<b>PROJECT DEVELOPMENT</b>				<b>\$3,664,130</b>
Architectural/ Engineering Fees	8.0%		\$2,009,629	
Other Consultants	0.5%		\$125,602	
Construction Management Fee	1.5%		\$348,238	
Construction Management Costs	4.0%		\$1,004,814	
Special Inspections & Testing	0.3%		\$75,361	
Reimbursable Expenses	5.0%		\$100,481	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$679,900</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$4,200	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$57,500	
Printing, Mailing, Advertising			\$23,200	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow	\$	500,000	
<b>TOTAL PROJECT COST</b>				<b>\$29,500,000</b>



Grade Alignment A-1 - Black Rock School - REPLACEMENT  
**PRELIMINARY PROJECTION OF COSTS**

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the replacement of the Black Rock Elementary School. This work includes construction of a new building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$30,074,850</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000		\$3,750,000
Site Development Contingency	12%			\$450,000
<b>Subtotal for Site Development</b>				<b>\$4,200,000</b>
<b>BUILDING</b>				
Building Demolition	57,500 sf	\$28		\$1,610,000
New construction	36,100 sf	\$625		\$22,562,500
<b>Subtotal Construction</b>				<b>\$28,372,500</b>
Program/Design Contingency	6%			\$1,702,350
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$4,511,230</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs		\$4,511,230
<b>TOTAL CONSTRUCTION COST</b>				<b>\$34,586,080</b>
Construction Contingency	10%			\$2,837,250
<b>Total Construction Budget</b>				<b>\$37,423,330</b>
<b>EQUIPMENT</b>				
Technology Program	267 students	\$1,800.00		\$480,600
Fixtures, Furnishings & Equipment	36,100 sf	\$20.00		\$722,000
FFE/Technology Contingency				\$18,100
<b>PROJECT DEVELOPMENT</b>				<b>\$5,561,210</b>
Architectural/ Engineering Fees	8.0%			\$3,091,522
Other Consultants	0.5%			\$187,117
Construction Management Fee	1.5%			\$518,791
Construction Management Costs	4.0%			\$1,496,933
Special Inspections & Testing	0.3%			\$112,270
Reimbursable Expenses	5.0%			\$154,576
A/E On-Site Representation	0.00%			\$0
<b>OTHER COSTS</b>				<b>\$1,671,900</b>
Site Acquisition	0 acres	\$0		\$0
City/Town Permit Fees (assumed waived)	0.000			\$0
State Permit Fees				\$6,200
Bonding/Legal Fees				\$50,000
Builders Risk Insurance, Utilities, Staff	\$1.00 sf			\$36,100
Printing, Mailing, Advertising				\$34,600
Moving Expenses	1 allow			\$45,000
Swing Space / Temporary Classrooms	1 allow			\$ 1,500,000
<b>TOTAL PROJECT COST</b>				<b>\$45,900,000</b>



**Grade Alignment A-2 - Black Rock School - RENOVATE TO 'AS NEW'  
PRELIMINARY PROJECTION OF COSTS**

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation of the Black Rock Elementary School to 'As New' condition. This work includes replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$35,825,000</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>			<b>\$4,200,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	57,500 sf	\$550	\$31,625,000	
New Construction	0 sf	\$625	\$0	
<b>Subtotal Construction</b>			<b>\$35,825,000</b>	
Program/Design Contingency	6%		\$0	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$5,373,750</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$5,373,750	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$41,198,750</b>
Construction Contingency	10%		\$0	
<b>Total Construction Budget</b>				<b>\$41,198,750</b>
<b>EQUIPMENT</b>				<b>\$1,220,700</b>
Technology Program	267 students	\$1,800.00	\$480,600	
Fixtures, Furnishings & Equipment	36,100 sf	\$20.00	\$722,000	
FFE/Technology Contingency			\$18,100	
<b>PROJECT DEVELOPMENT</b>				<b>\$6,158,760</b>
Architectural/ Engineering Fees	8.0%		\$3,393,556	
Other Consultants	0.5%		\$205,994	
Construction Management Fee	1.5%		\$617,981	
Construction Management Costs	4.0%		\$1,647,950	
Special Inspections & Testing	0.3%		\$123,596	
Reimbursable Expenses	5.0%		\$169,678	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,701,100</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$7,400	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$57,500	
Printing, Mailing, Advertising			\$41,200	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$50,300,000</b>

**Grade Alignment A - Thomaston High School  
PRELIMINARY PROJECTION OF COSTS**
**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$74,576,570</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>			<b>\$4,200,000</b>	
<b>BUILDING</b>				
Building Demolition	500 sf	\$28	\$14,000	
Major Renovation	98,950 sf	\$550	\$54,422,500	
New Construction	18,750 sf	\$625	\$11,718,750	
<b>Subtotal Construction</b>			<b>\$70,355,250</b>	
Program/Design Contingency	6%		\$4,221,320	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$11,186,490</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$11,186,490	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$85,763,060</b>
Construction Contingency	10%		\$7,035,530	
<b>Total Construction Budget</b>				<b>\$92,798,590</b>
<b>EQUIPMENT</b>				
				<b>\$3,230,600</b>
Technology Program	460 students	\$1,800.00	\$828,000	
Fixtures, Furnishings & Equipment	117,200 sf	\$20.00	\$2,344,000	
FFE/Technology Contingency			\$58,600	
<b>PROJECT DEVELOPMENT</b>				<b>\$13,807,230</b>
Architectural/ Engineering Fees	8.0%		\$7,682,335	
Other Consultants	0.5%		\$463,993	
Construction Management Fee	1.5%		\$1,286,446	
Construction Management Costs	4.0%		\$3,711,944	
Special Inspections & Testing	0.3%		\$278,396	
Reimbursable Expenses	5.0%		\$384,117	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,823,900</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$15,400	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$117,700	
Printing, Mailing, Advertising			\$85,800	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$111,700,000</b>

## Cost and Grant Projections Under Alignment A

There are several factors that come into consideration regarding the three different approaches to Black Rock School within this Grade Alignment. Each has attributes and detriments that need to be taken together when considering an approach.

In the first approach the existing Black Rock School would be repaired in a scope that would broadly follow the needs outlined in the Facilities Assessment Study. This would result in a building that is oversized for the enrollment, not educationally updated, and paid for to a great extent by Thomaston, with comparatively little State grant participation.

This approach - repair of the existing school in broad accord with the recommendations of the Facilities Assessment Study, is projected to have a cost of \$29,500,000. This approach is expected to qualify for far less in State construction grants. It is estimated that approximately \$3,500,000 of the overall \$29,500,000 cost would be covered by grants. Thus cost to the Town projects to \$26,000,000. This approach does not include new furniture nor technology upgrades. If purchased as part of this approach these items would likely not qualify for State grants, adding a projected ~\$1,220,000 to the Town's cost for a total of ~\$27,220,000.

*It must be borne in mind that this approach results in a building larger than required by programmatic needs. The annual operating costs of this building should be expected to be higher than those for the second approach.*

The second approach is to demolish and replace the existing building with a facility that comports, as closely as practical, to the State DAS School Construction Guidelines relative to size and amenities. This would result in a building considerably smaller than what currently exists, but one designed with the most current educational standards as guideposts. This approach would maximize the State Grant contribution, but it is unlikely that the grant would be the highest amount possible since the State, at the time of this study, does not fully participate in construction of PK facilities.

This approach - construct a new school broadly in keeping with State Grant guidelines, is projected to cost ~\$41,800,000. As the State does not, at the time of this report, fully participate in PK facility construction, this approach is likely to not achieve full reimbursement for the entirety of the construction. As the PK portion of the building is likely to be in the range of 6,000 square feet, of which 3,000 square feet would likely qualify for a grant, the Town could anticipate qualifying for reimbursement for 92% of the eligible costs. At the current grant reimbursement rate of 68.4% the effective reimbursement rate would be in the range of 62.7%. Applied to the projected cost of the project the potential grant may be as much as \$26,000,000 with the corresponding Town share being \$15,800,000.

The third approach is to fully renovate the existing building to 'as-new' condition to retain the entirety of the facility. This would allow updating of the building to incorporate current educational design standards while bringing the building up to all applicable codes and regulations. This approach would result in a building that is larger than the State guidelines for the projected enrollment, thus would be unlikely to be entirely eligible for reimbursement.

This third approach - fully renovate the existing building to 'as new' condition, is projected to cost ~\$50,300,000. There are several considerations relative to State Grant participation in this approach. As before the State does not, at the time of this report, fully participate in PK facility construction. The State will also not typically offer a grant for renovation of building area that exceeds the prevailing space guidelines for the particular grade alignment to be housed. Finally, the State Grants do not cover the cost of temporary space for students displaced during construction. Thus, this approach is likely to not achieve full reimbursement for the entirety of the construction. As the existing building is approximately 21,400 square feet larger than the State guideline the approach would likely see a significant reduction in the effective grant rate. An effective reduction of as much as 37% might be enacted, making the reimbursement rate ~43% instead of the 68.4% prevailing reimbursement rate. Applying a 43% reimbursement rate to the overall projected cost of \$50,300,000 yields a potential maximum State grant of \$21,629,000 and a Town cost of \$28,671,000.

*As with the first approach to Black Rock School, it must be borne in mind that this approach also results in a building larger than required by programmatic needs. The annual operating costs of this building should be expected to be higher than those for the second approach.*

There remains the possibility of a fourth approach which would demolish portions of the existing school to bring the overall size more closely into line with State funding guidelines. This can be done in concert with an addition to the building to provide spaces which may exist but are not adequate, or that do not exist at this time. This approach was not studied further at this time as it was not felt that the existing building offers enough spaces that could be beneficially renovated and reused for a cost less than any of the other three approaches.

For the purposes of developing potential schedules and costs, the work at both Black Rock and Thomaston High School are anticipated to overlap somewhat during construction. This approach would shorten the overall time that temporary classroom space may be required and would bring the completed facilities to full-time use as rapidly as possible.

#### **The positive and negative attributes or incentives of Alignment A include:**

- The number of facilities operated is reduced to two.
- Depending upon the approach to Black Rock School, the overall building area operated by the District is reduced by approximately 107,000 to 130,000 square feet
- The resultant facilities will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town, though the degree to which this is so depends upon the approach to Black Rock School
- This approach will require significant financial investment over four to five years

- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting

The charts on the following three pages compare the relative strengths of each approach across 13 criteria to provide a means of comparison.

Alignment A - repair of Black Rock School combined with expansion and renovation to 'as new' of Thomaston High School shows both schools with three areas rating 2 out of 5 - Not Recommended. This reflects the potential costs, the lack of grant participation, and the limitations to regionalization foreseen in this grade alignment approach. This results in both Black Rock and Thomaston High School rated as 'Usable' - 42 and 44 out of 65, respectively.

Alignment A - 1 replacement of Black Rock with a new building with expansion and renovation to 'as new' of Thomaston High School shows Black Rock with four and THS with three areas rating 2 out of 5 - Not Recommended. This reflects the potential for an undersized PK area of Black Rock, potential costs, the lack of grant participation, and the limitations to regionalization foreseen in this grade alignment approach. This results in both Black Rock and Thomaston High School rated as 'Usable' - 43 and 44 out of 65, respectively.

Alignment A - 2 renovation to 'as new' of Black Rock and expansion and renovation to 'as new' of Thomaston High School shows Black Rock with two areas rated 0 - Not Appropriate, one area rated 2 - Not Recommended and THS with three areas rating 2 out of 5 - Not Recommended. This reflects the potential for an oversized Black Rock with increased potential costs to the Town, the lack of grant participation, and the limitations to regionalization foreseen in this grade alignment approach. This results in both Black Rock rated 39 - 'Adequate' and Thomaston High School rated 44 - 'Usable' .

## Alignment A - Repair BRS, Renovate and Expand THS

**BRS - PK - 3 \* TCS - Not Used \* THS - 4 - 12**

### Repairs, Renovation and Expansion Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	3	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	3	Not Used	4	How well does the grade alignment fit within the facility as proposed.				
Classrooms	3	Not Used	4	How well do the classrooms support learning across the grade range.				
Media Center	4	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	3	Not Used	4	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	4	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	3	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	4	Not Used	3	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	2	Not Used	2	How well does the facility justify the projected cost to develop.				
Cost Avoidance	2	Not Used	2	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	2	Not Used	2	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>42</b>	<b>Not Used</b>	<b>44</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate). From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<i>Not Used</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	
<b>Raw Score and color</b>	<i>Not Used</i>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	Ideal

## Alignment A-1 - Replace BRS, Renovate and Expand THS

**BRS - PK - 3 \* TCS - Not Used \* THS - 4 - 12**

### Replacement, Renovation and Expansion Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	3	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	2	Not Used	4	How well does the grade alignment fit within the facility as proposed.				
Classrooms	3	Not Used	4	How well do the classrooms support learning across the grade range.				
Media Center	4	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	4	Not Used	4	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	4	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	4	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	4	Not Used	3	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	2	Not Used	2	How well does the facility justify the projected cost to develop.				
Cost Avoidance	2	Not Used	2	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	2	Not Used	2	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>43</b>	<b>Not Used</b>	<b>44</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate).  From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<i>Not Used</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	
<b>Raw Score and color</b>	<i>Not Used</i>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	Ideal

## Alignment A -2 - Renovate BRS, Renovate and Expand THS

**BRS - PK - 3 \* TCS - Not Used \* THS - 4 - 12**

### Renovation and Expansion Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	3	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	3	Not Used	4	How well does the grade alignment fit within the facility as proposed.				
Classrooms	3	Not Used	4	How well do the classrooms support learning across the grade range.				
Media Center	4	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	3	Not Used	4	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	4	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	4	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	4	Not Used	3	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	0	Not Used	2	How well does the facility justify the projected cost to develop.				
Cost Avoidance	0	Not Used	2	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	2	Not Used	2	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>39</b>	<b>Not Used</b>	<b>44</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate). From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<b>Not Used</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	
<b>Raw Score and color</b>	<b>Not Used</b>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	<b>Ideal</b>

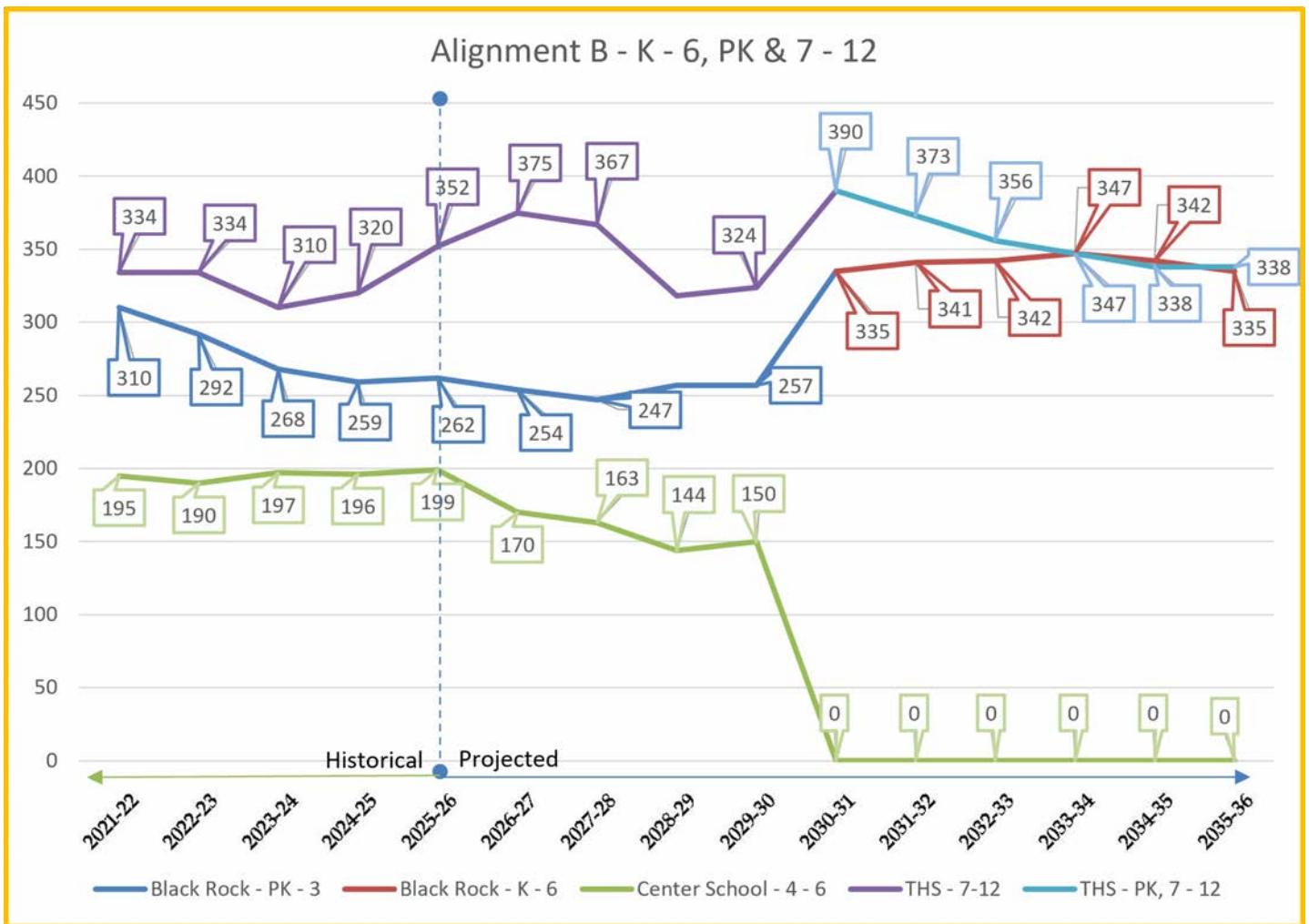
The second configuration advanced is called **Alignment B**. This Alignment has Black Rock School house Kindergarten to Grade 6 while Thomaston High School would house Pre-Kindergarten and Grades 7 - 12. Center School would be decommissioned and returned to Town management.

As shown by the graph below, this alignment projects a good cohort size for the Black Rock School and an acceptable, though not ideal cohort for THS. The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right.

The blue line depicts enrollment at Black Rock School for PK -3 through the 2030/31 school year. At the start of the 2030/31 SY PK would move to THS and Grades 4 - 6 move from Center School to Black Rock. This is depicted by the change to the red colored tracking line.

The purple line depicts Thomaston High School, which shows an increase for SY 30/31 when the PK program moves from Black Rock School. The trend line is then shown in medium blue and depicts a drop of 52 students in the five years between SY 30/31 and SY 35/36. This drop is entirely in the Grade 7 - 12 cohort as the PK cohort is projected as a steady number to the end of the projection period.

The green line is showing Center School for grades 4 - 6 until the cross-over in SY29/30, when Center School ceases to operate as a school.



The cohort grade range at THS is changed only with the introduction of the Pre-Kindergarten program. This is an alignment seen in some districts in New England and across the US. It can facilitate curricula studying various facets of early childhood development, nursing, child care, pediatrics, and similar courses of study. The typical high school schedule can readily accommodate pre- and post-work day wrap-around childcare programs as well, potentially increasing opportunities for the District and high school students to provide childcare services to Thomaston parents.

Housing Kindergarten through Grade 6 at Black Rock School might be seen to keep Grade 6 students from participating in learning at a middle school facility, but a building constructed expressly for this grade alignment could easily address that concern.

On the following pages are cost projections based on information derived from conceptual ideas for how the buildings might be approached for construction and phasing.

This first approach to this is Alignment B, which anticipates renovation to 'as new' of the existing Black Rock School and construction of an addition to provide space for the grades which would move into the completed building.

This second approach to this is Alignment B - 1, which anticipates demolition of the existing Black Rock School and construction of a new building which aligns closely with the prevailing State School Construction size guidelines.

The projected cost is for expansion and renovation to 'as new' of Thomaston High School. This would anticipate any expansion would be designed to house and support only the Pre-K program, with no expansion of the building for the middle or high school curricula. This cost projection is the same regardless of the approach taken for Black Rock School.

## **Cost and Grant Projections Under Alignment B**

There are several factors that come into consideration regarding the two different approaches to Black Rock School within this Grade Alignment. Each has attributes and detriments that need to be taken together when considering an approach.

In the first approach the existing Black Rock School would be fully renovated to 'as-new' condition, retain the majority if not the entirety of the existing facility while adding additional building space to accommodate the increased grade range and cohort size. This would allow updating of the building to incorporate current educational design standards while bringing the building up to all applicable codes and regulations. This approach is projected to result in a building that is roughly 10% larger than the State guidelines for the projected enrollment, if so, it is probable the project see a decrease in costs eligible for reimbursement.

This approach - fully renovate the existing building to 'as new' condition and expand as needed to meet program requirements, is projected to cost ~\$64,200,000. The projected 10% of area over the guidelines is projected to bring the effective reimbursement rate down to ~62%.

Applying a 62% reimbursement rate to the overall projected cost of \$61,200,000 yields a potential maximum State grant of ~\$39,800,000 and a Town cost of ~\$21,400,000.

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and the renovation to as-new condition of the Black Rock Elementary School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$42,318,270</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	6.0 Acres	\$350,000	\$2,100,000	
Site Development Contingency	12%		\$252,000	
<b>Subtotal for Site Development</b>			<b>\$2,352,000</b>	
<b>BUILDING</b>				
Building Demolition	300 sf	\$28	\$8,400	
Major Renovation	57,500 sf	\$550	\$31,625,000	
New Construction	9,500 sf	\$625	\$5,937,500	
<b>Subtotal Construction</b>			<b>\$39,922,900</b>	
Program/Design Contingency	6%		\$2,395,370	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$6,347,740</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$6,347,740	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$48,666,010</b>
Construction Contingency	10%		\$3,992,290	
<b>Total Construction Budget</b>				<b>\$52,658,300</b>
<b>EQUIPMENT</b>				<b>\$1,998,100</b>
Technology Program	347 students	\$1,800.00	\$624,600	
Fixtures, Furnishings & Equipment	67,000 sf	\$20.00	\$1,340,000	
FFE/Technology Contingency			\$33,500	
<b>PROJECT DEVELOPMENT</b>				<b>\$7,848,730</b>
Architectural/ Engineering Fees	8.0%		\$4,372,512	
Other Consultants	0.5%		\$263,292	
Construction Management Fee	1.5%		\$729,990	
Construction Management Costs	4.0%		\$2,106,332	
Special Inspections & Testing	0.3%		\$157,975	
Reimbursable Expenses	5.0%		\$218,626	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,710,000</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$8,800	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$57,500	
Printing, Mailing, Advertising			\$48,700	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$64,200,000</b>



Grade Alignment B - 1 - Black Rock School  
PRELIMINARY PROJECTION OF COSTS

Summary

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for construction of a new facility to replace the existing Black Rock Elementary School. This work includes demolition of the existing building, construction of the new facility, as well as new furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$43,949,720</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	6.0 Acres	\$350,000	\$2,100,000	
Site Development Contingency	12%		\$252,000	
<b>Subtotal for Site Development</b>			<b>\$2,352,000</b>	
<b>BUILDING</b>				
Building Demolition	57,500 sf	\$28	\$1,610,000	
Major Renovation	sf	\$550	\$0	
New Construction	60,000 sf	\$625	\$37,500,000	
<b>Subtotal Construction</b>			<b>\$41,462,000</b>	
Program/Design Contingency	6%		\$2,487,720	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$6,592,460</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$6,592,460	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$50,542,180</b>
Construction Contingency	10%		\$4,146,200	
<b>Total Construction Budget</b>				<b>\$54,688,380</b>
<b>EQUIPMENT</b>				<b>\$1,854,600</b>
Technology Program	347 students	\$1,800.00	\$624,600	
Fixtures, Furnishings & Equipment	60,000 sf	\$20.00	\$1,200,000	
FFE/Technology Contingency			\$30,000	
<b>PROJECT DEVELOPMENT</b>				<b>\$8,132,790</b>
Architectural/ Engineering Fees	8.0%		\$4,523,438	
Other Consultants	0.5%		\$273,442	
Construction Management Fee	1.5%		\$758,133	
Construction Management Costs	4.0%		\$2,187,535	
Special Inspections & Testing	0.3%		\$164,065	
Reimbursable Expenses	5.0%		\$226,172	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,654,600</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$9,100	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$0	
Printing, Mailing, Advertising			\$50,500	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$66,300,000</b>



The second approach is to demolish and replace the existing building with a facility that comports, as closely as practical, to the State DAS School Construction Guidelines relative to size and amenities. This would result in a building slightly smaller than what is projected to result from the addition/renovation approach, but one designed with the most current educational standards as guideposts. This approach would maximize the State Grant contribution.

This approach - construct a new school broadly in keeping with State Grant guidelines, is projected to cost ~\$66,300,000. The facility would be designed to adhere as closely as is practical and acceptable to the State funding guidelines, thus the Town could anticipate qualifying for reimbursement for 100% of the eligible costs. At the current grant reimbursement rate of 68.4% the potential grant may be as much as \$45,350,000 with the corresponding Town share being \$20,950,000.

The projected cost for expanding and renovating Thomaston High School is \$111,500,000. The State of CT does not fully participate in construction costs for PreK program space, thus approximately 5,000 square feet of construction might not qualify. This equates to a reduction in the effective reimbursement rate to 65.3%. This projects to a maximum potential State grant of \$72,834,000 and a cost to Thomaston of \$38,666,000

For the purposes of developing potential schedules and costs, the work at both Black Rock and Thomaston High School are anticipated to overlap somewhat during construction. This approach would shorten the overall time that temporary classroom space may be required and would bring the completed facilities to full-time use as rapidly as possible.

**The positive and negative attributes or incentives of Alignment B include:**

- The number of facilities operated is reduced to two.
- Depending upon the approach to Black Rock School, the overall building area operated by the District is reduced by approximately 107,000 to 114,000 square feet
- The resultant facilities will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town
- This approach will require significant financial investment over four to five years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation to as-new condition of the Thomaston High School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$75,017,790</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	5.0 Acres	\$750,000	\$3,750,000	
Site Development Contingency	12%		\$450,000	
<b>Subtotal for Site Development</b>				<b>\$4,200,000</b>
<b>BUILDING</b>				
Building Demolition	500 sf	\$28	\$14,000	
Major Renovation	98,950 sf	\$600	\$59,370,000	
New Construction	11,500 sf	\$625	\$7,187,500	
<b>Subtotal Construction</b>				<b>\$70,771,500</b>
Program/Design Contingency	6%		\$4,246,290	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$11,252,670</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$11,252,670	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$86,270,460</b>
Construction Contingency	10%		\$7,077,150	
<b>Total Construction Budget</b>				<b>\$93,347,610</b>
<b>EQUIPMENT</b>				<b>\$2,966,200</b>
Technology Program	390 students	\$1,800.00	\$702,000	
Fixtures, Furnishings & Equipment	110,450 sf	\$20.00	\$2,209,000	
FFE/Technology Contingency			\$55,200	
<b>PROJECT DEVELOPMENT</b>				<b>\$13,865,100</b>
Architectural/ Engineering Fees	8.0%		\$7,705,105	
Other Consultants	0.5%		\$466,738	
Construction Management Fee	1.5%		\$1,294,057	
Construction Management Costs	4.0%		\$3,733,904	
Special Inspections & Testing	0.3%		\$280,043	
Reimbursable Expenses	5.0%		\$385,255	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,305,800</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$15,500	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$98,950	
Printing, Mailing, Advertising			\$86,300	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,000,000	
<b>TOTAL PROJECT COST</b>				<b>\$111,500,000</b>

## Alignment B - Replace, Renovate and Expand Existing Facilities

**BRS - K - 6 \* TCS - Not Used \* THS - Pk & 7 - 12**

**Renovation and Expansion Through Bonds and Grants Funding**

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	5	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	3	Not Used	3	How well does the grade alignment fit within the facility as proposed.				
Classrooms	4	Not Used	5	How well do the classrooms support learning across the grade range.				
Media Center	4	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	4	Not Used	5	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	4	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	4	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	3	Not Used	3	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	2	Not Used	3	How well does the facility justify the projected cost to develop.				
Cost Avoidance	2	Not Used	3	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	2	Not Used	3	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>44</b>	<b>Not Used</b>	<b>50</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate).  From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<b>Not Used</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	
<b>Raw Score and color</b>	<b>Not Used</b>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	<b>Ideal</b>

- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting

The charts on the preceding page compares the relative strengths of this approach across 13 criteria to provide a means of comparison. There is little difference between approaches to Black Rock School thus a single comparison sheet was compiled.

Alignment B shows Black Rock School three areas rating 2 out of 5 - Not Recommended. This reflects the potential costs, the potential lack of grant participation, and the limitations to regionalization foreseen in this grade alignment approach. Thomaston High School has five ratings of 3 out of 5 - 'Adequate' these attributable to costs and flexibility for future uses. This results in both Black Rock and Thomaston High School rated as 'Usable' - 44 and 50 out of 65, respectively.

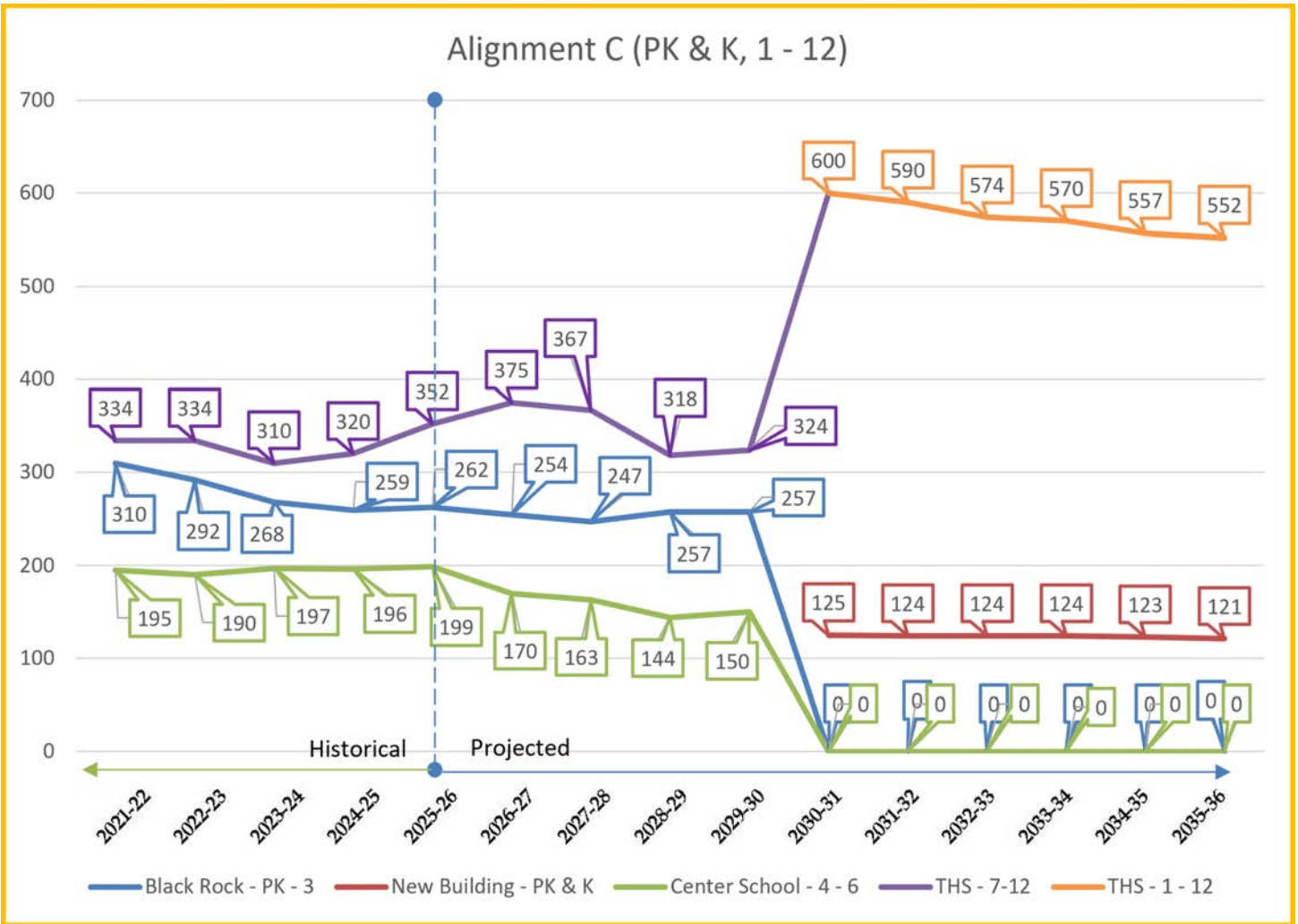
**The third configuration advanced is called Alignment C.** This Alignment has Black Rock School house Pre-Kindergarten and Kindergarten with Thomaston High School housing Grades 1 - 12. Center School would be decommissioned and returned to Town management. This is an unusual grade alignment but is in operation in districts within New England, particularly in towns with total enrollment sizes similar to Thomaston and without viable opportunities or desire to partner or regionalize.

As shown by the graph the following page, this alignment projects a good cohort size for the Black Rock School and an acceptable, though not ideal cohort for THS. The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right.

The blue line depicts enrollment at Black Rock School for PK -3 through the 2030/31 school year. At the start of the 2030/31 Black Rock opens as a PK / K facility, this enrollment depicted by the red line.

Beginning with SY 2030/31 Grades 1 - 6 move to Thomaston High School. The purple line depict THS prior to this change, the orange line depicts the enrollment afterward.

The green line is showing Center School for grades 4 - 6 until the cross-over in SY29/30, when Center School ceases to operate as a school.



The cohort grade range at THS is changed dramatically with the introduction of the elementary grades program. It is not an alignment often seen and will require diligence in the programming and design of the expanded and renovated facility. With adequate advance planning and communication this grade alignment could prove quite beneficial both educationally and financially.

Housing Pre-Kindergarten and Kindergarten at Black Rock School would probably be best accomplished through replacement of the existing building. The existing building is too large for the projected cohort and does not have the amenities required of this age range. A building constructed expressly for this grade alignment could easily address that concern.

On the following pages are cost projections based on information derived from conceptual ideas for how the buildings might be approached for construction and phasing.

The projected cost is for expansion and renovation to ‘as new’ of Thomaston High School. This would anticipate any expansion would be designed to house and support only the elementary grade programs, with no expansion of the building for the middle or high school curricula.

Grade Alignment C - PreK / K Facility  
PRELIMINARY PROJECTION OF COSTS

Summary

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for construction of a PK/K facility. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$17,830,790</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	6.0 Acres	\$450,000		\$2,700,000
Site Development Contingency	12%			\$324,000
<b>Subtotal for Site Development</b>				<b>\$3,024,000</b>
<b>BUILDING</b>				
Building Demolition	57,500 sf	\$28		\$1,610,000
Major Renovation	0 sf	\$500		\$0
New Construction	19,500 sf	\$625		\$12,187,500
<b>Subtotal Construction</b>				<b>\$16,821,500</b>
Program/Design Contingency	6%			\$1,009,290
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$2,674,620</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs		\$2,674,620
<b>TOTAL CONSTRUCTION COST</b>				<b>\$20,505,410</b>
Construction Contingency	10%			\$1,682,150
<b>Total Construction Budget</b>				<b>\$22,187,560</b>
<b>EQUIPMENT</b>				
				<b>\$687,200</b>
Technology Program	125 students	\$1,500.00		\$187,500
Fixtures, Furnishings & Equipment	19,500 sf	\$25.00		\$487,500
FFE/Technology Contingency				\$12,200
<b>PROJECT DEVELOPMENT</b>				<b>\$3,294,060</b>
Architectural/ Engineering Fees	8.0%			\$1,829,981
Other Consultants	0.5%			\$110,938
Construction Management Fee	1.5%			\$307,581
Construction Management Costs	4.0%			\$887,502
Special Inspections & Testing	0.3%			\$66,563
Reimbursable Expenses	5.0%			\$91,499
A/E On-Site Representation	0.00%			\$0
<b>OTHER COSTS</b>				<b>\$369,200</b>
Site Acquisition	0 acres	\$0		\$0
City/Town Permit Fees (assumed waived)	0.000			\$0
State Permit Fees				\$3,700
Bonding/Legal Fees				\$50,000
Builders Risk Insurance, Utilities, Staff	\$1.00 sf			\$0
Printing, Mailing, Advertising				\$20,500
Moving Expenses	1 allow			\$45,000
Swing Space / Temporary Classrooms	1 allow		\$	250,000
<b>TOTAL PROJECT COST</b>				<b>\$26,500,000</b>



**Grade Alignment C - Thomaston High School  
PRELIMINARY PROJECTION OF COSTS**

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and the renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$93,655,240</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	8.0 Acres	\$750,000	\$6,000,000	
Site Development Contingency	12%		\$720,000	
<b>Subtotal for Site Development</b>			<b>\$6,720,000</b>	
<b>BUILDING</b>				
Building Demolition	500 sf	\$28	\$14,000	
Major Renovation	98,950 sf	\$600	\$59,370,000	
New Construction	35,600 sf	\$625	\$22,250,000	
<b>Subtotal Construction</b>			<b>\$88,354,000</b>	
Program/Design Contingency	6%		\$5,301,240	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$14,048,290</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$14,048,290	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$107,703,530</b>
Construction Contingency	10%		\$8,835,400	
<b>Total Construction Budget</b>				<b>\$116,538,930</b>
<b>EQUIPMENT</b>				<b>\$3,838,300</b>
Technology Program	600 students	\$1,800.00	\$1,080,000	
Fixtures, Furnishings & Equipment	134,550 sf	\$20.00	\$2,691,000	
FFE/Technology Contingency			\$67,300	
<b>PROJECT DEVELOPMENT</b>				<b>\$17,321,110</b>
Architectural/ Engineering Fees	8.0%		\$9,630,178	
Other Consultants	0.5%		\$582,695	
Construction Management Fee	1.5%		\$1,615,553	
Construction Management Costs	4.0%		\$4,661,557	
Special Inspections & Testing	0.3%		\$349,617	
Reimbursable Expenses	5.0%		\$481,509	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,831,100</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$19,400	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$98,950	
Printing, Mailing, Advertising			\$107,700	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,500,000	
<b>TOTAL PROJECT COST</b>				<b>\$139,500,000</b>

## Cost and Grant Projections Under Alignment C

In this Alignment the existing Black Rock School would be fully demolished and a new facility constructed to accommodate the PreK/K grade range and cohort size. This would provide a site and building complying with applicable codes and regulations. This approach is projected to result in a building that is roughly 10% larger than the State guidelines for the projected enrollment. The State of CT does not at this time fully participate in construction for PK facilities. These two factors combine to make it probable the project will see a decrease in costs eligible for reimbursement.

This approach - demolish the existing building build new as needed to meet program requirements, is projected to cost ~\$26,500,000. The projected 10% of area over the guidelines is projected to bring the effective reimbursement rate down to ~62%.

Applying a 62% reimbursement rate to the overall projected cost of \$26,500,000 yields a potential maximum State grant of ~\$16,430,000 and a Town cost of ~\$10,070,000.

The projected cost for expanding and renovating Thomaston High School is \$139,500,000. The State of CT would be likely to fully participate in construction costs for a project such as this. This projects to a maximum potential State grant of \$95,400,000 and a cost to Thomaston of \$44,100,000.

For the purposes of developing potential schedules and costs, the work at both Black Rock and Thomaston High School are anticipated to overlap somewhat during construction. This approach would shorten the overall time that temporary classroom space may be required and would bring the completed facilities to full-time use as rapidly as possible.

### **The positive and negative attributes or incentives of Alignment C include:**

- The number of facilities operated is reduced to two.
- The overall building area operated by the District is reduced by approximately 137,000 square feet
- The resultant facilities will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town
- This approach will require significant financial investment over four to five years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income

# Alignment C - Replace, Renovate and Expand Existing Facilities

**BRS - PK - K \* TCS - Not Used \* THS - 1 - 12**

Replacement, Renovation and Expansion Through Bonds and Grants Funding

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	5	Not Used	5	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	4	Not Used	4	How well does the grade alignment fit within the facility as proposed.				
Classrooms	4	Not Used	5	How well do the classrooms support learning across the grade range.				
Media Center	5	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	5	Not Used	5	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	5	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	5	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	4	Not Used	3	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	2	Not Used	3	How well does the facility justify the projected cost to develop.				
Cost Avoidance	2	Not Used	3	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	4	Not Used	2	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>53</b>	<b>Not Used</b>	<b>50</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate). From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<b>Not Used</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	
<b>Raw Score and color</b>	<b>Not Used</b>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<b>Not Used</b>	<b>Not Appropriate</b>	<b>Inadequate</b>	<b>Not Recommended</b>	<b>Adequate</b>	<b>Usable</b>	<b>Desirable</b>	<b>Ideal</b>

- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting

The charts on the preceding page compares the relative strengths of this approach across 13 criteria to provide a means of comparison.

Alignment C shows Black Rock School with two areas rating 2 out of 5 - Not Recommended. This reflects the potential costs and the potential lack of grant participation foreseen in this grade alignment approach. Thomaston High School has one rating of 2 out of 5 - 'Not Recommended' due to the potential limitations to regionalization and three ratings of 3 out of 5 - 'Adequate' these attributable to costs and flexibility for future uses. This results in Black Rock with an overall score of 53 out of 65 - 'Desirable' and Thomaston High School rated as 'Usable' - 44 and 50 out of 65.

**The fourth configuration advanced is called Alignment D.** This Alignment is similar to Alignment B but has Black Rock School house Kindergarten to Grade 5 while Thomaston High School would house Pre-Kindergarten and Grades 6 - 12. Center School would be decommissioned and returned to Town management.

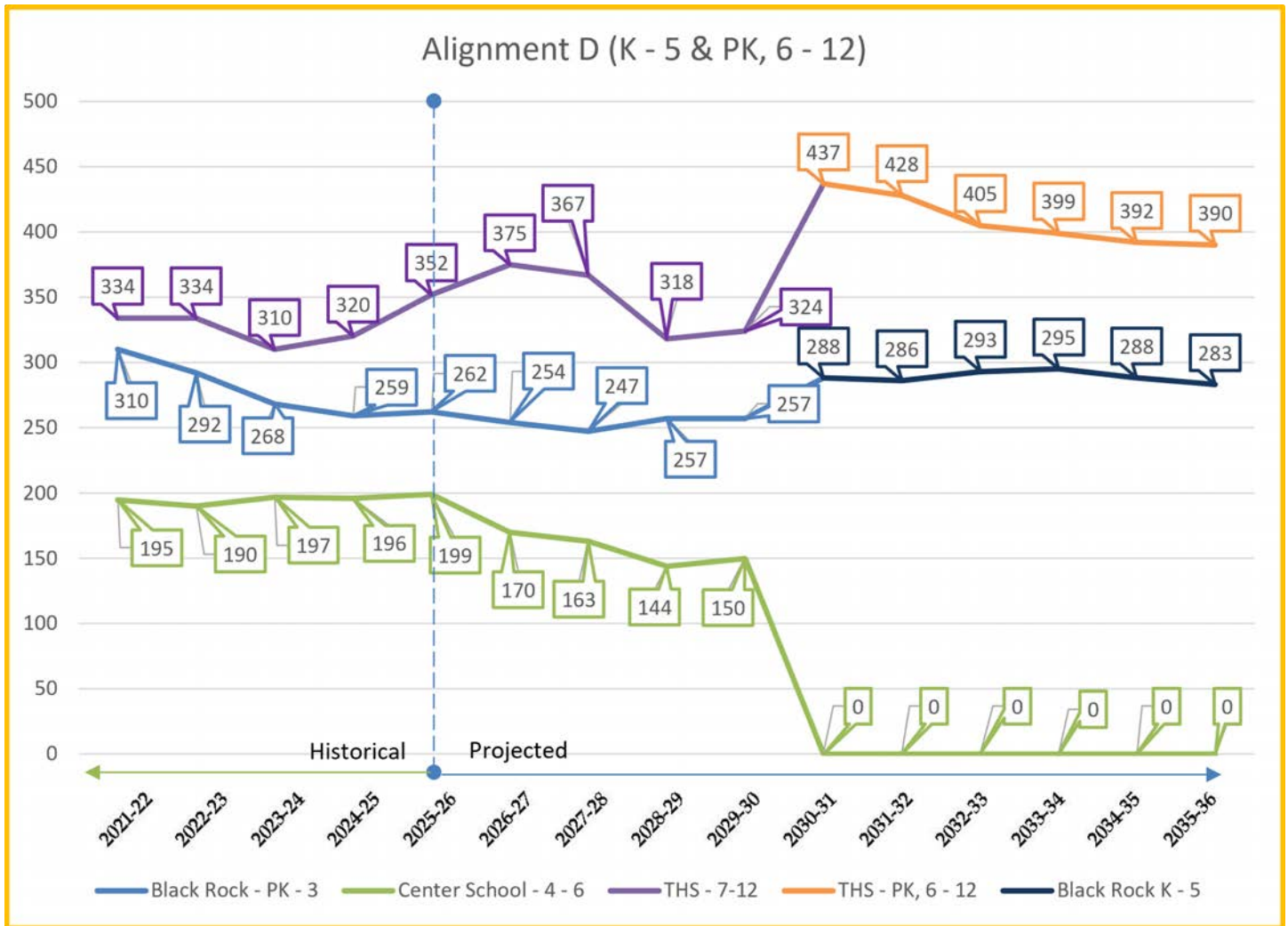
As shown by the graph on the following page, this alignment projects a good cohort size for the Black Rock School and an acceptable cohort for THS. The graph shows the historic enrollment to the left of the vertical blue line and projected enrollment to the right.

The blue line depicts enrollment at Black Rock School for PK -3 through the 2030/31 school year. At the start of the 2030/31 SY PK would move to THS and Grades 4 - 5 move from Center School to Black Rock. This is depicted by the change to the dark blue colored tracking line.

The purple line depicts Thomaston High School, which shows an increase for SY 30/31 when the PK program moves from Black Rock School and Grade 6 moves from Center School. The trend line is then shown in orange and depicts a drop of 47 students in the five years between SY 30/31 and SY 35/36. This drop is entirely in the Grade 6 - 12 cohort as the PK cohort is projected as a steady number to the end of the projection period.

The green line is showing Center School for grades 4 - 6 until the cross-over in SY29/30, when Center School ceases to operate as a school.

The cohort grade range at THS is changed not only with the introduction of the Pre-Kindergarten program but with the introduction of Grade 6 as well. This is an alignment that is not common but can have some distinct educational benefits. It can facilitate curricula studying various facets of early childhood development, nursing, child care, pediatrics, and similar courses of study. The typical high school schedule can readily accommodate pre- and post-work day wrap-around childcare programs.



as well, potentially increasing opportunities for the District and high school students to provide childcare services to Thomaston parents. Bringing Grade 6 to the High School can provide those students with a broader offering of curricular and extracurricular offerings while giving opportunity to create a Grades 6 & 7 academy wherein these students could develop a stronger connection before stepping up to the high school grades.

Housing Kindergarten through Grade 5 at Black Rock School would require either complete renovation and expansion of the existing building or demolition of the existing building and construction of a new facility.

On the following pages are cost projections based on information derived from conceptual ideas for how the buildings might be approached for construction and phasing.

This first approach to this is Alignment D, which anticipates renovation to ‘as new’ of the existing Black Rock School and construction of an addition to provide space for the grades which would move into the completed building.

This second approach to this is Alignment D - 1, which anticipates demolition of the existing Black Rock School and construction of a new building which aligns closely with the prevailing State School Construction size guidelines.

The projected cost is for expansion and renovation to 'as new' of Thomaston High School. This would anticipate any expansion would be designed to house and support only the Pre-K program, with no expansion of the building for the middle or high school curricula. This cost projection is the same regardless of the approach taken for Black Rock School.

## **Cost and Grant Projections Under Alignment D**

There are several factors that come into consideration regarding the two different approaches to Black Rock School within this Grade Alignment. Each has attributes and detriments that need to be taken together when considering an approach.

In the first approach the existing Black Rock School would be fully renovated to 'as-new' condition, retain the majority if not the entirety of the existing facility while adding additional building space to accommodate the increased grade range and cohort size. This would allow updating of the building to incorporate current educational design standards while bringing the building up to all applicable codes and regulations. This approach is projected to result in a building that is roughly 15% larger than the State guidelines for the projected enrollment, if so, it is probable the project see a decrease in costs eligible for reimbursement.

This approach - fully renovate the existing building to 'as new' condition and expand as needed to meet program requirements, is projected to cost ~\$59,200,000. The projected 15% of area over the guidelines is projected to bring the effective reimbursement rate down to ~58%.

Applying a 58% reimbursement rate to the overall projected cost of \$59,200,000 yields a potential maximum State grant of ~\$34,340,000 and a Town cost of ~\$24,860,000.

The second approach is to demolish and replace the existing building with a facility that comports, as closely as practical, to the State DAS School Construction Guidelines relative to size and amenities. This would result in a building slightly smaller than what is projected to result from the addition/renovation approach, but one designed with the most current educational standards as guideposts. This approach would maximize the State Grant contribution.

This approach - construct a new school broadly in keeping with State Grant guidelines, is projected to cost ~\$61,800,000. The facility would be designed to adhere as closely as is practical and acceptable to the State funding guidelines, thus the Town could anticipate qualifying for reimbursement for 100% of the eligible costs. At the current grant reimbursement rate of 68.4% the potential grant may be as much as \$42,270,000 with the corresponding Town share being \$19,530,000.

The projected cost for expanding and renovating Thomaston High School is \$103,300,000. The State of CT does not fully participate in construction costs for PreK program space, thus approximately 5,000 square feet of construction might not qualify. This equates to a reduction in the effective reimbursement rate to 65.3%. This projects to a maximum potential State grant of \$67,455,000 and a cost to Thomaston of \$35,845,000



**Grade Alignment D - Black Rock School  
PRELIMINARY PROJECTION OF COSTS**

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and the renovation to as-new condition of the Black Rock Elementary School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$39,461,150</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	6.0 Acres	\$750,000	\$4,500,000	
Site Development Contingency	12%		\$540,000	
<b>Subtotal for Site Development</b>			<b>\$5,040,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	57,500 sf	\$500	\$28,750,000	
New Construction	5,500 sf	\$625	\$3,437,500	
<b>Subtotal Construction</b>			<b>\$37,227,500</b>	
Program/Design Contingency	6%		\$2,233,650	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$5,919,170</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$5,919,170	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$45,380,320</b>
Construction Contingency	10%		\$3,722,750	
<b>Total Construction Budget</b>				<b>\$49,103,070</b>
<b>EQUIPMENT</b>				<b>\$1,822,500</b>
Technology Program	295 students	\$1,800.00	\$531,000	
Fixtures, Furnishings & Equipment	63,000 sf	\$20.00	\$1,260,000	
FFE/Technology Contingency			\$31,500	
<b>PROJECT DEVELOPMENT</b>				<b>\$7,315,400</b>
Architectural/ Engineering Fees	8.0%		\$4,074,046	
Other Consultants	0.5%		\$245,515	
Construction Management Fee	1.5%		\$680,705	
Construction Management Costs	4.0%		\$1,964,123	
Special Inspections & Testing	0.3%		\$147,309	
Reimbursable Expenses	5.0%		\$203,702	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$956,100</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$8,200	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$57,500	
Printing, Mailing, Advertising			\$45,400	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow	\$	750,000	
<b>TOTAL PROJECT COST</b>				<b>\$59,200,000</b>

**Grade Alignment D - 1 - Black Rock School  
PRELIMINARY PROJECTION OF COSTS**

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for demolition of the existing Black Rock Elementary School and construction of a new facility. This work includes work related to the site and building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$41,499,000</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	6.0 Acres	\$750,000	\$4,500,000	
Site Development Contingency	12%		\$540,000	
<b>Subtotal for Site Development</b>			<b>\$5,040,000</b>	
<b>BUILDING</b>				
Building Demolition	57,500 sf	\$28	\$1,610,000	
Major Renovation	0 sf	\$500	\$0	
New Construction	52,000 sf	\$625	\$32,500,000	
<b>Subtotal Construction</b>			<b>\$39,150,000</b>	
Program/Design Contingency	6%		\$2,349,000	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$6,224,850</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$6,224,850	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$47,723,850</b>
Construction Contingency	10%		\$3,915,000	
<b>Total Construction Budget</b>				<b>\$51,638,850</b>
<b>EQUIPMENT</b>				<b>\$1,597,000</b>
Technology Program	295 students	\$1,800.00	\$531,000	
Fixtures, Furnishings & Equipment	52,000 sf	\$20.00	\$1,040,000	
FFE/Technology Contingency			\$26,000	
<b>PROJECT DEVELOPMENT</b>				<b>\$7,666,330</b>
Architectural/ Engineering Fees	8.0%		\$4,258,868	
Other Consultants	0.5%		\$258,194	
Construction Management Fee	1.5%		\$715,858	
Construction Management Costs	4.0%		\$2,065,554	
Special Inspections & Testing	0.3%		\$154,917	
Reimbursable Expenses	5.0%		\$212,943	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$901,300</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$8,600	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$0	
Printing, Mailing, Advertising			\$47,700	
Moving Expenses	1 allow		\$45,000	
Swing Space / Temporary Classrooms	1 allow	\$	750,000	
<b>TOTAL PROJECT COST</b>				<b>\$61,800,000</b>



Grade Alignment D - Thomaston High School

PRELIMINARY PROJECTION OF COSTS

Summary

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for the renovation to as-new condition of the Thomaston High School. This work includes renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

<b>CONSTRUCTION COSTS</b>				<b>\$69,165,000</b>
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	7.0 Acres	\$750,000	\$5,250,000	
Site Development Contingency	12%		\$630,000	
<b>Subtotal for Site Development</b>			<b>\$5,880,000</b>	
<b>BUILDING</b>				
Building Demolition	0 sf	\$28	\$0	
Major Renovation	98,950 sf	\$600	\$59,370,000	
New Construction	13,000 sf	\$625	\$8,125,000	
<b>Subtotal Construction</b>			<b>\$65,250,000</b>	
Program/Design Contingency	6%		\$3,915,000	
<b>CONSTRUCTION COSTS ESCALATION</b>				<b>\$10,374,750</b>
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$10,374,750	
<b>TOTAL CONSTRUCTION COST</b>				<b>\$79,539,750</b>
Construction Contingency	10%		\$6,525,000	
<b>Total Construction Budget</b>				<b>\$86,064,750</b>
<b>EQUIPMENT</b>				<b>\$3,081,600</b>
Technology Program	437 students	\$1,800.00	\$786,600	
Fixtures, Furnishings & Equipment	111,950 sf	\$20.00	\$2,239,000	
FFE/Technology Contingency			\$56,000	
<b>PROJECT DEVELOPMENT</b>				<b>\$12,812,500</b>
Architectural/ Engineering Fees	8.0%		\$7,131,708	
Other Consultants	0.5%		\$430,324	
Construction Management Fee	1.5%		\$1,193,096	
Construction Management Costs	4.0%		\$3,442,590	
Special Inspections & Testing	0.3%		\$258,194	
Reimbursable Expenses	5.0%		\$356,585	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				<b>\$1,297,800</b>
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$14,300	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff	\$1.00 sf		\$98,950	
Printing, Mailing, Advertising			\$79,500	
Moving Expenses	1 allow		\$55,000	
Swing Space / Temporary Classrooms	1 allow		\$ 1,000,000	
<b>TOTAL PROJECT COST</b>				<b>\$103,300,000</b>

For the purposes of developing potential schedules and costs, the work at both Black Rock and Thomaston High School are anticipated to overlap somewhat during construction. This approach would shorten the overall time that temporary classroom space may be required and would bring the completed facilities to full-time use as rapidly as possible.

**The positive and negative attributes or incentives of Alignment D include:**

- The number of facilities operated is reduced to two.
- Depending upon the approach to Black Rock School, the overall building area operated by the District is reduced by approximately 97,000 to 100,000 square feet
- The resultant facilities will embody modern spaces and equipment expected in a 21st century learning environment
- This approach eliminates the need to address the facilities needs identified in the Facilities Assessment Study
- The State grant process requires typically 12 - 16 months to complete
- The foreseeable return on investment from this approach appears to favor the Town
- This approach will require significant financial investment over four to five years
- Using bonds to underwrite the investment will result in a series of bond sales that take place over the course of four to five years with a payback of 20 to 30 years from the last date of sale
- The positive aspect of an earlier bond sale date is that the payment is fixed for the life of the bond, thus as household incomes rise the bond debt decreases as a percentage of household income
- The facilities which would be the subject of this investment will be at the point of requiring new investment on concurrent schedules
- The majority of the bonded debt will have been repaid before significant investment in the buildings is likely to be required
- The overall time line is roughly 1/4 that of simply addressing repairs through CIP
- The payoff time correlates roughly with the life expectancy of the building systems such as HVAC and lighting

## Alignment D - Replace, Renovate and Expand Existing Facilities

**BRS - K - 5 \* TCS - Not Used \* THS - Pk & 6 - 12**

**Renovation and Expansion Through Bonds and Grants Funding**

Facility	Black Rock School	Thomaston Center School	Thomaston High School					
Appropriateness for Grade Alignment	4	Not Used	5	How well does the facility accommodate and support the grade alignment housed in it.				
Facility Size	4	Not Used	4	How well does the grade alignment fit within the facility as proposed.				
Classrooms	4	Not Used	5	How well do the classrooms support learning across the grade range.				
Media Center	5	Not Used	4	How well does the media center serve the needs of the students in the grade range.				
Gymnasium	4	Not Used	5	How well does the gymnasium serve the needs of the students in the grade range.				
Auditorium / Performance Space	3	Not Used	4	How well does the Auditorium / Performance space serve the needs of the students in the grade range.				
Cafeteria	4	Not Used	4	How well does the cafeteria serve the needs of the students in the grade range.				
Support Spaces	4	Not Used	4	How well do the support spaces serve the needs of the students in the grade range.				
Site (fields, driveways, parking, playgrounds)	3	Not Used	3	How well does the site serve the needs of the students in the grade range.				
Location	4	Not Used	4	How does the facility location fit with population centers, other schools, transportation routes.				
Cost to Develop	3	Not Used	3	How well does the facility justify the projected cost to develop.				
Cost Avoidance	3	Not Used	3	How well does the anticipated funding method minimize Town costs.				
Regionalization Flexibility	3	Not Used	3	How well does the facility support the possibility of regionalization.				
<b>Raw Score</b>	<b>48</b>	<b>Not Used</b>	<b>51</b>	Each item is scored on a scale of 0 (not appropriate at all) to 5 (very appropriate).  From a total maximum score of 65, how does the facility rate.				
<b>Category Score and color</b>	<i>Not Used</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Category Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	
<b>Raw Score and color</b>	<i>Not Used</i>	<b>0 - 10</b>	<b>11 - 20</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 65</b>
<b>Raw Score Description</b>	<i>Not Used</i>	Not Appropriate	Inadequate	Not Recommended	Adequate	Usable	Desirable	Ideal

The chart on the preceding page compares the relative strengths of this approach across 13 criteria to provide a means of comparison. There is little difference between approaches to Black Rock School thus a single comparison sheet was compiled.

Alignment D shows Black Rock School five areas rating 3 out of 5 - 'Adequate'. Thomaston High School has four ratings of 3 out of 5 - 'Adequate'. These ratings attributable to costs and flexibility for future uses. This results in Black Rock achieving a rating of 'Usable' and Thomaston High School rated as 'Desirable' - 48 and 51 out of 65, respectively.

### Comparison of Alignments A through D

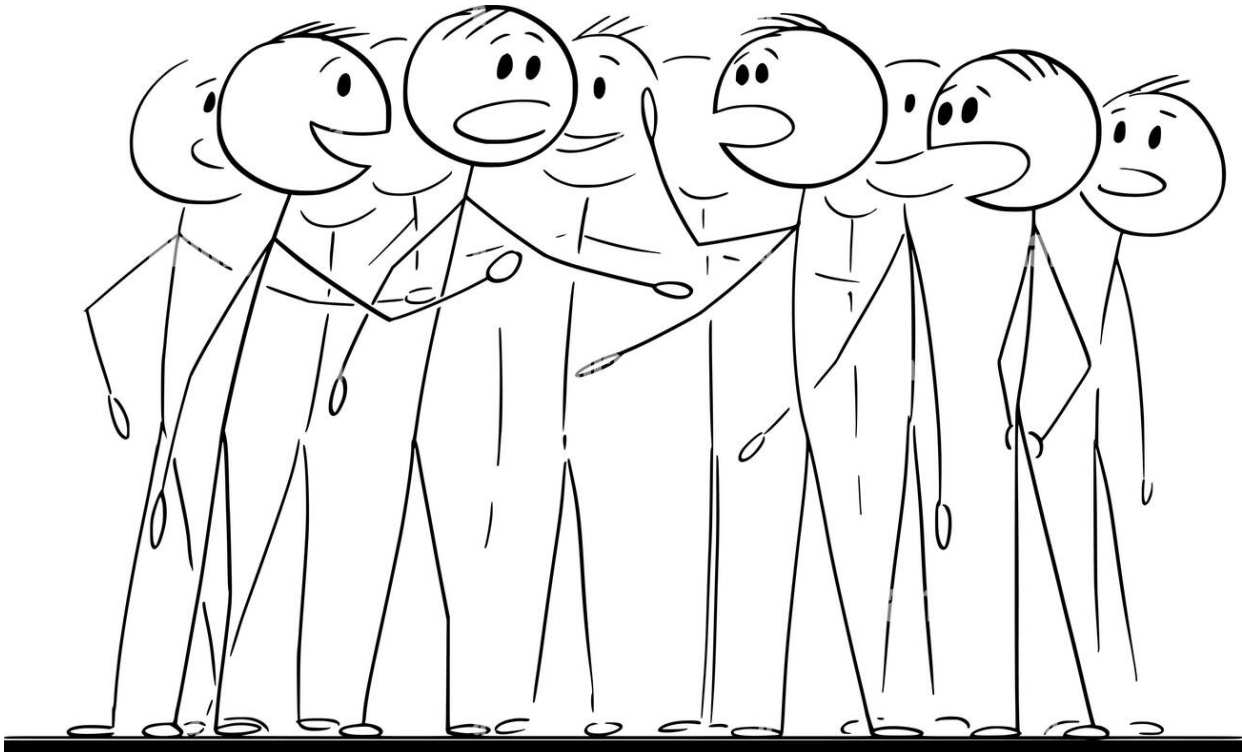
Considering each of the individual potential Alignments and respective derivations does not fully inform the decisions making process.

All of the Alignments envision Thomaston Center School closing as a school and reverting to Town control. The potential cost of this needs to be considered as Town operating budgets are developed. Similarly, the potential uses for the Center School building and grounds must be taken into consideration as well.

The chart on the two following pages provides a means of side-by-side comparison of all of the Alignments A through D with additional information regarding projected costs and grants. It must be borne in mind that all building sizes, cost projections, and grant estimations are conceptual, based upon information available and believed accurate at the time of writing, and subject to refinement, alteration, and change as the Town and District move forward.

One final comparison is provided in the chart below. In this costs, schedule, and potential grants are shown for the Remain As-Is approach - repairs as outlined in the Facilities Assessment Study with no alterations to grade alignment or learning environments versus a generic alignment that takes Center School off-line, replaces Black Rock School and expands and renovates THS. It shows that a path which addresses the needs more comprehensively is likely to be less costly and faster for the Town.

Comparison of Remain As-Is to Reducing Facility Count - Budget, Timeline, and Grants							
Approach	Project Information			Projected Bond / Annual Budget			
	Phase	Start Date	End Date	Date	Total Amount	Town Amount	Grant Amount
<b>Remain as-is</b>	(15% grant reimbursement)						
	Phase 1	8/1/2026	7/31/2031	9/1/2026	\$ 12,649,156	\$ 10,751,783	\$ 1,897,373
	Phase 2	8/1/2031	7/31/2036	9/1/2031	\$ 15,025,261	\$ 12,771,472	\$ 2,253,789
	Phase 3	8/1/2036	7/31/2041	9/1/2036	\$ 21,430,463	\$ 18,215,894	\$ 3,214,569
	Phase 4	8/1/2041	7/31/2046	9/1/2041	\$ 39,823,903	\$ 33,850,318	\$ 5,973,585
				<b>Totals</b>	<b>\$ 88,928,783</b>	<b>\$ 75,589,466</b>	<b>\$ 13,339,317</b>
<b>Reduce Facility Count</b>	(60% grant reimbursement)						
Both Schools	Design	8/1/2026	8/1/2027	9/1/2026	\$ 10,000,000	\$ 4,000,000	\$ 6,000,000
Thomaston High School	Bidding	9/1/2027	11/1/2027	1/1/2028	\$ 50,000,000	\$ 20,000,000	\$ 30,000,000
\$ 115,600,000	Construction	1/1/2028	1/1/2030	6/1/2029	\$ 77,000,000	\$ 30,800,000	\$ 46,200,000
	Opening	1/5/2030		6/15/2030	\$ 15,700,000	\$ 6,280,000	\$ 9,420,000
Black Rock School	Bidding	11/1/2029	1/1/2030				
\$ 37,100,000	Construction	1/1/2030	8/15/2031	<b>Totals</b>	<b>\$ 152,700,000</b>	<b>\$ 61,080,000</b>	<b>\$ 91,620,000</b>
	Opening	9/1/2031					



Sharing of services between school districts is fairly common across Connecticut and New England. There are few, if any, districts that do not benefit for cooperative purchasing agreements, regional service providers, or mutual contract arrangements.

Connecticut expressly allows this type of collaboration across a wide range of circumstances:

*CTGS Sec. 10-158a. Cooperative arrangements among towns. School building projects. Student transportation. (a) Any two or more boards of education may, in writing, agree to establish cooperative arrangements to provide school accommodations services, programs or activities, special education services, health care services, alternative education, as defined in section 10-74j, or administrative and central office duties to enable such boards to carry out the duties specified in the general statutes*  
*Curricular*

Thomaston has continuously explored opportunities to share or partner with other districts and providers. There are a number of arrangements currently in place that help Thomaston and their partner districts. These include:

Transportation, wherein Thomaston, Plymouth, and Wolcott have a mutual contract with a transportation provider. This for the contract only and each of the districts has buses dedicated to their respective transportation needs. Sharing this contract allows the three districts to wield greater negotiating and purchasing strength.

Food Services, whereby Thomaston and Wolcott share the services of a single Food Service Director. This allows both districts to have assurance the proper food health, safety, and protocols being followed while dividing the cost instead of each hiring their own director.

Insurance broker through whom Thomaston Public Schools works on securing insurance coverage of appropriate scope, for reasonable cost, through different groupings and approaches.

Not all personnel sharing arrangements work out. For any number of reasons there may arise a situation where one district is organized differently, or needs slightly different tasks accomplished and often what appears to be workable on paper does not prosper when put into action. Previously Thomaston has shared a Business Manager with the Town and a Curriculum Director with Plymouth. In each case the arrangement was deemed to be not in the District's best interests.

The operational parameters and requirements of a public school district change as time goes by, causing responsive and responsible school administrators to constantly be on the look out for future possibilities to save costs while maintaining or increasing services provided.

Some of those recently or currently discussed by Thomaston's school leadership include contractual sharing of cafeteria staff, copy machine contracts for lease/purchase and maintenance, maintenance contracts for elevators, snow plowing, grounds maintenance, and custodial services.

For smaller districts such as Thomaston, sharing of services can go beyond reducing overhead and move into being able to offer students access to curriculum and educational opportunities along with social and emotional support paths the district might not otherwise be able to provide.

Current opportunities in these areas include:

EdAdvance, which is a Regional Educational Service Center (RESC) formed under CT general statutes to provide opportunities on a regional level. Thomaston this year has 30 students participating in various programs. Unfortunately this is last year of funding for the programs in which Thomaston participates.

Effective School Solutions (ESS) provide learning opportunities that are outside of the general curriculum offerings. In Thomaston this includes the very successful PATHS program as well as family therapy clinicians to assist students and families as and when needed.

The Connecticut Junior Republic is another social, mental, and emotional health avenue available through Thomaston's participation. The CJR provides a counselor as might be needed and also assists with family insurance coverage procurement and processes.

One area not always well understood is the depth of collaboration Thomaston engages in with institutes of higher learning to bring college level and credit earning class offerings to Thomaston High School students.

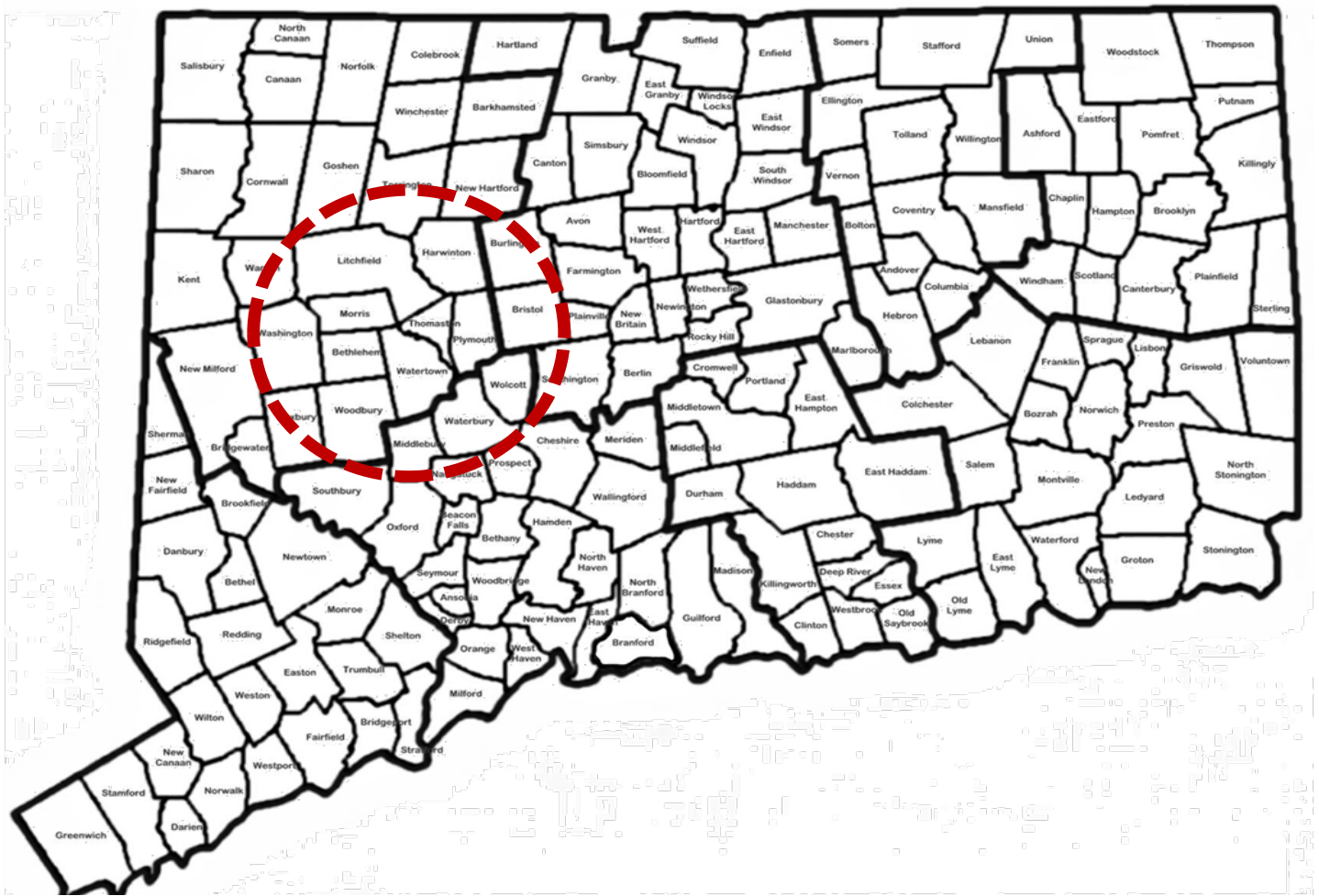
This effort is well formed and robust and offers incredible opportunity to THS students to graduate with considerable earned college credit that is genuine and transferable. The courses offered on the Thomaston High School campus include access to course offerings from colleges and universities including the flagship University of Connecticut in Storrs, Eastern and Southern Connecticut State University, and Post University.

The THS partnership with Post University offers students access to a paralegal program that allows them to graduate with their paralegal certification and, for some, an associate degree.

A considerable offering many take advantage of is a subsidized post-secondary enrollment agreement.







**REGIONALIZATION** - joining with neighboring school districts to deliver educational opportunities across municipal boundaries. There are many aspects of regionalization that must be considered when exploring the potential of pursuing this approach. These include, but are not limited to the following:

- Existing Regional Districts throughout Connecticut
- Potential partners
- Possible configurations
- Discernible benefits and disadvantages
- Steps for implementation

**CTGS Sec. 10-46. Regional board of education.** (a) *The affairs of the regional school district shall be administered by a regional board of education, which shall consist of not fewer than five members. Each member town shall elect at least one member. The committee report shall determine the number of members of such regional board and the representation of each town. The first members of such regional board of education shall be nominated and elected at a meeting of the legislative body of each town held within thirty days after the referendum creating the district....*

*Regional boards of education shall have all the powers and duties conferred upon boards of education by the general statutes....*

Currently there are 201 school districts in Connecticut, counting local and regional districts, public charter schools, RESCs (Regional Educational Service Centers), and the State of CT.

A Research Report by the Office of Legislative Research, authored by John D. Moran, Principal Analyst, dated January 18, 2019 concluded:

*Based on the most recent Department of Public Health population estimates, 138 out of the 169 towns in Connecticut have fewer than 30,000 residents. Nearly 46% of these towns are either part of a regional school district (47 towns) or have no high school and pay to send resident students to schools in neighboring towns (i.e., “tuition out”) (16 towns). For purposes of this report, we classify both of these practices as forms of regional education.*

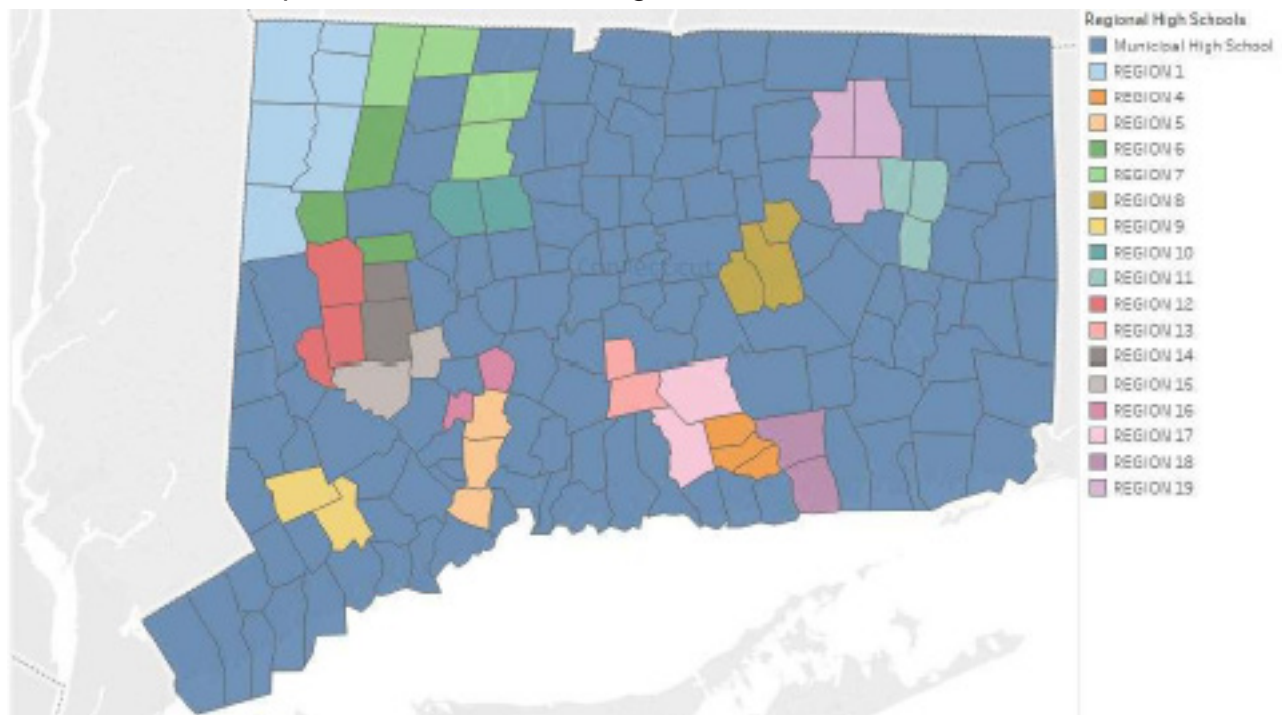
*In all, 72 towns have populations of less than 10,000 and 59 of them (82%) have regional education. The remaining 42 towns with populations between 10,000 and 20,000 and 24 towns with populations between 20,000 and 30,000 have only three towns and one town, respectively, with regional education.*

*As for the 63 towns that have regional education and populations below 30,000, their regional education breaks down as follows:*

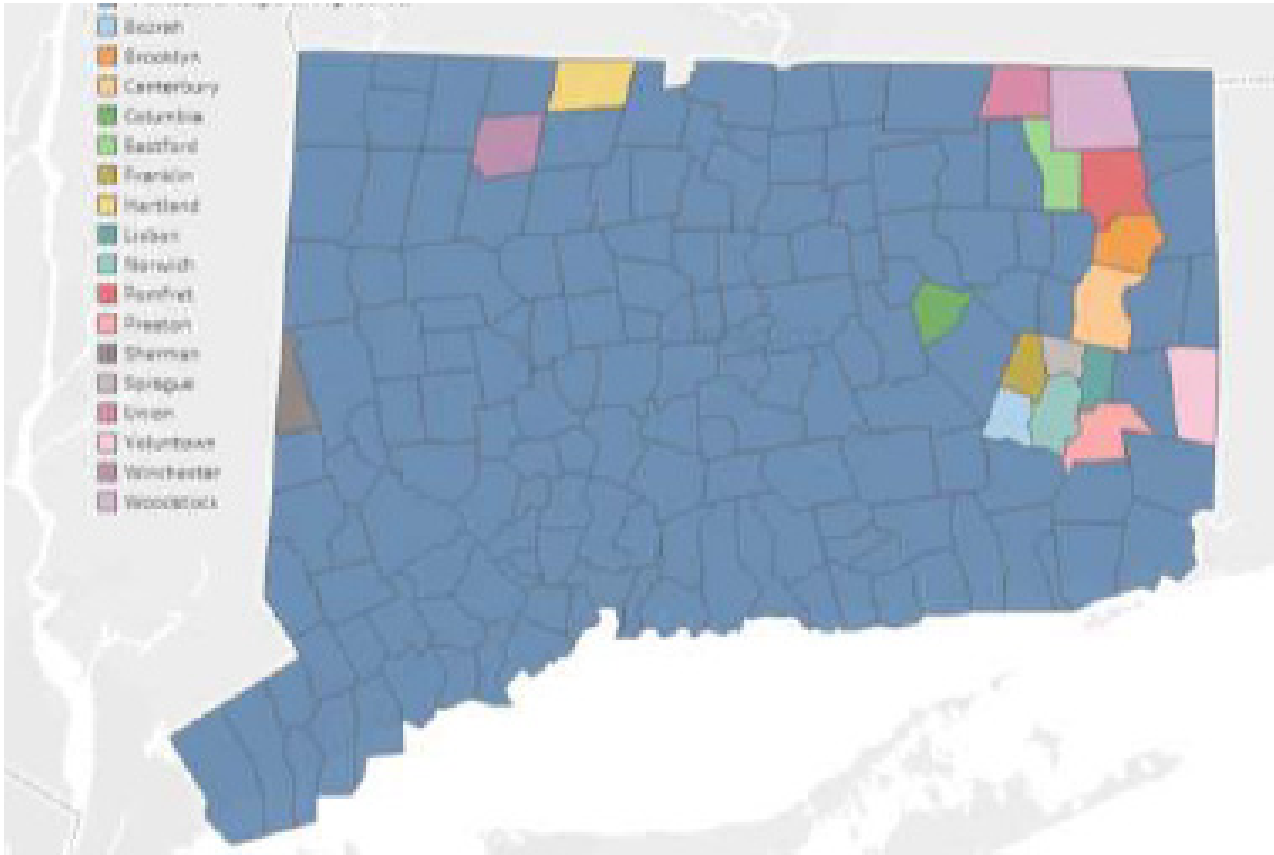
- grades K-12, 20 towns;
- middle and high school, 16; and
- high school (including the 16 tuition out towns), 27.

The three maps that follow are from Mr. Moran’s Research Report. The report is included as an Appendix to this study.

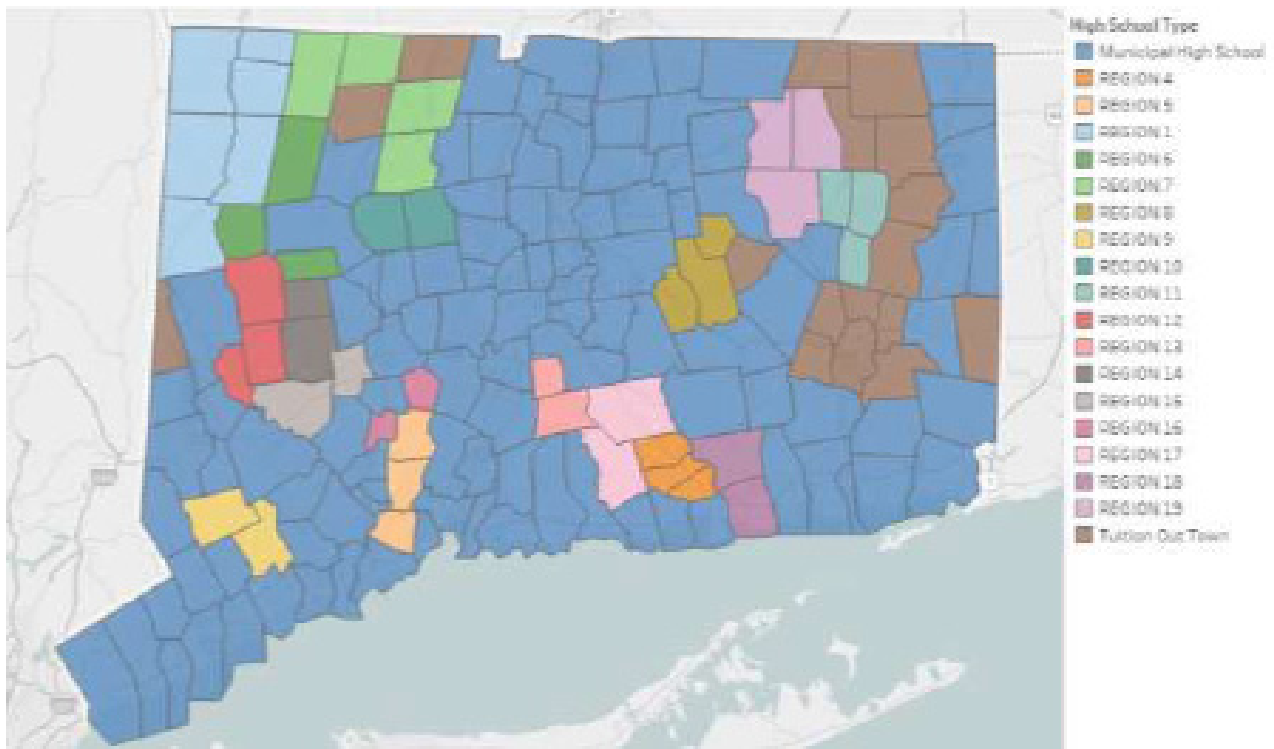
Map 1. Connecticut’s 47 Regional School District Towns



Map 2 shows the 17 “tuition out” towns. These are towns that pay tuition to send students to high school in a neighboring town.



Map 3. Regional District and Tuition Out Towns



Considering **municipalities of more than 20,000** residents only Mansfield is a member of a regional district arrangement, entrusting RSD 19 for Grades Nine through 12.

In **municipalities of between 10,000 and 20,000** residents there are two that are part of a regional district; Orange is part of RSD 5 for Grades Seven through 12 and Southbury is part of RSD 15 for all grades. Winchester tuitions out for Grades Nine through 12.

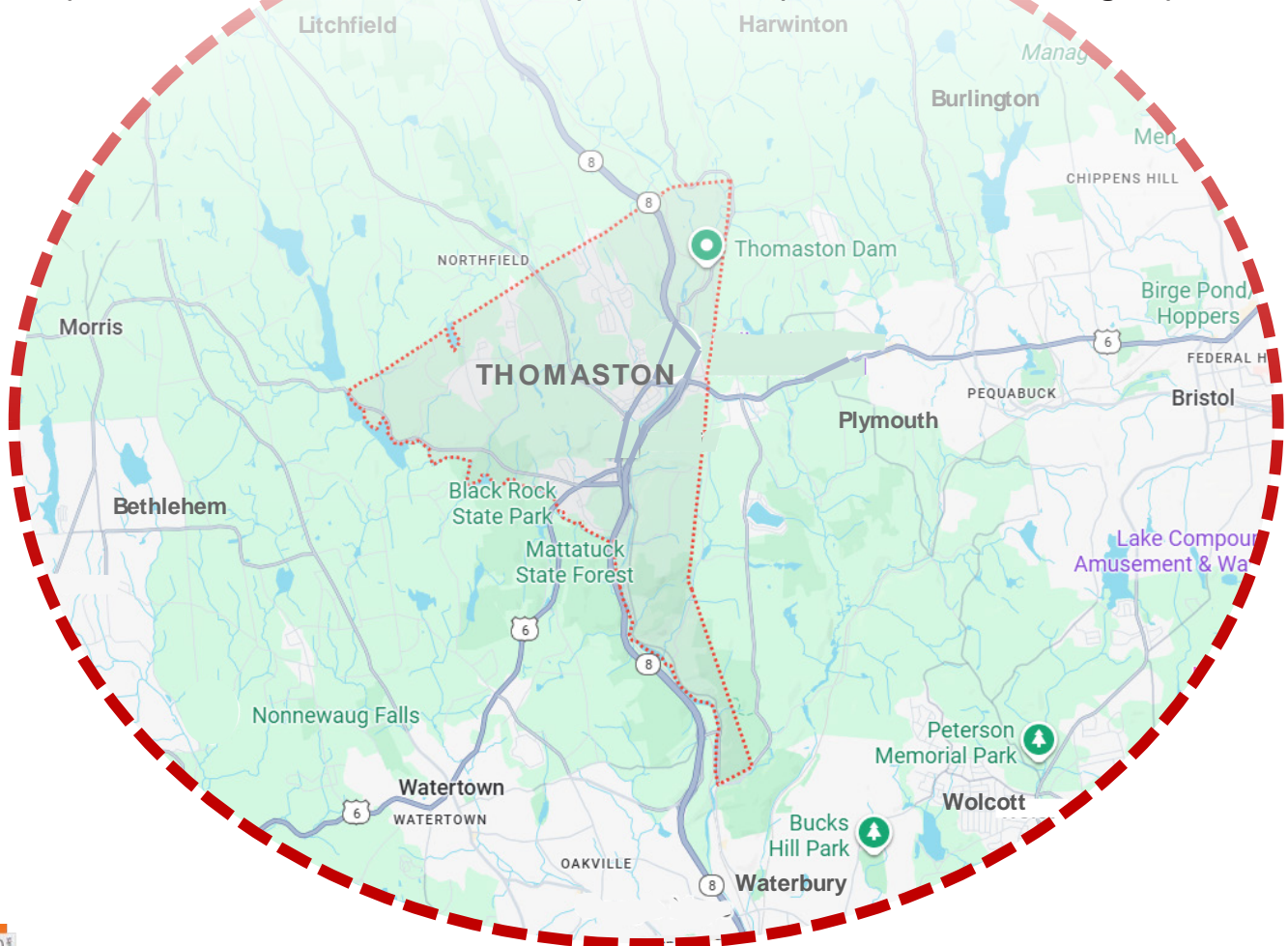
In the time that has passed since Mr. Moran's report was issued, Regional School District 20 was created. Thus now of the 72 towns with **populations of fewer than 10,000 persons**, 45 are part of a regional district and 15 of them "tuition out" students.

Of the 45 regional district towns, 20 are regional for grades K-12, 15 for middle and high school, and 10 for high school. All of the tuition-out towns do so only for high school students.

The remaining 13 towns (Bolton, East Granby, East Haddam, Lebanon, North Stonington, Portland, Putnam, Salem, Sterling, Thomaston, Thompson, and Westbrook) do not have regional education.

Towns neighboring Thomaston that are part of a regional district comprise Harwinton (with Burlington in RSD 10) and Litchfield (with Goshen, Morris, and Warren, which were formerly RSD 6).

**This effectively leaves Thomaston with three potential municipal partners with abutting boundaries - Waterbury, Plymouth, and Watertown, and two potential regional district partners - RSD 20 (Litchfield, Goshen, Morris, Warren) and RSD 10 (Harwinton and Burlington).**



## POTENTIAL REGIONALIZATION PARTNERS

Considering the three municipal district which abut Thomaston requires taking in three very different districts and the benefits and detriments unique to each of them. In each of the following comparisons the data has been retrieved from the State of CT EdSight database, which amalgamates data provided by the school districts to the State.

A comparison of the seven school districts either abutting Thomaston directly or within reasonable distance provides a basis for a broad understanding of the composition of the student cohort, staffing, socioeconomic, and financial considerations.

RSD 12, though not an abutter and a bit distant from Thomaston, is included to provide information relative to a small (+/-820 student) regional school district in the western area of the State.

District	\$ / Pupil		Enrollment			
Thomaston	2023-24 Total - \$21,747 (9.1% increase)		2025-26 Total - 765 (~1.6% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,926	\$21,747	820	776	777	765
Plymouth	2023-24 Total - \$20,751 (3.3% increase)		2025-26 Total - 1,244 (~4.7% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$20,079	\$20,751	1,306	1,279	1,244	1,244
RSD 10	2023-24 Total - \$20,164 (4.2% increase)		2025-26 Total - 2,055 (~4.3% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,343	\$20,164	2,147	2,121	2,140	2,055
RSD 12	2023-24 Total - \$31,218 (7.6% increase)		2025-26 Total - 810 (~0.8% more)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$29,022	\$31,218	804	797	798	810
RSD 20	2023-24 Total - N/A		2025-26 Total - 1,598 (~1.3% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	N/A	N/A	N/A	N/A	1,619	1,598
Torrington	2023-24 Total - \$21,305 (0.9% increase)		2025-26 Total - 3,868 (~1.1% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$21,108	\$21,305	3,883	3,945	3,911	3,868
Waterbury	2023-24 Total - \$20,266 (10% increase)		2025-26 Total - 18,381 (~2.1% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$18,405	\$20,266	18,701	18,956	18,776	18,381
Watertown	2023-24 Total - \$20,737 (2.4% increase)		2025-26 Total - 2,544 (~0.6% more)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$20,249	\$20,737	2,598	2,578	2,528	2,544
Wolcott	2023-24 Total - \$18,475 (1.9% increase)		2025-26 Total - 2,025 (~4.6% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$18,138	\$18,475	2,139	2,132	2,100	2,025

The per pupil spending ranges from \$18,475 in Wolcott to \$21,747 by Thomaston. Comparing to the expenditure of \$31,218 by RSD 12 appears to show a disproportionate amount spent by RSD 12.

The average per pupil expenditure within the sample group (excludes RSD 12) is \$20,492. It must be noted that no data on expenditures by RSD 20 was registered with the State at the time of this study, thus the average expenditure per student does not include RSD 20.

All of the districts in the sample group offer a complete grade range within district, none tuition students out for middle or high school. Seven of the nine districts offer Prekindergarten curricula, with Torrington and RSD 12 offering Kindergarten as the entry point.

Several of the districts have diverse grade alignments. Wolcott runs both a PK - 5 and K - 5 facility, RSD 20 has facilities with PK - 3, PK - 5, and K - 5 programming, while Waterbury has a very wide range of grade alignments across the district.

District	Number of programs / Number of Facilities by Grade								Eligible for Free/Reduced Price Meal			
Thomaston	Programs - 4								2025-26 Total - 34.8%			
			PK - 3	4 - 6	7 - 12				2022/23	2023/24	2024/25	2025/26
			1	1	1				35.9	38.3	39.5	34.8
Plymouth	Programs - 5								2025-26 Total - 46.6%			
			PK - 2	3 - 5	6 - 8	9 - 12			2022/23	2023/24	2024/25	2025/26
			1	1	1	1			46.3	49.5	51.2	46.6
RSD 10	Programs - 4								2025-26 Total - 16.2%			
			PK - 4	5 - 8	9 - 12				2022/23	2023/24	2024/25	2025/26
			2	1	1				14.1	15.1	16.1	16.2
RSD 12	Programs - 5								2025-26 Total - 21.6%			
				K - 5	6 - 12				2022/23	2023/24	2024/25	2025/26
				3	1				21.3	19.2	19	21.6
RSD 20	Programs - 8								2025-26 Total - 26.6%			
		PK - 3	PK - 5	K - 5	4 - 5	6 - 8	9 - 12		2022/23	2023/24	2024/25	2025/26
		1	2	1	1	1	1		N/A	N/A	26.4	26.6
Torrington	Programs - 14								2025-26 Total - 63.8%			
			K - 3	4 - 6	7 - 8	9 - 12			2022/23	2023/24	2024/25	2025/26
			3	1	1	1			61.1	67	66	63.8
Waterbury	Programs - 65								2025-26 Total - 73%			
	PK - 5	K - 5	PK - 8	4 - 8	6 - 8	PK - 12	6 - 12	9 - 12	2022/23	2023/24	2024/25	2025/26
	12	4	5	1	2	1	1	3	77.1	80.7	79.4	73
Watertown	Programs - 7								2025-26 Total - 41.1%			
			PK - 2	3 - 5	6 - 8	9 - 12			2022/23	2023/24	2024/25	2025/26
			1	2	1	1			35.8	40.2	41.7	41.1
Wolcott	Programs - 8								2025-26 Total - 33.1%			
			PK - 5	K - 5	6 - 8	9 - 12			2022/23	2023/24	2024/25	2025/26
			1	2	1	1			29.5	35.3	35	33.1

All of the districts offer programs outside of the general curriculum offerings. The majority of these are housed in the high school, while some are accommodated either in stand-alone facilities or hosted by outside providers.

One socioeconomic indicator considered is the percentage of students who qualify for free or reduced price meals. Amongst the eight adjacent districts this ranges from 16.2% in RSD 10 to 73% in Waterbury. The average for the eight districts is 41.9%. This may be skewed due to the size of the two urban districts (Torrington and Waterbury) relative to the other six. Removing those two from consideration provides a range of 16.2% to 46.6% (Plymouth) with an average of 33.1% for the six suburban or rural districts. This is, interestingly, the percent of students Wolcott reports, while Thomaston reports 34.8% of their students qualify, just slightly over the average for the non-urban districts.

Students with recognized learning disabilities range from 15.7% in Thomaston to 25.6% in Plymouth. The split between self-contained and inclusionary approaches is roughly in the range of a 50% split, with Torrington, Waterbury, Watertown, and Wolcott exceeding 50%.

District	Students with Disabilities		Percentage English Learners				Suspension/Expulsion Rate			
Thomaston	2024-25 Total - 122 (15.7%)		2025-26 Total - 1.7%				2025-26 Total - 7.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	42	80	2.2	1.8	2.1	1.7	10.9	7.5	6.8	7.8
Plymouth	2024-25 Total - 318 (25.6%)		2025-26 Total - 3.7%				2025-26 Total - 7.3			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	150	168	2.8	3.3	4.2	3.7	8.1	6.9	7.1	7.3
RSD 10	2024-25 Total - 361 (16.9%)		2025-26 Total - 1.5%				2025-26 Total - 3.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	91	270	1.5	1.7	1.6	1.5	4.3	3.9	4.3	3.8
RSD 12	2024-25 Total - 107 (13.4%)		2025-26 Total - 2.5%				2025-26 Total - 2.2			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	30	77	1.1	1.3	1.9	2.5	N/A	1.3	2	2.2
RSD 20	2024-25 Total - 307 (19%)		2025-26 Total - 1.3%				2025-26 Total - 5.9			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	105	202	N/A	N/A	1.2	1.3	N/A	N/A	0	5.9
Torrington	2024-25 Total - 783 (20%)		2025-26 Total - 16.8%				2025-26 Total - 13.9			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	423	360	12.9	14.8	16.6	16.8	11.7	13.5	14	13.9
Waterbury	2024-25 Total - 3,931 (20.9%)		2025-26 Total - 21.5%				2025-26 Total - 13			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	1,763	2,168	18.1	19.8	21	21.5	13.4	14.4	12.5	13
Watertown	2024-25 Total - 445 (17.6%)		2025-26 Total - 4.8%				2025-26 Total - 6.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	197	248	5.2	4.9	5.1	4.8	7.1	7.8	8.5	6.8
Wolcott	2024-25 Total - 355 (16.9%)		2025-26 Total - 4.6%				2025-26 Total - 3.5			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	157	198	4.4	5.3	5.5	4.6	3.7	4.1	3.4	3.5

The percentage of English learners is very low in the suburban and rural districts, 1.3% in RSD 20 to 4.8% in Watertown. Torrington reports 16.8% while Waterbury states that 21.5% of their students are considered to be English learners.

Expulsion rates follow similar patterns and do not appear to be influenced as much by the population density of the district, such that Thomaston reports 7.8 and Waterbury 13.

Rates of students chronically absent vary a little more noticeably between districts, with Wolcott reporting just 7%, Thomaston 14.1%, Torrington at 17.8%, Plymouth at 20.2% and Waterbury with 25.8%.

Ratios for race/ethnicity reflect the trends showing urban areas being the most diverse, adjacent suburban areas slightly less so, and rural areas trending to predominantly white in both staffing and student cohorts.

District	Suspension/Expulsion Rate				Students Chronically Absent				Percentage by Race/Ethnicity - 2024/25					
Thomaston	2025-26 Total - 7.8				2025-26 Total - 14.1%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	10.9	7.5	6.8	7.8	15.5	11.9	13.6	14.1	0	1.8	1.2	12.8	98.9	78.8
Plymouth	2025-26 Total - 7.3				2025-26 Total - 20.2%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	8.1	6.9	7.1	7.3	35.8	23.2	20	20.2	0	1.9	0.7	17.7	99.3	72.9
RSD 10	2025-26 Total - 3.8				2025-26 Total - 11.1%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	4.3	3.9	4.3	3.8	11.1	13	9.1	11.1	0.5	0	0	8.1	98.2	81.3
RSD 12	2025-26 Total - 2.2				2025-26 Total - 10.8%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	N/A	1.3	2	2.2	19.9	12.5	9.1	10.8	2.7	0.7	1.1	12	94.6	82
RSD 20	2025-26 Total - 5.9				2025-26 Total - 11.9%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	N/A	N/A	0	5.9	N/A	N/A	0	11.9	1.5	0	0.00	7.3	98.9	87.8
Torrington	2025-26 Total - 13.9				2025-26 Total - 17.8%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	11.7	13.5	14	13.9	23.7	22.4	16.4	17.8	1	6.7	1.6	43.8	90	42.7
Waterbury	2025-26 Total - 13				2025-26 Total - 25.8%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	13.4	14.4	12.5	13	39.5	31.2	26.9	25.8	6.8	20.5	10.8	64.7	79.5	8.8
Watertown	2025-26 Total - 6.8				2025-26 Total - 14.8%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	7.1	7.8	8.5	6.8	10.7	16.2	12.2	14.8	1.1	4.9	0.80	15.6	97.7	73.9
Wolcott	2025-26 Total - 3.5				2025-26 Total - 7%				Black		Hispanic/Latino		White	
	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26	Staff	Student	Staff	Student	Staff	Student
	3.7	4.1	3.4	3.5	12.4	11.4	9.6	7	0	4.1	1.2	19.5	96.6	70.7

Staff sizes can be misleading if taken only in comparison to other districts while not considering the number of factors that influence staffing decisions such as curriculum, SPED requirements, number of facilities operated, and so forth. This chart is offered for informational purposes to assist in discussions as might be appropos.

District	FTE by Assignment Category 2024/25							
Thomaston	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	3.5	5	4	51.2	8.3	3	14	11
Plymouth	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	5	5	6	95.5	9	2.8	21	61
RSD 10	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	6	10.6	13.8	150	11	6	25.9	33
RSD 12	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	3.7	2.2	5.6	73.6	9.1	1	15.9	19.6
RSD 20	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	3	3.8	9.4	119.3	5.5	4	26.2	41.5
Torrington	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	8	21	18.4	274.6	44.5	12	55.2	102.5
Waterbury	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	30	71	87.3	1,168.6	84.5	26	211.3	338.9
Watertown	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	6	11	11	169.4	28	5	38	84
Wolcott	Dist. Admin	Inst. Spec.	Sch. Admin.	Gen Ed Teachers	Gen Ed Para	Library	SPED Teachers	SPED Para
	2	9	12	163.6	22	7	26	76

Arguably a more easily grasped indicator of a district's professional composition is shown by the three sets of data in the chart below. Certified Staff are typically those who engage with and primarily lead teaching of students. This cohort works in tandem with paraprofessional and other non-certified staff to assure all students have equal access to learning opportunities.

The Certified Staff FTE divided into the student population provides a good approximation of the student teacher ratio across the entirety of the district, though this is not necessarily the same in each classroom across the district and can be made to appear lower if curriculum such as career path or career technical programming is offered.

The final columns show average number of days absent throughout the school year across the entirety of Certified Staff FTE. RSD 20 lacks data on this aspect, given the recent formation of the district. RSD 10 enjoys the lowest absence rate with Torrington, Waterbury, and Watertown along with Thomaston exceeding 13 days absence.

District	Certified Staff Full-Time Equivalent (FTE)				Teacher/Student	Certified Teacher Average FTE Days Absent			
Thomaston	2025-26 Total - 86.7 (~3.3% decrease)				14.1	2023-24 Total - 13.2			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	96.7	90	89.7	86.7		6.5	12.7	6.7	13.2
Plymouth	2025-26 Total - 146.5 (No Change)				11.5	2023-24 Total - 9.6			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	144.5	150.5	146.5	146.5		6.8	7.6	9.1	9.6
RSD 10	2025-26 Total - 220.1 (~2.6% decrease)				13.1	2023-24 Total - 9			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	227.1	220.7	228.3	220.1		14.7	16.3	12.7	9
RSD 12	2025-26 Total - 111.3 (~2.6% increase)				10.6	2023-24 Total - 10.2			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	100.3	106.3	108.5	111.3		10.2	11.3	11.2	10.2
RSD 20	2025-26 Total - 180.3 (~3.6% decrease)				12.5	2023-24 Total - N/A			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	N/A	N/A	192.2	180.3		N/A	N/A	N/A	N/A
Torrington	2025-26 Total - 408.2 (~2.2% increase)				12.5	2023-24 Total - 14.7			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	406.2	407	399.6	408.2		11.9	9	10.6	14.7
Waterbury	2025-26 Total - 1,702.7 (~2.1% increase)				14.2	2023-24 Total - 15.8			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	1,487.6	1,631.8	1,667.4	1,702.7		13.7	11.3	16.9	15.8
Watertown	2025-26 Total - 261.4 (~1.6% decrease)				13.9	2025-26 Total - 15.4			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	263.1	265.6	265.6	261.4		11.2	15.7	14.4	15.4
Wolcott	2025-26 Total - 229.3 (~1.3% decrease)				11.4	2023-24 Total - 9.5			
	2022/23	2023/24	2024/25	2025/26		2020/21	2021/22	2022/23	2023/24
	238.2	239.2	232.6	229.6		10	13.1	11	9.5

WATERBURY School District enrollment is approximately 24 times that of Thomaston, while the per pupil expenditure is roughly \$1,500 less. Waterbury has what is considered an urban core with many peripheral areas that are almost suburban in nature and configuration. It is the third largest district in CT when measured by enrollment size.

District	\$ / Pupil		Enrollment			
Thomaston	2023-24 Total - \$21,747 (9.1% increase)		2025-26 Total - 765 (~1.6% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,926	\$21,747	820	776	777	765
Waterbury	2023-24 Total - \$20,266 (10% increase)		2025-26 Total - 18,381 (~2.1% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$18,405	\$20,266	18,701	18,956	18,776	18,381

Waterbury operates offers 65 programs through 29 facilities owned by the district as well as with outside providers. The district reports that 73% of their students qualified for free or reduced cost price meals in SY 25/26, down over 7% from SY 23/24.

District	Number of programs / Number of Facilities by Grade							Eligible for Free/Reduced Price Meal				Teacher/Student	
Thomaston	Programs - 4							2025-26 Total - 34.8%				14.1	
	PK - 3	4 - 6	7 - 12					2022/23	2023/24	2024/25	2025/26		
	1	1	1					35.9	38.3	39.5	34.8		
Waterbury	Programs - 65							2025-26 Total - 73%				14.2	
	PK - 5	K - 5	PK - 8	4 - 8	6 - 8	PK - 12	6 - 12	9 - 12	2022/23	2023/24	2024/25		2025/26
	12	4	5	1	2	1	1	3	77.1	80.7	79.4		73

The percentage of students with recognized disabilities is 20.9% with well over 50% of those students in a self-contained learning environment.

The percentage of English learners is 21.5%, not unusual for an urban district but significantly higher than abutting or surrounding districts.

The student suspension/expulsion rate is 13%, higher than surrounding districts but not out of the ordinary for an urban district.

District	Students with Disabilities		Percentage English Learners				Suspension/Expulsion Rate			
Thomaston	2024-25 Total - 122 (15.7%)		2025-26 Total - 1.7%				2025-26 Total - 7.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	42	80	2.2	1.8	2.1	1.7	10.9	7.5	6.8	7.8
Waterbury	2024-25 Total - 3,931 (20.9%)		2025-26 Total - 21.5%				2025-26 Total - 13			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	1,763	2,168	18.1	19.8	21	21.5	13.4	14.4	12.5	13

Travel distance from Thomaston to Waterbury is dependent upon the destination point within Waterbury, though surface travel is facilitated via Routes 8 and 84 somewhat. For ease of illustration, the distance and driving time from Thomaston High School to Wilby High School in Waterbury is used. This shows travel distances of roughly 9 miles and typical driving times of 17 minutes.



WATERTOWN School District enrollment is approximately three times that of Thomaston, while the per pupil expenditure is roughly \$1,000 less. Watertown is considered suburban in nature and configuration.

District	\$ / Pupil		Enrollment			
Thomaston	2023-24 Total - \$21,747 (9.1% increase)		2025-26 Total - 765 (~1.6% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,926	\$21,747	820	776	777	765
Watertown	2023-24 Total - \$20,737 (2.4% increase)		2025-26 Total - 2,544 (~0.6% more)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$20,249	\$20,737	2,598	2,578	2,528	2,544

Watertown operates offers seven programs through five facilities owned by the district as well as with outside providers. The district reports that 41.1% of their students qualified for free or reduced cost price meals in SY 25/26, a change of about 1% from SY 23/24.

District	Number of programs / Number of Facilities by Grade						Eligible for Free/Reduced Price Meal				Teacher/Student
Thomaston	Programs - 4						2025-26 Total - 34.8%				14.1
	PK - 3	4 - 6	7 - 12				2022/23	2023/24	2024/25	2025/26	
	1	1	1				35.9	38.3	39.5	34.8	
Watertown	Programs - 7						2025-26 Total - 41.1%				13.9
	PK - 2	3 - 5	6 - 8	9 - 12			2022/23	2023/24	2024/25	2025/26	
	1	2	1	1			35.8	40.2	41.7	41.1	

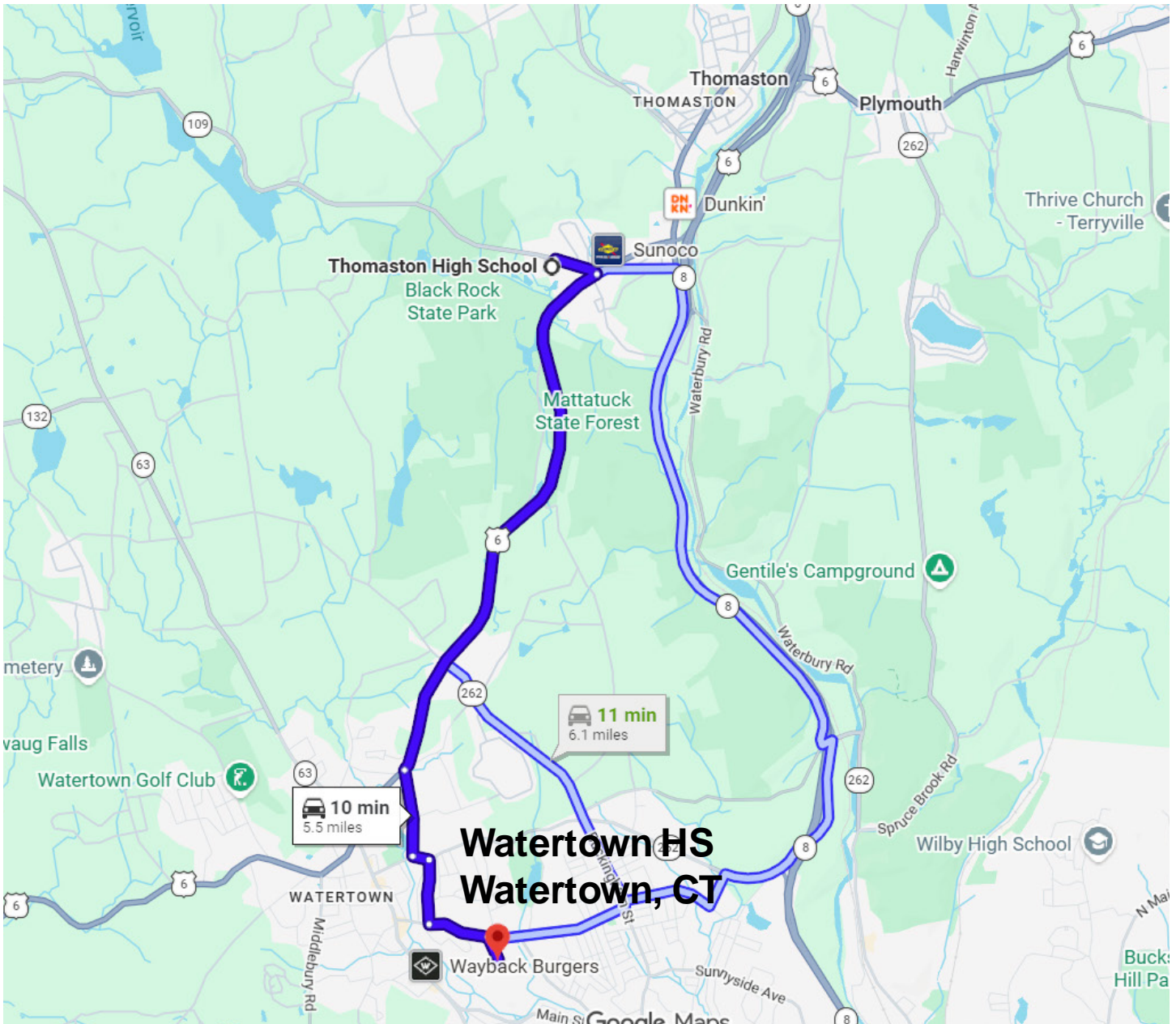
The percentage of students with recognized disabilities is 17.6% with about 80% of those students in a self-contained learning environment.

The percentage of English learners is 21.5%, not unusual for an urban district but significantly higher than abutting or surrounding districts.

The student suspension / expulsion rate is comparable to that for Thomaston and appears to be reasonable for a district such as Watertown.

District	Students with Disabilities		Percentage English Learners				Suspension/Expulsion Rate			
Thomaston	2024-25 Total - 122 (15.7%)		2025-26 Total - 1.7%				2025-26 Total - 7.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	42	80	2.2	1.8	2.1	1.7	10.9	7.5	6.8	7.8
Watertown	2024-25 Total - 445 (17.6%)		2025-26 Total - 4.8%				2025-26 Total - 6.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	197	248	5.2	4.9	5.1	4.8	7.1	7.8	8.5	6.8

Travel distance from Thomaston to Watertown is facilitated via Routes 6 and 8, which differ in character and traffic loads. The distance and driving time from Thomaston High School to Watertown High School shows distances of roughly six miles and typical driving times of about ten minutes.



PLYMOUTH School District enrollment is approximately one and a half times that of Thomaston, while the per pupil expenditure is roughly \$1,000 less. Plymouth is considered to be suburban.

District	\$ / Pupil		Enrollment			
Thomaston	2023-24 Total - \$21,747 (9.1% increase)		2025-26 Total - 765 (~1.6% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,926	\$21,747	820	776	777	765
Plymouth	2023-24 Total - \$20,751 (3.3% increase)		2025-26 Total - 1,244 (~4.7% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$20,079	\$20,751	1,306	1,279	1,244	1,244

Plymouth operates offers five programs through four facilities owned by the district as well as with outside providers. The district reports that 46.6% of their students qualified for free or reduced cost price meals in SY 25/26, a decrease of about 3% from SY 23/24.

The reported teacher / student ratio is considerably lower in Plymouth than it is in most of the districts abutting Thomaston, at 11.5/1 in Plymouth and 14.1/1 in Thomaston, for example.

District	Number of programs / Number of Facilities by Grade						Eligible for Free/Reduced Price Meal				Teacher/Student
Thomaston	Programs - 4						2025-26 Total - 34.8%				14.1
	PK - 3	4 - 6	7 - 12				2022/23	2023/24	2024/25	2025/26	
	1	1	1				35.9	38.3	39.5	34.8	
Plymouth	Programs - 5						2025-26 Total - 46.6%				11.5
	PK - 2	3 - 5	6 - 8	9 - 12			2022/23	2023/24	2024/25	2025/26	
	1	1	1	1			46.3	49.5	51.2	46.6	

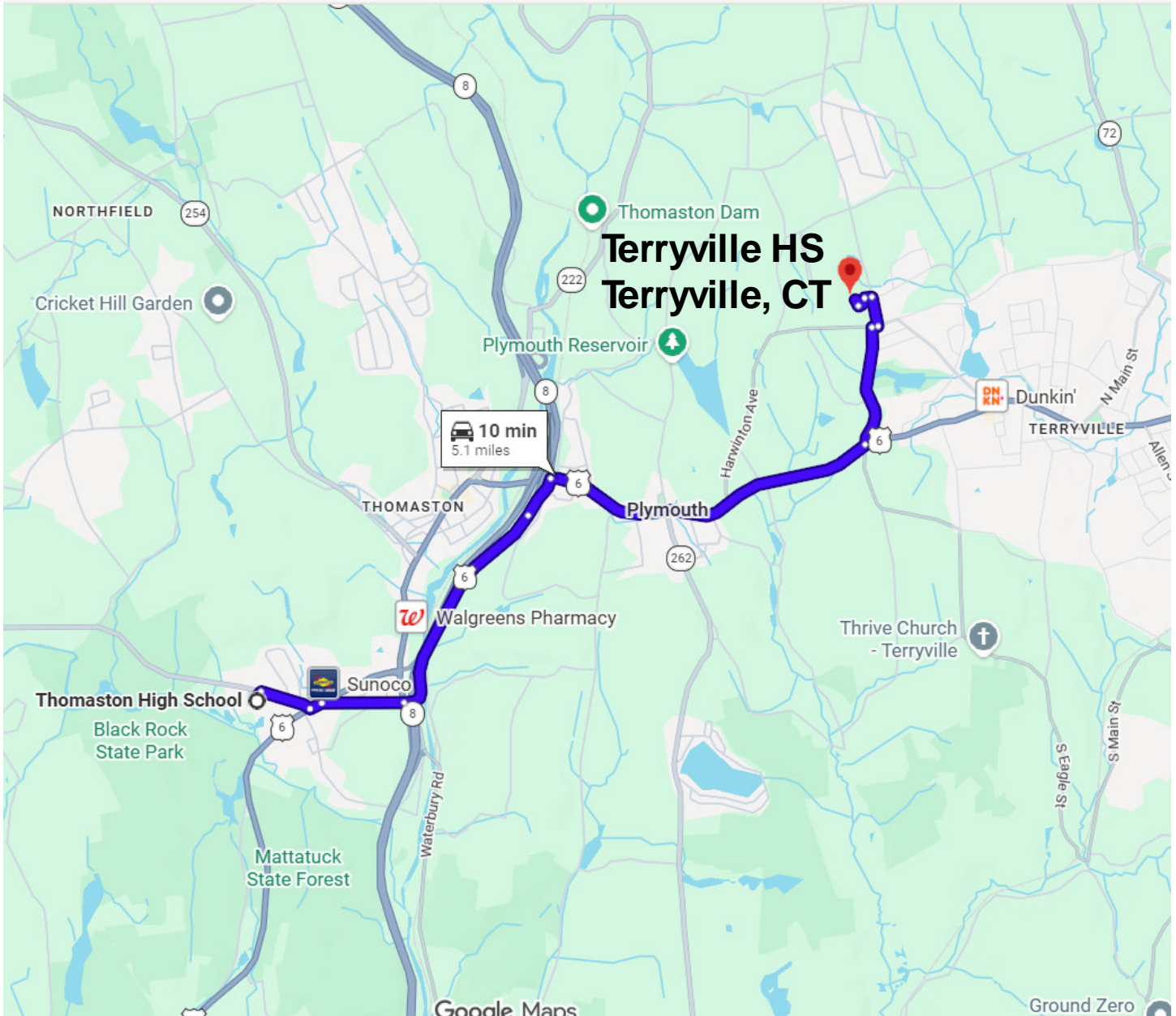
The percentage of students with recognized disabilities is 25.6% with slightly less that 50% of those students in a self-contained learning environment.

The percentage of English learners is 3.7%, close to that for Thomaston.

Likewise, student suspension / expulsion rates are very close to those for Thomaston.

District	Students with Disabilities		Percentage English Learners				Suspension/Expulsion Rate			
Thomaston	2024-25 Total - 122 (15.7%)		2025-26 Total - 1.7%				2025-26 Total - 7.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	42	80	2.2	1.8	2.1	1.7	10.9	7.5	6.8	7.8
Plymouth	2024-25 Total - 318 (25.6%)		2025-26 Total - 3.7%				2025-26 Total - 7.3			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	150	168	2.8	3.3	4.2	3.7	8.1	6.9	7.1	7.3

Travel distance from Thomaston to Plymouth is facilitated via Route 6 which directly links the two towns. The distance and driving time from Thomaston High School to Terryville High Schools shows distances of roughly five miles and typical driving times of about ten minutes.



Beyond the three municipal districts abutting Thomaston there are two regional schools districts as well. RSD 10 comprises Harwinton and Burlington and has been in operation for many years. RSD 20 counts Goshen, Morris, Warren, and Litchfield as members. This RSD came into being for the 2024/25 school year. It was formed when Litchfield joined the then RSD 6 of which Goshen, Morris and Warren were the only members.

The logistics of joining an existing RSD may vary from the effort needed to form a new RSD, but as with any negotiation what might be required for success will remain somewhat elusive until discussions begin in earnest.

REGIONAL SCHOOL DISTRICT 10 enrollment is almost three times that of Thomaston, while the per pupil expenditure is roughly \$1,500 less. Harwinton and Burlington, the two towns that comprise RSD 10, are considered to be predominantly rural.

District	\$ / Pupil		Enrollment			
Thomaston	2023-24 Total - \$21,747 (9.1% increase)		2025-26 Total - 765 (~1.6% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,926	\$21,747	820	776	777	765
RSD 10	2023-24 Total - \$20,164 (4.2% increase)		2025-26 Total - 2,055 (~4.3% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,343	\$20,164	2,147	2,121	2,140	2,055

RSD 10 operates offers four programs through four facilities owned by the district. The district reports that 16.2% of their students qualified for free or reduced cost price meals in SY 25/26, a increase of about 1% from SY 23/24.

District	Number of programs / Number of Facilities by Grade					Eligible for Free/Reduced Price Meal				Teacher/Student
Thomaston	Programs - 4					2025-26 Total - 34.8%				14.1
	PK - 3	4 - 6	7 - 12			2022/23	2023/24	2024/25	2025/26	
	1	1	1			35.9	38.3	39.5	34.8	
RSD 10	Programs - 4					2025-26 Total - 16.2%				13.1
	PK - 4	5 - 8	9 - 12			2022/23	2023/24	2024/25	2025/26	
	2	1	1			14.1	15.1	16.1	16.2	

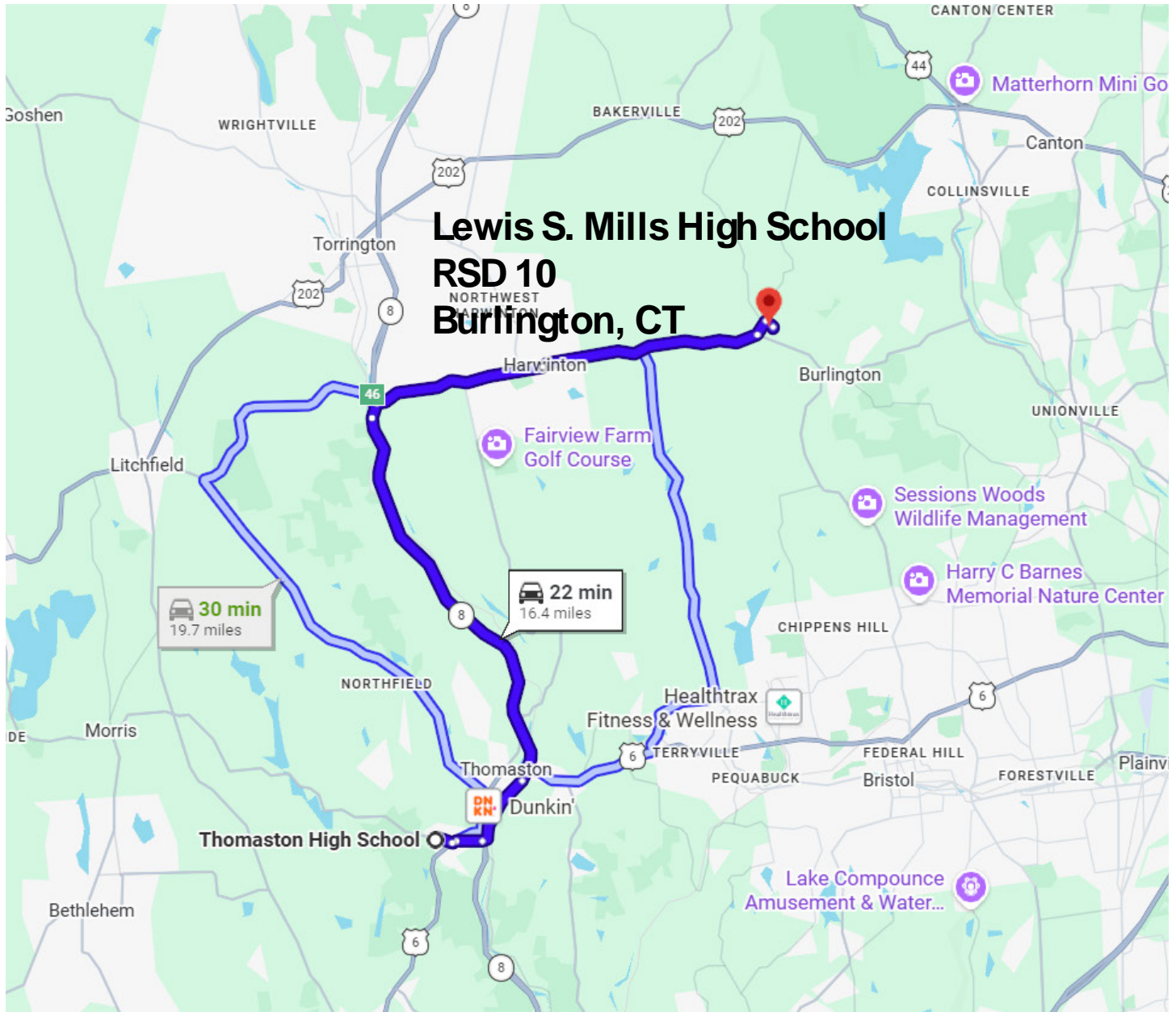
The percentage of students with recognized disabilities is 16.9% with slightly over 25% of those students in a self-contained learning environment.

The percentage of English learners is 1.5%, very close to that for Thomaston.

Student suspension / expulsion rates are 3.8, less than half of those in Thomaston.

District	Students with Disabilities		Percentage English Learners				Suspension/Expulsion Rate			
Thomaston	2024-25 Total - 122 (15.7%)		2025-26 Total - 1.7%				2025-26 Total - 7.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	42	80	2.2	1.8	2.1	1.7	10.9	7.5	6.8	7.8
RSD 10	2024-25 Total - 361 (16.9%)		2025-26 Total - 1.5%				2025-26 Total - 3.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	91	270	1.5	1.7	1.6	1.5	4.3	3.9	4.3	3.8

Travel distance from Lewis S. Mills High School in Burlington is facilitated via Route 8 and then secondary roads. The distance and driving time from Thomaston High School to Lewis S. Mills High Schools shows distances of roughly 16.4 miles and typical driving times of about 22 minutes.



REGIONAL SCHOOL DISTRICT 20 enrollment is roughly double that of Thomaston, while the per pupil expenditure cannot be compared as the RSD has not existing for long enough to have filed that information with the State. Goshen, Morris, Warren, and Litchfield, the four towns that comprise RSD 20, are considered to be predominantly rural.

District	\$ / Pupil		Enrollment			
Thomaston	2023-24 Total - \$21,747 (9.1% increase)		2025-26 Total - 765 (~1.6% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	\$19,926	\$21,747	820	776	777	765
RSD 20	2023-24 Total - N/A		2025-26 Total - 1,598 (~1.3% fewer)			
	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26
	N/A	N/A	N/A	N/A	1,619	1,598

RSD 20 operates offers eight programs through seven facilities owned by the district. The district reports that 26.6% of their students qualified for free or reduced cost price meals in SY 25/26, about .2% higher than SY 24/25, the first year for the RSD.

District	Number of programs / Number of Facilities by Grade							Eligible for Free/Reduced Price Meal				Teacher/Student
Thomaston	Programs - 4							2025-26 Total - 34.8%				14.1
	PK - 3	4 - 6	7 - 12					2022/23	2023/24	2024/25	2025/26	
	1	1	1					35.9	38.3	39.5	34.8	
RSD 20	Programs - 8							2025-26 Total - 26.6%				12.5
	PK - 3	PK - 5	K - 5	4 - 5	6 - 8	9 - 12		2022/23	2023/24	2024/25	2025/26	
	1	2	1	1	1	1		N/A	N/A	26.4	26.6	

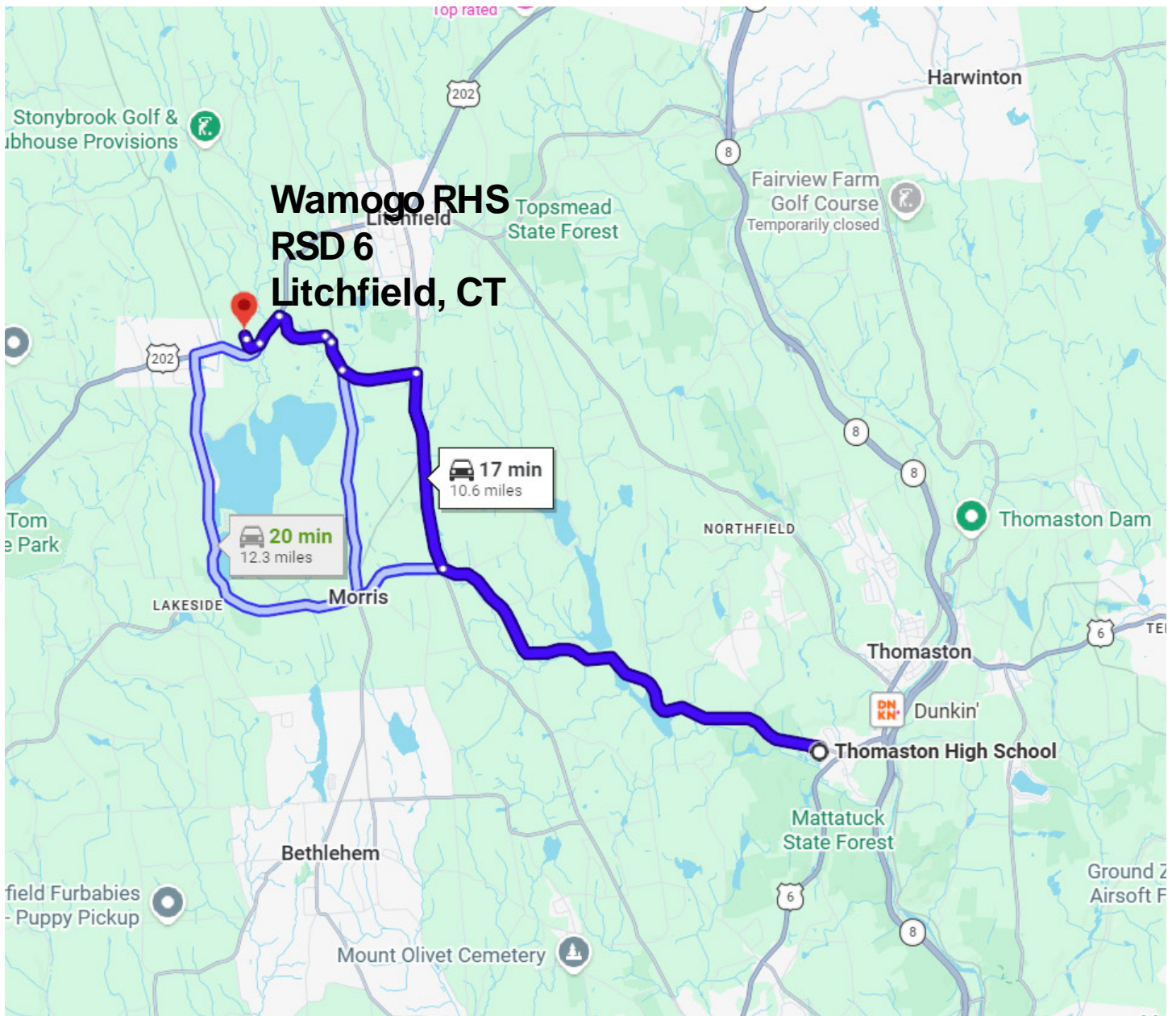
The percentage of students with recognized disabilities is 19% with slightly over 50% of those students in a self-contained learning environment.

The percentage of English learners is 1.3%, very close to that for Thomaston.

Student suspension / expulsion rates are 5.9, close to the rate in Thomaston.

District	Students with Disabilities		Percentage English Learners				Suspension/Expulsion Rate			
Thomaston	2024-25 Total - 122 (15.7%)		2025-26 Total - 1.7%				2025-26 Total - 7.8			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	42	80	2.2	1.8	2.1	1.7	10.9	7.5	6.8	7.8
RSD 20	2024-25 Total - 307 (19%)		2025-26 Total - 1.3%				2025-26 Total - 5.9			
	Self-Contained	Inclusionary	2022/23	2023/24	2024/25	2025/26	2022/23	2023/24	2024/25	2025/26
	105	202	N/A	N/A	1.2	1.3	N/A	N/A	0	5.9

Travel distance from Lakeview Regional High School in Litchfield is facilitated via Route 254 and Route 202 or secondary roads. The distance and driving time from Thomaston High School to Lakeview High Schools shows distances of roughly 10.6 miles and typical driving times of about 17 minutes.



Ultimately any discussion of regionalization must include the concept of what degree of sharing is most beneficial to Thomaston. There are many municipalities that do not run any element of a school district independently, these are fully regionalized such as RSDs 10 and 20. Others regionalize for middle and high school, others just for the high school grades.

In those cases the local district is responsible for everything up to the cross over grade. To provide some insight into this discussion this graph shows the enrollment and cohort for districts in the region of Thomaston. This may facilitate discussions regarding potential partners or open avenues for further study.

Discussions about potentially regionalizing for all or part of the grade alignment should also consider the potential to tuition students out of Thomaston Public Schools into receiving districts through an open system of student choice to districts who will participate, a formal agreement with one or more districts, or a hybrid model to be developed.

District	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Thomaston	392	410	428	395	361	344	344	319	317	295	307	315
Litchfield	477	296	292	285	277	260	237	232	234	230		
Torrington	1003	955	897	884	853	875	888	948	1010	1012	1043	996
RSD 6 - Wamogo	567	576	548	522	509	508	484	380	371	379		
RSD 20 - Lakeview											583	592
RSD 10 - Lewis S. Mills	778	778	760	762	757	718	703	668	648	627	614	572
Watertown	861	860	839	836	815	789	773	778	735	715	693	702
Waterbury	4774	4829	4793	4796	4677	4613	4780	5047	5078	5223	5330	5095
Crosby	1287	1192	1137	1147	1162	1138	1217	1343	1400	1452	1453	1396
Kennedy	1304	1301	1252	1273	1244	1169	1216	1326	1297	1391	1391	1288
Wilby	1236	1172	1076	1072	1002	1062	1091	1140	1157	1178	1196	1096
Waterbury Career Academy	457	676	850	838	798	789	801	778	759	737	699	719
Waterbury Arts Magnet	490	488	478	466	471	455	455	460	465	465	591	596
Wolcott	773	800	788	757	743	717	688	678	649	620	611	610
Plymouth	463	476	493	447	414	374	382	371	367	370	337	307
Grades 7 - 12	Litchfield joins RSD 6 to form RSD 20 beginning in the 2024/25 school year											
Grades 9 & 10 of PK / 9, 10	Grades 8 - 10 of PK / 8 - 10			Grades 7 - 10 of PK / 7 - 10				Waterbury Career Academy Adds a Grade per Year 2014 - 2016				
Grades 9 - 12 of 6 - 12	Source: CT EdSight: <a href="#">Enrollment Report/Export (Legacy)</a>											

## POTENTIAL BENEFITS AND DETRIMENTS

Regionalization is perhaps better understood if considered as being similar to the combining of commercial business ventures. There are very few instances in which two businesses merge and both retain their individual identity. At best a new entity results that embodies the strengths of each of the partners while minimizing the weaknesses. The more common outcome is that one of the businesses is subsumed by the other and essentially ceases to exist. Perhaps some of their corporate ethos survives but the individual spirit is gone for good.

Combining public school districts into a regional provider can have tremendous upside benefits if all parties to the merger are desirous of the same outcomes. Potential benefits can outweigh detriments, certainly, but it is likely to take astute long-range planning to identify potential issues and put in place paths to resolution for each.

Potential Benefits can include, but are not limited to:

- Reduced number of facilities with related annual and capital costs
- Redundant facilities reverting to the municipality (if there is a need and financial ability to act)
- Reduced FTE (Full Time Equivalent) staff counts
- Reduced administrative and support staff counts
- Increased curricular offerings
- Increased extracurricular offerings
- Increased sports and club offerings
- Larger student cohort provides increased socialization opportunities

Potential detriments can include, but are not limited to:

- Redundant facilities reverting to the municipality (if there is no need or no ability to act)
- Loss of identity for the municipality and district
- Unrealistic expectations for staffing savings
- Loss of special curricula offerings
- Loss of special extracurricular offerings
- Loss of special or focused sports and club offerings
- Larger student cohort causes anxiety or loss of a feeling of belonging.

## WORKING TIMELINE FOR MOVING TO A REGIONAL SCHOOL DISTRICT MODEL

Unlike most corporate mergers there are likely several more hurdles to be overcome in the creation of a regional school district that will succeed. In the broadest of terms a timeline of seven to ten years is considered to be realistic.

This accounts for the need to develop a partnership with the other district or districts, identify respective needs of each of the districts along with the strengths, weaknesses, opportunities, and threats to the undertaking.

Connecticut state law stipulates to several requirements which municipal school districts must meet. These range from curriculum to sports, buildings to staffing. Transitioning from a municipal system to a regional entity may present legal obstacles which in some cases may require legislative action to resolve.

This timeline can serve to provide a non-inclusive listing of steps to consider as the potential for regionalization is contemplated:

- Year 1:
- Identify potential partner districts.
  - Delineate what is desired of a potential partner district.
  - Define what are the aspects of the existing system that must remain.
  - Identify potential strengths and weaknesses, opportunities and threats.
  - Build understanding of staffing, facilities (capacities and needs), curriculum offerings.
  - Identify and define potential legislative or legal needs.
- Years 2 – 4:
- Seek to rationalize and share non-contractual positions (Superintendent, Assistant Superintendent, Payroll, Purchasing, Curriculum Director).
  - Seek to share purchasing and services (busing, food services, custodial, maintenance).
  - Develop a Memorandum of Understanding with potential regionalization partners.
  - Develop legislative or legal approaches
- Years 5 – 7:
- Seek to rationalize curricular offerings and contracts for contracted employees.
  - Formulate basis of regionalization framework.
  - Introduce legislation through State Representatives
- Years 7 – 10:
- Formalize Memorandum of Understanding / Regionalization Agreement
  - Implement Shared Services / Shared Curriculum instruments not already in place
  - Establish RSD, dissolve existing municipal districts as appropriate



**7**  
**Community Engagement**

To allow DRA to gain an understanding of the opinion and desires of the residents of Thomaston three community workshops were held. These were held at the Thomaston High School, were advertised extensively and were each well attended.

Following the last of the open community workshops a focus group of invited participants representing a cross-section of Thomaston residents was held. This was intended to help DRA in forming the strings of information collected into the foundation for this reports suggestions.

Following are the synopsis of each of the meetings. Images of the materials used at the meetings are included in the Appendix of this study.

The first Community Meeting was held on October 23rd, 2025 from 6:30 P.M. to 8:00 P.M. in the Thomaston High School Learning Commons.

### Walk-About | Welcome | Study Overview

Approximately 30 participants gathered at 6:30pm in the High School Learning Commons for the first 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. DRA provided a Workplan / Schedule and overview of the study timeline, and activities completed to date.

### Meeting Overview | Breakout Introductions



DRA provided a meeting overview, introducing the key discussion points for the meeting. These discussion points included:

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

DRA introduced the three breakout sessions for the evening. The goal for the evening was to discuss the four key discussion points focused through a specific lens for each of the three breakout sessions. The lenses – finance, facilities, and education would shape the discussion of the key topics for each of the three breakout sessions.

### Breakout Recaps | Concluding Comments

The three Breakout Sessions:

“CONTAINER” ----- Facilities: *Buildings, Systems, & Infrastructure*

“CONTENTS” ----- Education: *Programs and Activities*

“CASH / CURRENCY”- Finance: *Operational Expense, Efficiencies*

Each of the three breakout sessions focused on the four key discussion topics:

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

Recaps of the individual discussions and sample key outcomes are noted on the following page.

Meeting Recap / Findings



“CONTAINER” | Facilities: *Buildings, Systems, & Infrastructure*

1. **NOTES** - Notes from the four key discussion points through the lens of “**Facilities**”:

**RETAIN** – The predominate comments recorded were that the buildings are nearing the end of their useful life expectancy. Renovating them at this point did not seem to make sense to the participants. Additionally, the buildings are not up to current building, energy code, standards for accessibility, or technology, and general functionality. Athletic facilities – both gymnasiums and outdoor fields – are lacking.

**REDUCE** – Several participants favored combining school programs into fewer buildings, noting that this could possibly allow for open space for outdoor athletic fields, parking, etc. Some participants commented that having schools adjacent to each other allowed for synergies between the schools and viewed co-location as beneficial. One parent noted that having facilities share a single site might be more convenient when their children are at different age/grade levels.

**SHARE** – The group explored, and the discussion focused on shared programs, such as STEM/STEAM. The group favored this concept, noting that it could be extended to include surrounding school systems.

**REGIONALIZATION** – It was noted that this might be difficult to accomplish in Thomaston because of surrounding regional school systems. However, they believe this is worth further discussion and exploration.

2. **RESPONSE** - Response to question “through the lens of “**Facilities**” which discussion topic may have greatest impact:

“**Reduction**” was clearly the most favored topic that was seen by the group as having the greatest potential to impact the District, followed by “Shared Services” and “Regionalization”. Retaining existing facilities was clearly not seen as being beneficial to the town or the school system, as viewed through the lens of “facilities”.

## Next Steps / Actionable Items

- Further discussion and exploration of reducing / combining school facilities. If schools are reduced/combined, how could the town make use of the vacated buildings or sites? What are their market values of these properties if they were to be sold?
- Further discussion and exploration of the advantages and disadvantages of a regionalized school system.

## “CONTENTS” | Educational: Programs, & Activities

### 1. NOTES - Notes from the four key discussion points through the lens of “Education”:

**RETAIN** - Several participants were OK with the idea of retaining the existing facilities. They discussed that some classrooms (Center School and THS) were larger than needed. They also identified some other limiting issues in terms of educational space, and physical environment, but these didn't seem to be problematic. The conversation focused on the opinion that good teachers made the difference despite the spaces.

**REDUCE** – The group did not develop a strong conversation, nor had specific suggestions or comments regarding the concept of reducing the size of the District facilities. However, were interested in further exploration.

**SHARE** - This was important to several breakout participants. Several remarked that through the availability of specialized courses (- off campus) their children had benefitted markedly.

**REGIONALIZATION** - This seemed to make sense to some participants; however, they worried that a sense of community would be lost which was very important. One participant ( - a teacher) moved back to Thomaston from Torrington because of the sense of community in Thomaston school district. A second teacher, from Litchfield warned the group about the dangers of regionalizing without a good plan.

### 2. **RESPONSE** - Response to question “through the lens of “**Education**” which discussion topic may have greatest impact:

“Shared Services” – was deemed very important with a high potential to have greatest impact in terms of being beneficial for students. Regionalization garnered several votes in the “greatest impact’ question; however it was clarified by participants, those impacts were seen as both potentially very positive, or very negative. Also, concern was expressed regarding the potential loss of sense of community with Regionalization were voiced.

### 3. Through the lens of “**Education**” Next Steps / Actionable Items

- Further exploration of the sustainability of shared services.
- Options concerning regionalization
- Consolidation planning

### “**CASH / CURRENCY**” | **Financial: Operational Expense, Efficiency**

#### 1. **NOTES** - Notes from the four key discussion points through the lens of “**Finance**”:

**RETAIN** – A discussion regarding the difficulty in finding efficiency in maintaining the existing facilities was noted. However, the benefit of a resulting low teacher to student ratio, and smaller class size was seen as a positive outcome of this inefficiency.

**REDUCE** – Several participants explored the various approaches to district facility reduction. These included working within the existing building envelopes, addition and renovation, and new construction. It was noted that all options should be explored.

**SHARE** – The group explore questions of the costs of bussing, and other factors in current students utilizing out-of-district resources.

**REGIONALIZATION** – Although the finance-related discussion was limited. Some expressed interest in the financial benefit regionalization might provide. Other participants cautioned that the loss of the educational system – may be akin to ‘loss of the heart’ of community.

#### 2. **RESPONSE** - Response to question “through the lens of “Finance” which discussion topic may have greatest impact:

“**Reduction**” – was deemed important with a high potential to have strong impact in terms of financial consideration. Regionalization garnered more votes; however, it was later clarified that these votes were split between those who anticipated the impact would be positive or negative. Again, concern regarding the financial impact to businesses due to the loss of the schools was shared.

#### 3. Through the lens of “Finance” **Next Steps / Actionable Items**

Exploration of school system facility reduction options.

Additional conversation regarding positive and negative effects due to regionalization.

Further study of shared services financial impact.

## Conclusions / Next Steps

The attendees of the first community meeting provided a rich and dynamic conversation regarding the future of the Thomaston Public Schools. Breakouts were formed by inviting participants to self-select the overall lens of the discussion for the evening. The three discussion lenses were:

“CONTAINER” ----- Facilities: Buildings, Systems, & Infrastructure

“CONTENTS” ----- Education: Programs and Activities

“CASH / CURRENCY”--- Finance: Operational Expense, Efficiencies

Once participants selected the overarching theme of their breakout group, they then were asked to engage in discussion of these four discussion topic areas:

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

The focus of the meeting was that of “Listening”. The study team was present to listen to the questions, concerns and issues raised by the community participants.

In moving forward and preparing for the second community meeting focused on exploration of “Options and Alternatives”, the study team will keep in mind and build upon the “Next Steps / Actionable Items” as recorded in pages 2, 3, and 4 of this recap.

Some of these key areas of interest and exploration voiced by the first community meeting attendees include:

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).

These areas of interest will be focused on as the team continues the study effort and prepares for Community Meeting 2 | Options and Alternatives.

The second Community Meeting as held on November 13, 2025 from 6:30 P.M to 8:00 P.M. in the Thomsaton High School cafeteria.

**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:

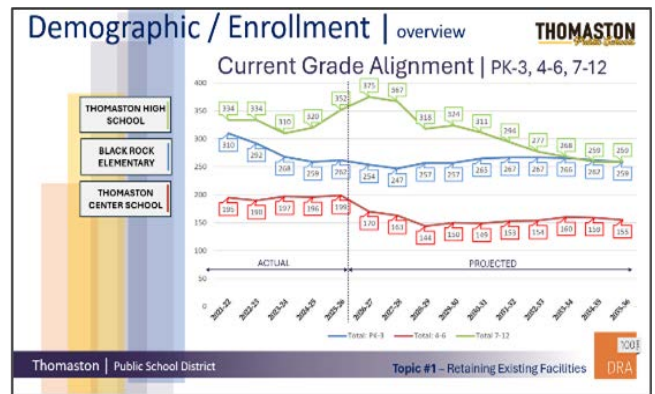


- 1. Demographics / Enrollment Study – recap
- 2. On-Line Survey
- 3. Community Meeting 1 – recap

**1. 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 further noted that this projected decline of 106 students adds to the current underutilization of the high school facility.

## 2. 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 fell 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.

## 3. 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:

**REDUCE** – Members of the three breakout sessions identified this as an area for additional discussion. (Noted in all three breakout sessions).

**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).

**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:

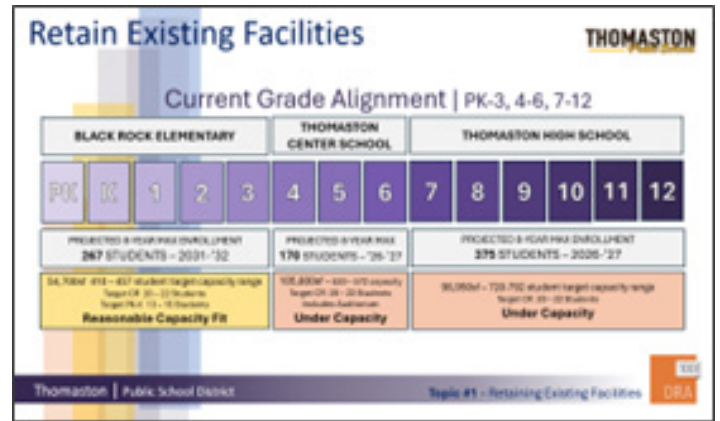
Alignment 1 PK-3 | 4-6 | 7-12 (Current)

Alignment 2 PK-2 | 3-6 | 7-12

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:



Current Grade Alignment - Enrollments



Current Grade Alignment – Facility Distribution

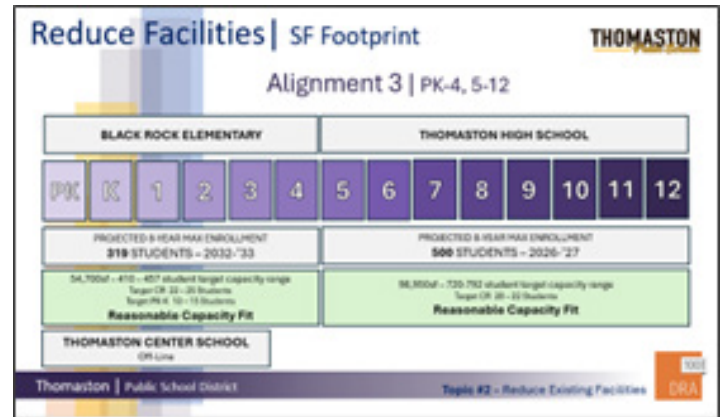
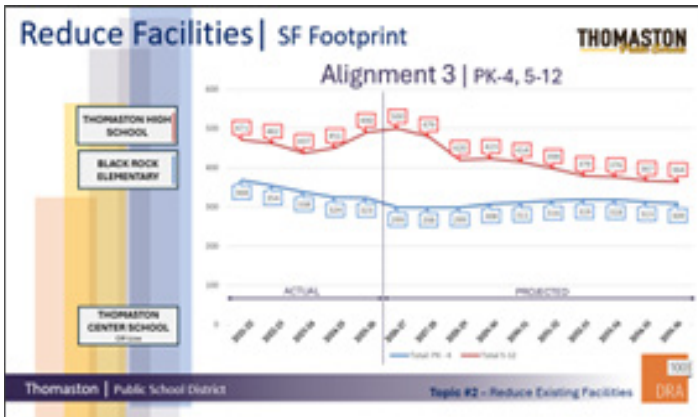
**Alignment 2** PK-2 | 3-6 | 7-12 was also discussed, however while the grade grouping at the lower elementary represents a potential improvement in educational alignment, it does not improve the individual school loading

The discussion then focused on the possibility of reducing the number of facilities within the District. A number of potential grade realignments and building uses were presented, included:

- 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.

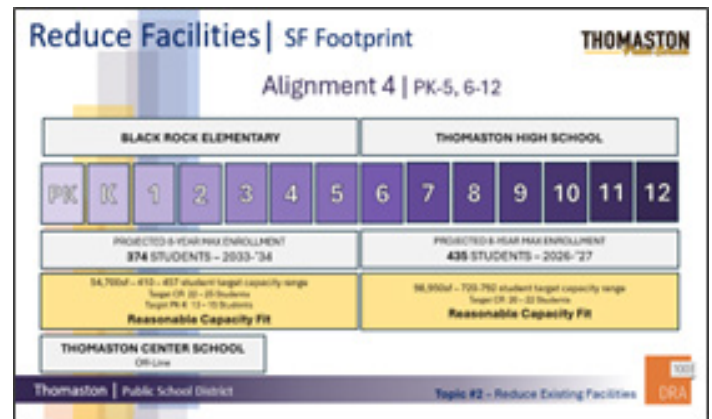
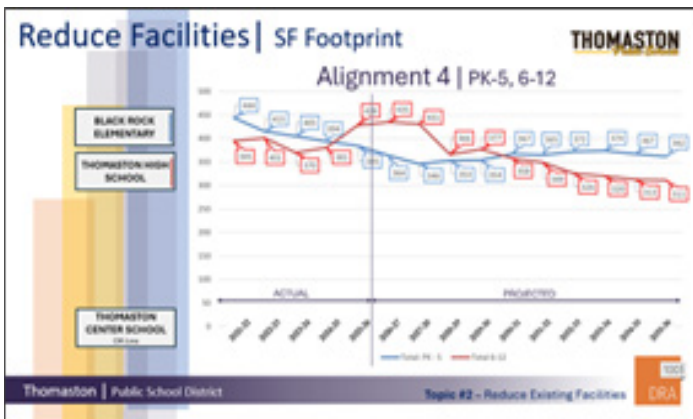


Grade Alignment #3 - Enrollments

Grade Alignment #3 – Facility Distribution

**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.

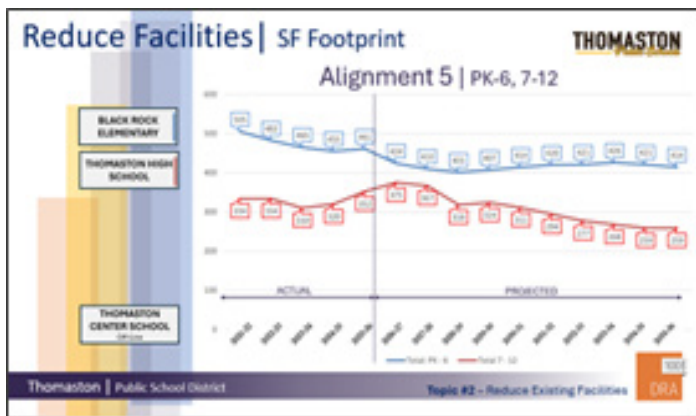


Grade Alignment #4 - Enrollments

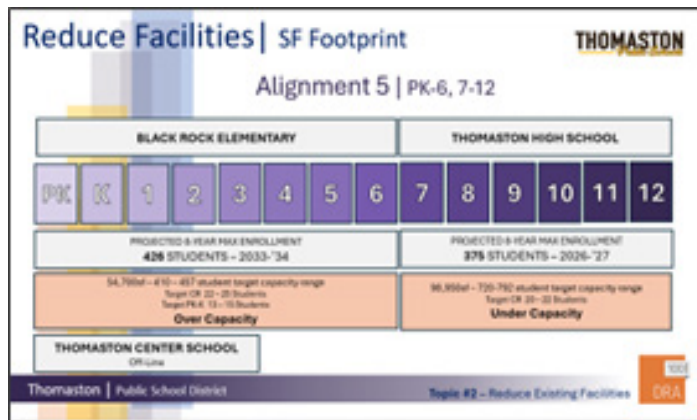
Grade Alignment #4 – Facility Distribution

**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.



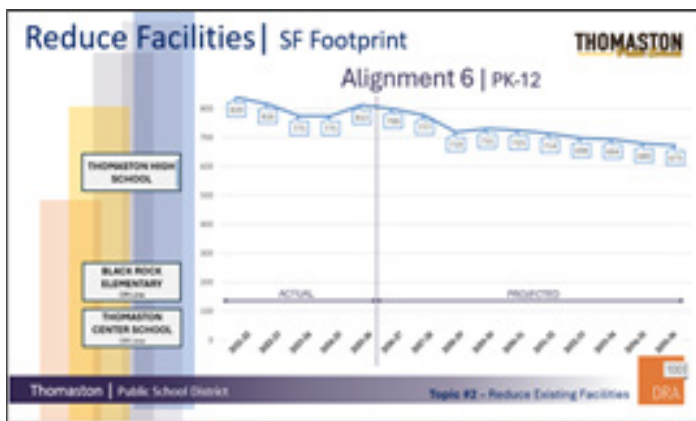
Grade Alignment #5 - Enrollments



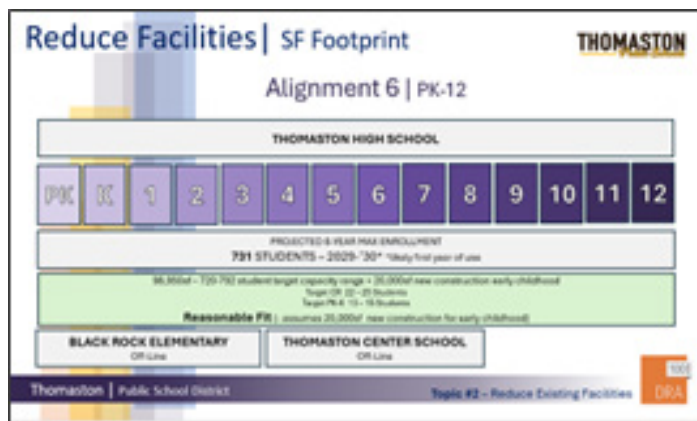
Grade Alignment #5 – Facility Distribution

**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:

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.



Grade Alignment #6 - Enrollments



Grade Alignment #6 – Facility Distribution

### 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.

The third and final open community meeting was held on December 4, 2025 from 6:30 P.M. – 8:00 P.M. in the High School cafeteria.

**Walk-About | Welcome | Study Overview**

Approximately 90 participants gathered at 6:30pm in the High School 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.

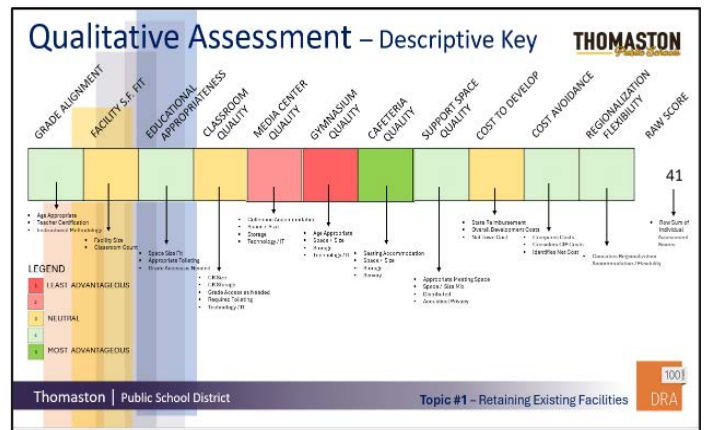
DRA provided a Workplan / Schedule and overview of the study timeline, and activities completed to date.

**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.



**QUANTITATIVE ASSESSMENT**

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

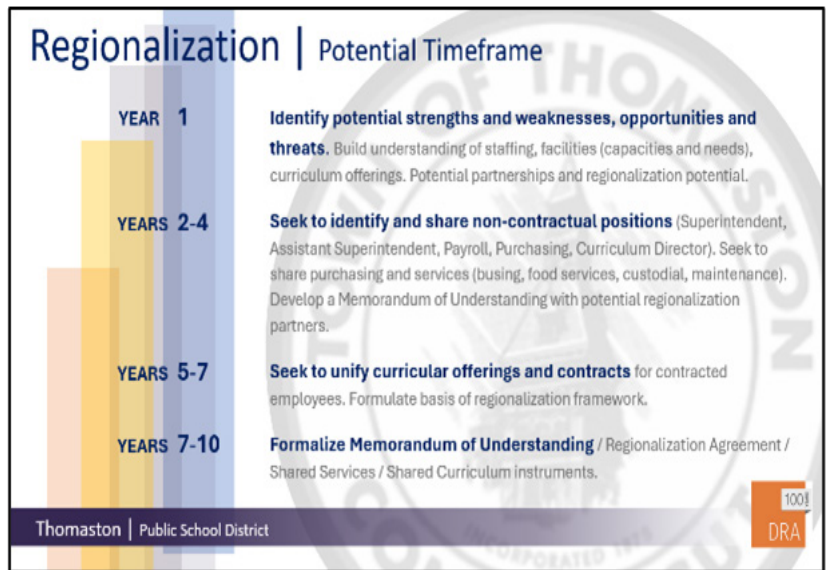
**Reduce Facilities Alignment A | PK-3 (BRS), 4-12 (THS)**

	TOTAL COST	STATE GRANT	NET TO TOWN
<b>DEVELOPMENT COSTS</b>			
<b>State Grant - Approach A</b>			
BLACK ROCK SCHOOL (RENOV) (BRS) - Standard	\$ 26 M	3 M	24 M
THOMASTON HIGH SCHOOL (ADD/REN) (THS) - 2025 Standard	\$ 116 M	79 M	37 M
<b>TOTAL</b>	<b>\$ 142 M</b>	<b>82 M</b>	<b>61 M</b>
<b>State Grant - Approach B</b>			
BLACK ROCK SCHOOL (NEW) (BRS) - 2025 Standard	\$ 37 M	25 M	12 M
THOMASTON HIGH SCHOOL (ADD/REN) (THS) - 2025 Standard	\$ 116 M	79 M	37 M
<b>TOTAL</b>	<b>\$ 153 M</b>	<b>104 M</b>	<b>49 M</b>
<b>AVOIDANCE COSTS</b>			
BLACK ROCK SCHOOL (CIP) (BRS) - Standard	\$ 28.6 M	3 M	27 M
CENTER SCHOOL (CIP) (BRS) - Standard	\$ 31.1 M	3 M	28 M
THOMASTON HIGH SCHOOL (CIP) (THS) - Standard	\$ 56.2 M	6 M	51 M
*CIP Capital Improvement Plan	<b>TOTAL \$ 115.9 M</b>	<b>12 M</b>	<b>106 M</b>
State Grant – Approach A   Cost Avoidance Projection			\$ 44 M
State Grant – Approach B   Cost Avoidance Projection			\$ 56 M

Thomaston | Public School District | Topic #2 – Reduce Existing Facilities | DRA

## 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:

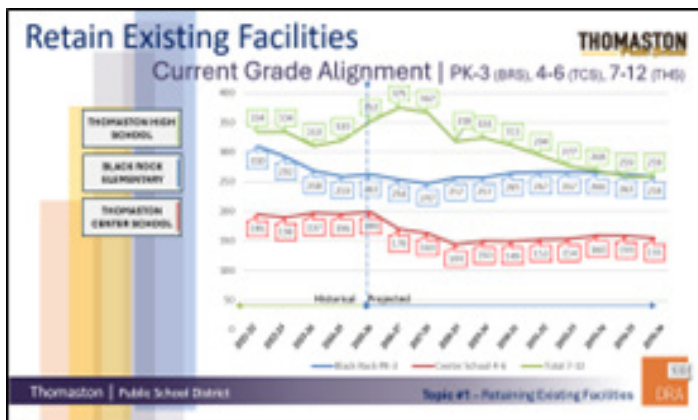
Alignment A PK-3 (BRS) | 4-12 (THS)

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

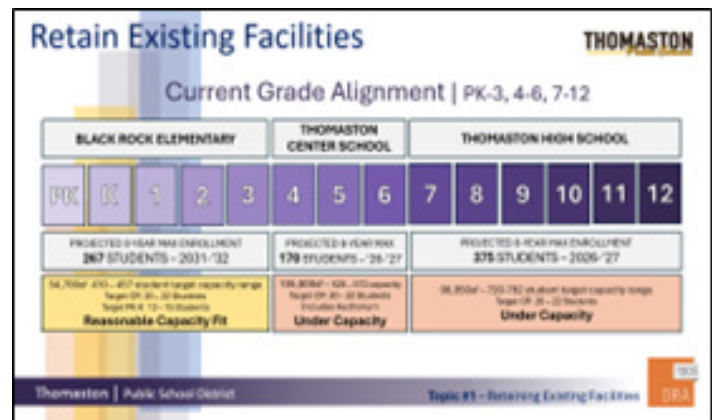
Alignment C PK-K (NEW) | 1-12 (THS)

## RETAINING the Current Alignment keeps 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



Qualitative Assessment | Current Grade Alignment



Quantitative Assessment | Capital Improvement Plan

## Retain Existing Facilities

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

### ADVANTAGES

- Known Alignment for Community
- Addresses Code Upgrades
- Addresses All CIP Items

### DISADVANTAGES

- No Educational Improvement to System
- Continues Operation of Excess Space
- Does Not Maximize State Grants
- Does Not Encourage Regionalization

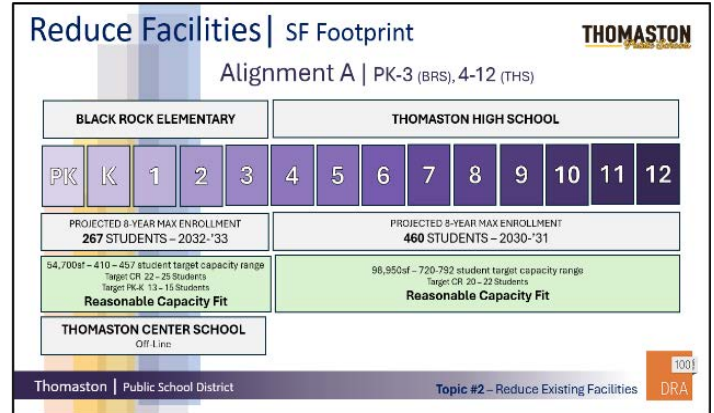
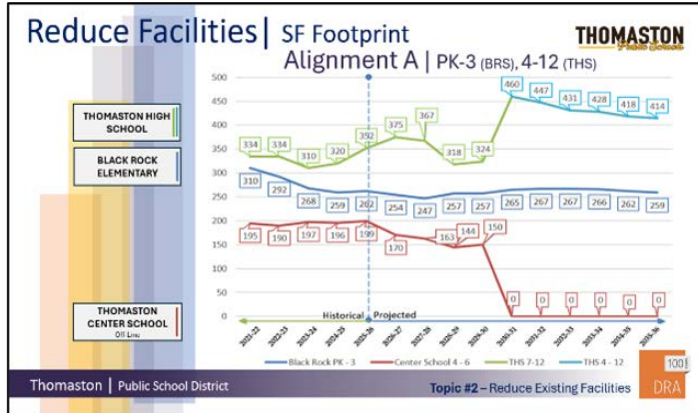
Thomaston | Public School District      Topic #1 – Retaining Existing Facilities      DRA

The potential for **REDUCING** the number of facilities was discussed through three initial potential grade alignments. Each of the potential alignments put forth for discussion were intended to be a starting point for discussion and perhaps the formulation of other alignments.

Each of these three alignments would, through the intention of reducing the number of operating facilities, result in significant changes to at least one, if not all, of the buildings that remain.

## 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

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

	TOTAL COST	STATE GRANT	NET TO DOWNS
<b>DEVELOPMENT COSTS</b>			
<b>State Grant - Approach A</b>			
BLACK ROCK SCHOOL (RENOV) 2014+ State Grant	\$ 26 M	\$ 3 M	\$ 24 M
THOMASTON HIGH SCHOOL (ADD/REN) 8/14+ 2023-26 State Grant	\$ 116 M	\$ 79 M	\$ 37 M
<b>TOTAL</b>	<b>\$ 142 M</b>	<b>\$ 82 M</b>	<b>\$ 61 M</b>
<b>State Grant - Approach B</b>			
BLACK ROCK SCHOOL (NEW) 8/14+ 8/14+ 2023-26 State Grant	\$ 37 M	\$ 25	\$ 12 M
THOMASTON HIGH SCHOOL (ADD/REN) 8/14+ 8/14+ 2023-26 State Grant	\$ 116 M	\$ 79	\$ 37 M
<b>TOTAL</b>	<b>\$ 153 M</b>	<b>\$ 104</b>	<b>\$ 49 M</b>
<b>AVOIDANCE COSTS</b>			
BLACK ROCK SCHOOL (CIP) 8/14+ State Grant	\$ 28.6 M	\$ 3	\$ 27 M
CENTER SCHOOL (CIP) 8/14+ State Grant	\$ 31.1 M	\$ 3	\$ 28 M
THOMASTON HIGH SCHOOL (CIP) 2014+ State Grant	\$ 56.2 M	\$ 6	\$ 51 M
<b>TOTAL</b>	<b>\$ 115.9 M</b>	<b>\$ 12</b>	<b>\$ 105 M</b>
State Grant - Approach A   Cost Avoidance Projection			\$ 44 M
State Grant - Approach B   Cost Avoidance Projection			\$ 56 M

### Qualitative Assessment | Current Grade Alignment

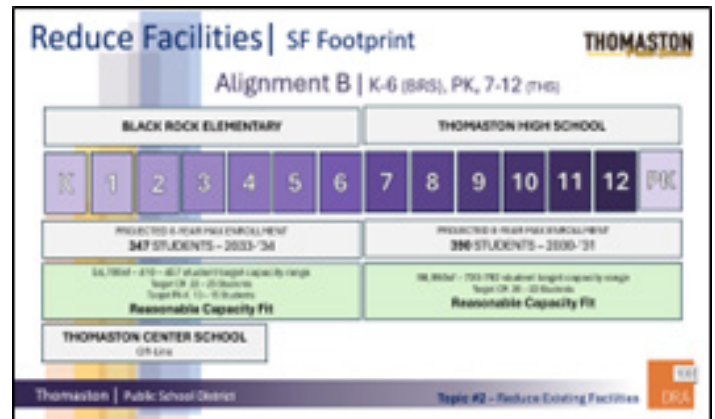
### Quantitative Assessment | Capital Improvement Plan

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

<p><b>ADVANTAGES</b></p> <ul style="list-style-type: none"> <li>Better SF / Student Fit</li> <li>Cost Avoidance Potential</li> <li>Uses State Grants</li> <li>Addresses All CIP Items</li> </ul>	<p><b>DISADVANTAGES</b></p> <ul style="list-style-type: none"> <li>Unfamiliar HS Alignment</li> <li>Modification to Address Student Ages</li> <li></li> <li></li> </ul>
--	---

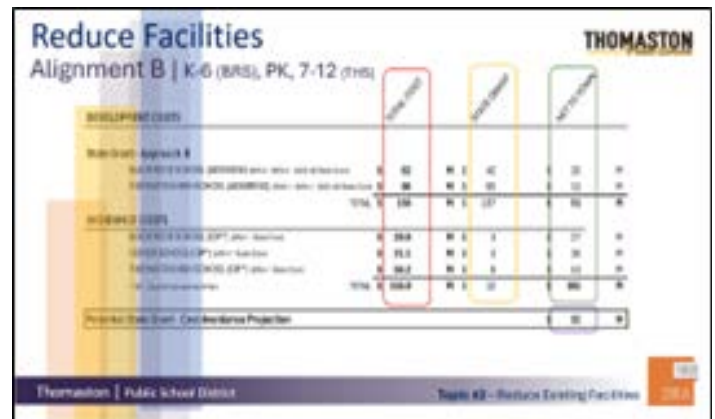
## Alignment B | K-6 (BRS), PK,7-12 (THS)

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



Qualitative Assessment | Current Grade Alignment

Quantitative Assessment | Capital Improvement Plan

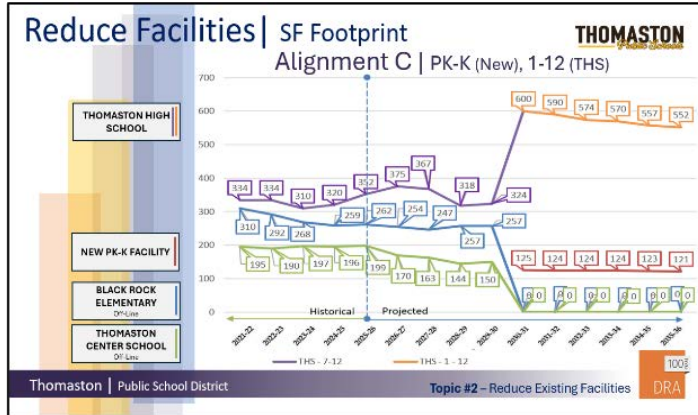
**Reduce Facilities**  
**Alignment B | K-6 (BRS), PK, 7-12 (THS)**  
 THOMASTON

<p><b>ADVANTAGES</b></p> <ul style="list-style-type: none"> <li>• Familiarity w/ HS Alignment</li> <li>• Potential Early Childhood Program</li> <li>• Traditional Elementary Alignment</li> <li>• Addresses All CIP Items</li> </ul>	<p><b>DISADVANTAGES</b></p> <ul style="list-style-type: none"> <li>• Site Constraints at Black Rock</li> <li>• Scope of Addition at THS</li> </ul>
--	--

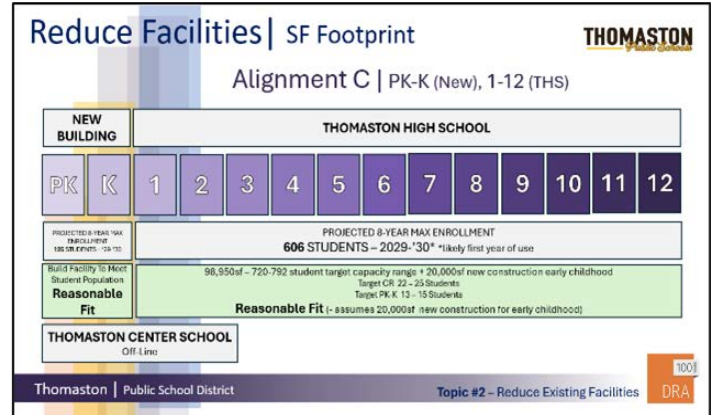
Thomaston | Public School District  
 Topic #2 - Reduce Existing Facilities  
 DRA

## 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.



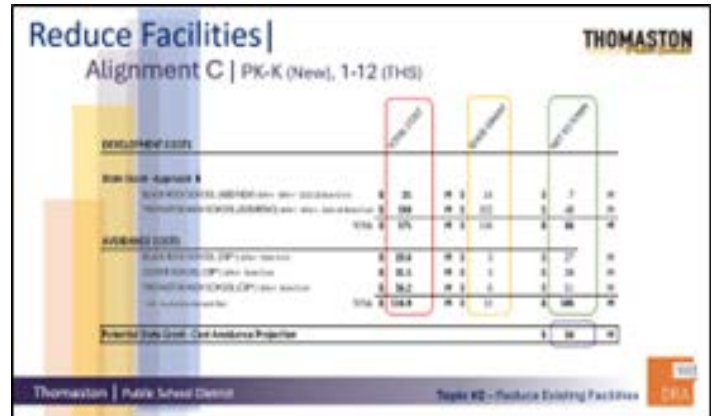
Student Enrollment | Historical + Projected



Capacity Assessment | Existing + Proposed



Qualitative Assessment | Current Grade Alignment



Quantitative Assessment | Capital Improvement Plan

**Reduce Facilities |**  
**THOMASTON**  
 Alignment C | PK-K (New), 1-12 (THS)

**ADVANTAGES**

- Improved Curriculum Alignment
- Most Efficient Use of District SF
- Affords Widest Curricular Offering

**DISADVANTAGES**

- Uncommon Grade Alignment

Thomaston | Public School District  
 Topic #2 – Reduce Existing Facilities  
 DRA

## 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.

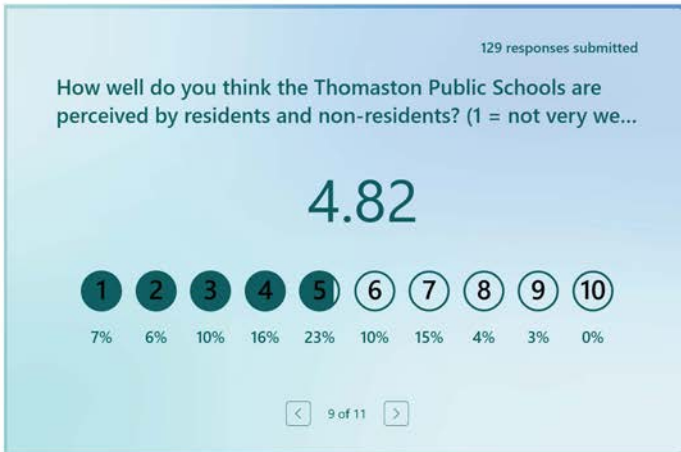
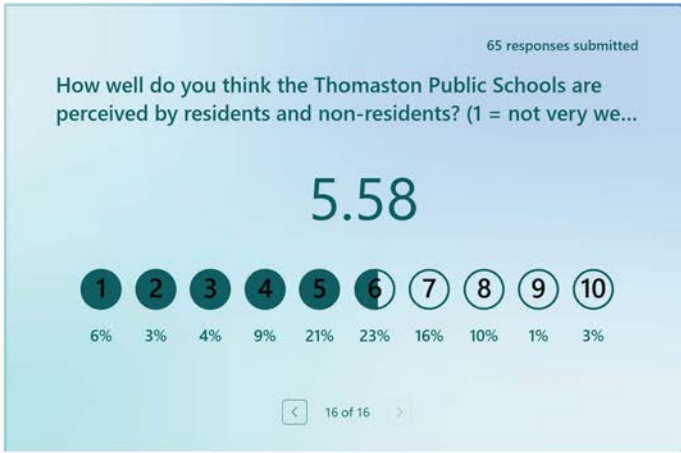
**On January 20, 2026, a Working Group Meeting was held from 6:30 P.M. to 8:00 P.M. in the Thomaston High School Learning Commons. The Working Group comprised approximately 30 individuals from an invited list of about 50. The attendees represented a good cross-section of Thomaston stakeholders and included students, teachers, administrators, parents, and residents.**

The participants had a few minutes to gather informally to introduce themselves to each other. There was then a brief overview of the efforts undertaken to date and three discussion topic boards were introduced and explained.

Option	Grade Configuration			Scope of Work			Projected Schedule			Projected Costs (overall / town / state)				Funding
	Black Rock	Center School	THS	Black Rock	Center	THS	Black Rock	Center	THS	Total	Black Rock	Center School	THS	
Retain Current	PK - Grade 3	Grades 4 - 6	Grades 7 - 12	Repairs to existing	Repairs to existing	Repairs to existing	2026 - 2046	2026 - 2046	2026 - 2046	\$116.9 / 116.9 / 0	\$29.6mil / 29.6 / 0	\$31.1mil / 31.1 / 0	\$56.2mil / 56.2 / 0	Entirely Town funded
Retain Current	PK - Grade 3	Grades 4 - 6	Grades 7 - 12	Repairs to existing	Repairs to existing	Repairs to existing	2026 - 2046	2026 - 2046	2026 - 2046	\$116.9 / 104.9 / 12.0	\$29.6mil / 26.6 / 3.0	\$31.1mil / 28.1 / 3.0	\$56.2mil / 50.2 / 6.0	Combination of State grants and Town funding.
Option A	PK - Grade 3	Unused	Grades 4 - 12	Repairs to existing	None	Renovation to New and Addition of Space	2027 - 2030	Not Applicable	2027 - 2031	\$142mil / 61 / 82	\$26mil / 3	\$0 / 0	\$116mil / 37 / 79	Combination of State grants and Town funding.
Option A - 1	PK - Grade 3	Unused	Grades 4 - 12	Replacement with a new building	None	Renovation to New and Addition of Space	2030 - 2034	Not Applicable	2027 - 2031	\$153mil / 104 / 49	\$37mil / 25	\$0 / 0	\$116 mil / 79 / 37	Combination of State grants and Town funding.
Option B	K - Grade 6	Unused	PK & Grades 7 - 12	Renovation to New and Addition of Space	None	Renovation to New and Addition of Space	2027 - 2031	Not Applicable	2027 - 2031	\$158mil / 107 / 51	\$62mil / 42 / 20	\$0 / 0	\$96mil / 65 / 31	Combination of State grants and Town funding.
Option C	PK - K	Unused	Grades 1 - 12	Replacement or Renovation to As New	None	Renovation to New and Addition of Space	2031 - 2033	Not Applicable	2027 - 2031	\$171mil / 116 / 55	\$21mil / 14 / 7	\$0 / 0	\$150mil / 102 / 48	Combination of State grants and Town funding.
Option D	K - Grade 5	Unused	PK & Grades 6 - 12	Renovation to New and Addition of Space	None	Renovation to New and Addition of Space	2027 - 2031	Not Applicable	2027 - 2031	\$158mil / 107 / 51	\$62mil / 42 / 20	\$0 / 0	\$96mil / 65 / 31	Combination of State grants and Town funding.

Consideration - Alignment and location of school grades PK - 12





### Consideration - Perception of the District

The first board provided a synopsis of the various grade alignments and supporting information for each as developed through the preceding three open-invitation community workshops. Participants of this Working Group meeting were asked to consider the potential benefits and detriments of each of the grade alignments and to reflect upon how any particular alignment may work with the Town and Thomaston Public Schools.

The second board showed a selection of response summaries from the on-line surveys. The participants were asked to reflect upon the results of the surveys and provide input into how the Town and District may address weaknesses and build upon strengths.

The third board (following page) delved into the prospect of regionalization, either totally or in part. Participants were tasked with envisioning an arrangement wherein the District might partner with other districts to share costs, provide greater educational opportunities, and so on.

## Leadership

- the Superintendent would answer to a regional school committee
- the school committee could be regional, with representatives from each member town
- Thomaston may not have as many school committee members as other towns do

## Curriculum

- Curriculum decisions made by a regional curriculum committee or director
- Focused curriculum may not be as wide ranging as desired

## Property Ownership

- The regional district may own all buildings
- Facilities decisions made by the regional committee

## Budgetary / Financial

- Costs shared proportionately
- Budget development / approval by regional committee

### Consideration - Potential for Regionalization



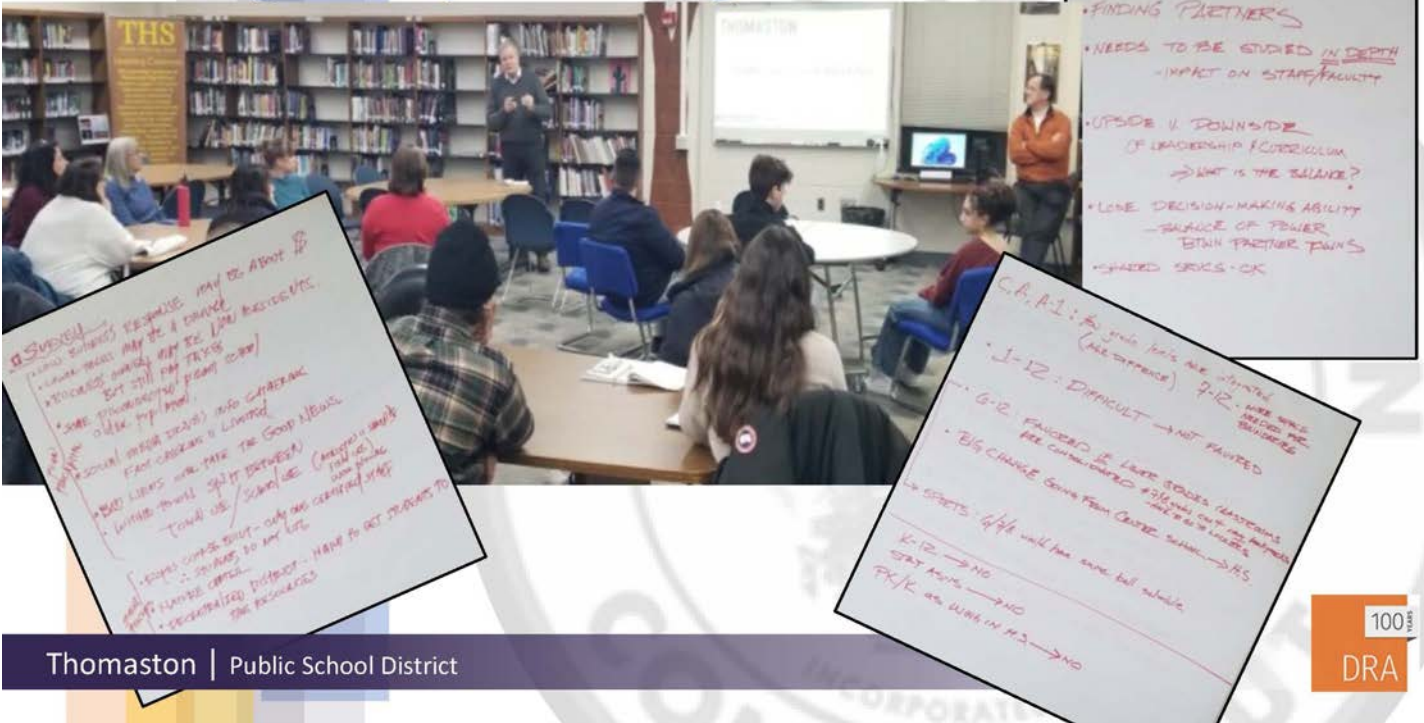
To facilitate collaboration and development of ideas and opinions, the attendees broke into four groups and moved to different areas of the Learning Commons to minimize disruption while talking.

After about 45 minutes the group was brought back together and the outcomes from each group were reported out. The reporting out generated considerable discussion amongst the participants and several themes developed. The following statements were the most commonly espoused:

- The schools provide a good learning environment
- There is good support and engagement by students and staff
- There appears to be a lack of meaningful communication between school and residents / businesses
- There appears to be a need for better marketing of the district
- They own and operate too much real estate for a district of their size
- The separation of upper elementary to Center School diminishes the maximization of use of the High School site features such as the ropes course and outdoor learning areas
- The upper elementary at Center School also reduces chances or participation and interaction by these kids in programs at the BRS / THS campus

- The objective should be to maximize flexibility in learning opportunities while promoting efficiency
- This is likely best achieved via a campus approach
- The BRS / THS properties make an adequate campus - lacking athletic fields (which are likely not that big a driver)
- Of the two buildings on the campus the BRS is the less effective and more needy building
- Grade alignment is less of a driver if a campus approach is taken
- An alignment that moves Grade 6 to THS has garnered the most support
- This alignment facilitates a MS/HS approach within the building
- A campus approach does not require PK to be in the HS building, thus PK - 5 and 6 - 12 is a possibility

## Working Group Meeting



Thomaston | Public School District

100%  
DRA

- Approaches to staffing should consider increasing opportunities for teachers to mentor students over long periods of time, as is currently done at the HS
- This can be done at the ES level in a number of ways -
- teacher/staff mentors who work with kids for all years they are in the building (current THS model)
- Looping teachers with students throughout their time (teachers move up a grade and teach the same students each year)
- Team teaching, possibly for Grades 4 and 5.

Concluding thoughts and discussions included the following, which though expressed openly did not generate as much support as the foregoing comments did:

- The district should explore more ways to interact with the community.
- They are not doing as much as many districts do to pull parents into the schools for evening programs.
- Sports is often a parent draw, but they have limited sports due to size.
- How can they interact more with Parks and Rec and local businesses? These things help with marketing solid educational programs and opportunities.
- Also, the inevitability of declining enrollment makes a combined campus a better option for maintaining flexibility with economy.

## Working Group Meeting | Key Outcomes

### COMMUNICATION

The schools provide a good learning environment  
 There is good support and engagement by students and staff  
 There appears to be a lack of meaningful communication between school and residents / businesses  
 There appears to be a need for better marketing of the district

### RIGHT-SIZING

They own and operate too much real estate for a district of their size  
 The separation of upper elementary to Center School diminishes the maximization of use of the High School site features such as the ropes course and outdoor learning areas  
 The upper elementary at Center School also reduces chances or participation and interaction by these kids in programs at the BRS / THS campus

### CAMPUS FOCUS

The objective should be to maximize flexibility in learning opportunities while promoting efficiency  
 This is likely best achieved via a campus approach  
 The BRS / THS properties make an adequate campus - lacking athletic fields (which are likely not that big a driver)  
 Of the two buildings on the campus the BRS is the less effective and more needy building

### ALIGNMENT

Grade alignment is less of a driver if a campus approach is taken  
 An alignment that moves Grade 6 to THS has garnered the most support  
 This alignment facilitates a MS/HS approach within the building  
 A campus approach does not require PK to be in the HS building, thus PK - 5 and 6 - 12 is a possibility

### MENTORSHIP

Approaches to staffing should consider increasing opportunities for teachers to mentor students over long periods of time, as is currently done at the HS  
 This can be done at the ES level in a number of ways -  
 teacher/staff mentors who work with kids for all years they are in the building (current THS model)  
 Looping teachers with students throughout their time (teachers move up a grade and teach the same students each year)  
 Team teaching, possibly for Grades 4 and 5.

**On January 22, 2026 a meeting was held jointly with the Board of Selectment and the Board of Education.** At this meeting a status report was provided regarding the process and preliminary findings of the study effort.

From this meeting the DRA team was directed to elaborate in more depth in the final report regarding, but limited to, the findings of the on-line survey, potential for regionalization, and the potential attributes of some of the grade alignments.

The PowerPoint slide decks and display boards (were applicable) for each of the meetings are contained in the Appendices of this report.

Cropper GIS Demographic Report ..... 188 - 203

Facilities Assessment (Excerpts from previous study) ..... 204 - 231

Community Meeting #1 PowerPoint Slides and Boards..... 232 - 254

    Community Meeting #2 PowerPoint Slides ..... 255 281

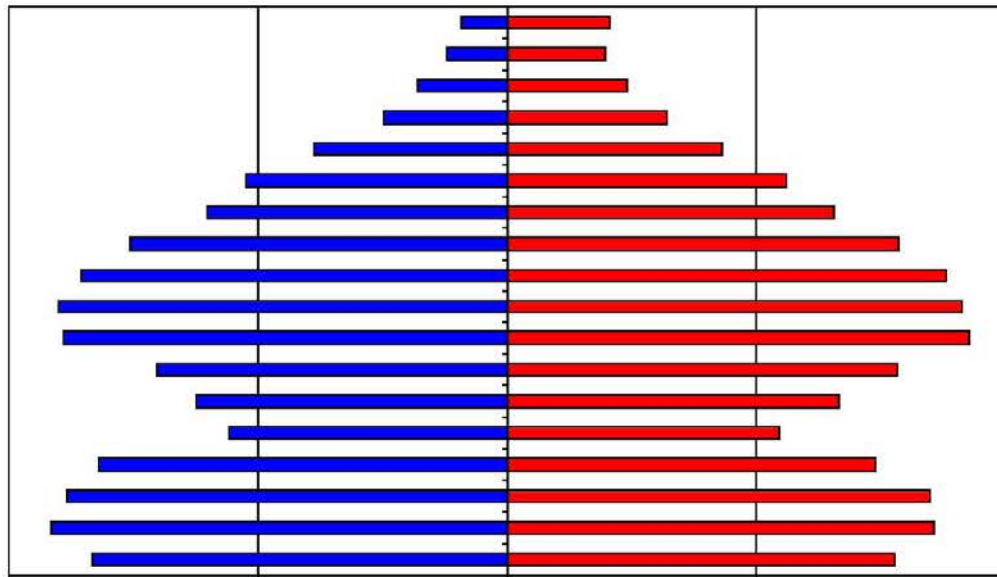
    Community Meeting #3 PowerPoint Slides ..... 282 - 301

Joint BoS & BoE Meeting PowerPoint Slides ..... 302 - 309

# THOMASTON *Public Schools*

Thomaston Public Schools, CT

Demographic Study Report 2025



Cropper GIS

**Cropper GIS Consulting:**

Matthew Cropper, President

Zoran Stojakovic, Spatial Demographer

Andrew McKibben, Senior Planning Analyst

James Cooper, Project Director

Brad Crowe, GIS Programmer

Shawn Dowling, Planning Analyst

---

**Cropper**GIS

Table of Contents

Executive Summary	1
Introduction	2
Data	2
Assumptions	3
Methodology	4
References	5
Appendix A: Supplemental Tables	6
Appendix B: Population Pyramids	8
Appendix C: Population Forecasts	11
Appendix D: Enrollment Forecasts	12

Executive Summary

1. The resident total fertility rate for Thomaston Public Schools over the life of the forecasts is below the replacement level. (1.18 vs. the replacement level of 2.1)
2. Most in-migration to the district will occur in the 0-4- and 22-39-year-old age groups.
3. The local 18-22-year-old population continues to leave the district, moving out to college. Another migration outflow is in the 75+ age groups, as empty-nester housing turnover continues to be a driver of migration flow.
4. The primary factor causing the district's enrollment to decrease over the next 10 years is the low fertility not sufficiently supplanted by in-migration.
5. Changes in year-to-year enrollment over the next ten years will primarily be due to varying size of cohorts entering, moving through, and leaving the school system.
6. The median age of the district's population will increase from 45.1 in 2020 to 45.7 in 2035.
7. The rate, magnitude, and price of existing homes will continue to be the major factor affecting the amount of population and enrollment change.
8. Total district enrollment is forecasted to decrease by 88 students, or -10.8%, between 2024-25 and 2029-30. Total enrollment is forecasted to then decrease by 52 students further, or -7.2%, from 2029-30 to 2034-35.

## INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district are influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the

life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However, in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for Thomaston Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

## DATA

The data used for the forecasts come from a variety of sources. The Connecticut Department of Education database was used for historical October enrollment data for school years 2019-20 to 2024-25. Thomaston Public Schools provided enrollment data for 2025-26 which used as launch year for the forecasts and for live-attend analysis and maps. The data used for the calculation of migration models came from the United States Bureau of the Census, 2010 to 2020, and the models were designed using demographic, housing and economic factors. The base age-sex population counts used are from the results of the 2020 Census. Finally, yearly birth and death records were obtained from Connecticut Department of Public Health.

The Census Bureau is releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered to be primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in Thomaston Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

## ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2020. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2035. (At this point in time, there is insufficient data of the geographic and age level impacts of COVID-19 on mortality rates. We assume that most areas would have returned to their traditional mortality rate levels by 2022). Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The resident total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.18 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be insufficient to maintain the current level of population and enrollment within the Thomaston Public Schools over the course of the forecast period.

A close examination of data for the Thomaston Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in- and out-migrants has changed in past years for the Thomaston Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 75+ age groups, as empty nester homeowners continue to leave the district, as well as in the college-age 18-22 age groups. Most of the local in-migration occurs in the 0-4 and 22-39 age groups as families and young professionals move into existing housing and new developments. It is important to note that rent-based migration, although frequent, usually remains cyclical and stable - the in-migration and out-

migration cancel each other out. The changes in migration magnitude and patterns that are not related to new construction, usually occur due changes in the household structure in turnover of existing homes.

As Litchfield County is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of Thomaston Public Schools and its attendance areas will remain the same through the year 2035. Below is a list of assumptions and issues that are specific to the Thomaston Public Schools. These issues have been used to modify the population forecast models to predict the impact of these factors more accurately on each area's population change. Specifically, the forecasts for the Thomaston Public Schools assume that throughout the study period:

- a. The national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have climbed from a historic low in 2020 and will not fluctuate more than one percentage point in the short term; the interest rate for a 30-year fixed home mortgage stays below 8.0%;
- c. The rate of mortgage approval stays at 2015-2020 levels and lenders do not return to "sub-prime" mortgage practices;
- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2020-2025 average of Litchfield County for any year in the forecasts;
- f. All currently planned, platted, approved, and permitted housing developments are built out and completed by 2034. All housing units constructed are occupied by 2035;
- g. The unemployment rates for the Litchfield County and Naugatuck Valley will remain below 7.5% for the 10 years of the forecasts;
- h. The intra district student transfer policy remains unchanged over the next 10 years;
- i. The State of Connecticut does not change any of its current laws or policies regarding Charter Schools, Vouchers or inter district transfers;
- j. No additional Charter schools open in the district over the next 10 years;
- k. The rate of students transferring into and out of the Thomaston Public Schools will remain at the 2019-20 to 2024-25 average;
- l. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- m. There will be no building moratorium within the district;

- n. Businesses within Thomaston Public Schools and the surrounding communities remain viable;
- o. The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 55;
- q. Private school and home school attendance rates will remain constant;
- r. The rate of foreclosures for commercial property remains at the 2020-2025 average for Litchfield County;
- s. The district will have at least a yearly average of 100 units of single- and multi-family home unit sales.

If a major employer in the district or in Litchfield County closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

Additionally, this study does not take into account a potential impact of changes in federal immigration enforcement policies. Speculating on the magnitude and severity of these measures and how they might affect the enrollment in the district in the future is beyond the scope of this study.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

## METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the INTRODUCTION, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is

expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

1. a base-year population (here, the 2020 Census population for the Thomaston Public Schools);
2. a set of age-specific fertility rates for the district to be used over the forecast period;
3. a set of age-specific survival (mortality) rates for the district;
4. a set of age-specific migration rates for the district; and;
5. the historical enrollment figures by school and grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Thomaston Public Schools is classified as a “small area” population (as compared to the population of Connecticut or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Thomaston Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in Thomaston Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out-migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance zones in Thomaston Public Schools for the period 2019 to 2024. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the

district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2024 to 2029. The survivorship rates were adjusted again for the period 2029 to 2034 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9-year-old population of the age-sex population forecast at the elementary attendance zone district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be +2.0% for the life of the forecasts.

#### REFERENCES

- McKibben, J.  
The Impact of Policy Changes on Forecasting for School Districts. Population Research and Policy Review, Vol. 15, No. 5-6, December 1996
- Peters, G. and R. Larkin  
Population Geography. 7<sup>th</sup> Edition. Dubuque, IA: Kendall Hunt Publishing. 2002.
- Siegel, J. and D. Swanson  
The Methods and Materials of Demography: Second Edition, Academic Press: New York, New York. 2004.
- Smith, S., J. Tayman and D. Swanson  
State and Local Population Projections, Academic Press, New York, New York. 2001.

Appendix A: Supplemental Tables

**Table 1: Forecasted Population Change, 2020 to 2035**

	2020	2025	2020-2025 Change	2030	2025-2030 Change	2035	2030-2035 Change	2020-2035 Change
DISTRICT TOTAL	7,450	7,220	-3.1%	6,950	-3.7%	6,630	-4.6%	-11.0%

**Table 2: Household Characteristics, 2020 Census**

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
DISTRICT TOTAL	786	25.0%	3,145	7,442	2.36

**Table 3: Householder Characteristics, 2020 Census**

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders Who Own Homes
DISTRICT TOTAL	34.0%	29.2%	73.9%

**Table 4: Percentage of Households that are Single Person  
 Households and Single Person Households that are over age  
 65, 2020 Census**

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
DISTRICT TOTAL	29.1%	13.3%

**Table 5: Elementary Enrollment (K-6), 2025, 2030, 2035**

	2025	2030	2025-2030 Change	2035	2030-2035 Change	2025-2035 Change
DISTRICT TOTAL	382	335	-12.3%	335	0.0%	-12.3%

**Table 6: Age Under One to Age Ten Population Counts, by Year of Age: 2020 Census**

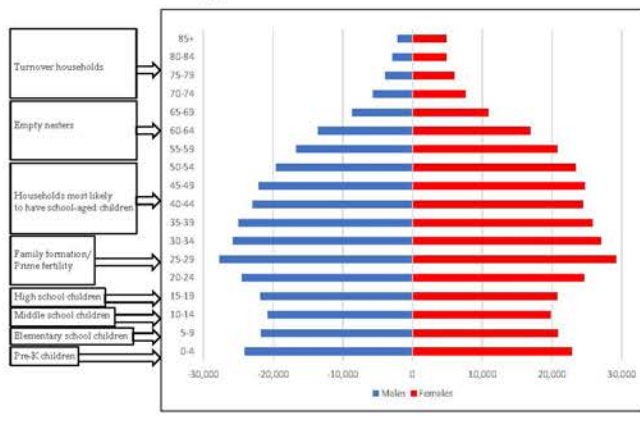
	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
DISTRICT TOTAL	34	62	61	66	73	62	79	77	73	81	88	68	90	70

**Appendix B: Population Pyramids**

Population pyramids are an effective tool to graphically represent age-sex composition of a given geographical area. They are designed to provide a detailed picture of structure of a population, with age and sex group intervals represented as horizontal bars stacked on one another. Most commonly, the pyramids are represented in 5-year age intervals, with the oldest group being open ended (on top). Male population groups are presented on the left, and female groups are given on the right side of the graph. For the purpose of this report, pyramids are represented as absolute numbers, since these types of pyramids show differences in overall population age numbers between age-sex groups and between different geographical areas. Since the size of population between different attendance zones, regions and the district as a whole varies significantly, the pyramids are represented at different scale groupings, varying from: very small (up to 400 per age-sex group); small; (up to 800 per age-sex group); medium-sized (up to 1,200 per age-sex group); large (up to 1,600 per age-sex group); and very-large (up to 2,000 per age-sex group). The scales for the regions as well as for the whole district are naturally larger and are adjusted accordingly.

The shapes of the pyramids, along with the magnitude of the scales, are powerful tool with which one can quickly gain insight into population dynamics of analyzed area. Various types of shapes offer demographers visual aids in determining possible underlying trends regarding not just the age-sex composition of the area, but also provide clues to population components of change (fertility, mortality, and migration). They might also provide insight into possible type of housing, workforce, education level and presence of group quarters (such as correctional institutions, colleges, senior care facilities, etc.) All these factors should be considered when analyzing population trends of a certain area and more importantly while trying to ascertain future trends that this area might experience.

With all of this in mind, one can consider a population pyramid as a demographic fingerprint of a certain area. Consider the pyramid below:

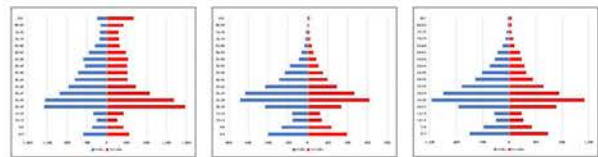


We can classify age groups into eight approximate categories (with an obvious note that 5-year age groups will not perfectly match school levels):

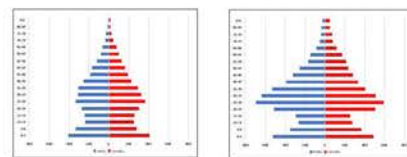
- a) Ages 0-4 - Pre-K children;
- b) Ages 5-9 - Elementary school children;
- c) Ages 10-14 - Middle school children;
- d) Ages: 15-19 - High school children;
- e) Ages: 20-34 - Family formation/prime fertility;
- f) Ages 35-54 - Households most likely to have school-aged children;
- g) Ages 55-74 - Empty nesters; and
- h) Ages 75 - Turnover households.

Using different kinds of typologies, we can classify elementary attendance zones into 7 different types, as follows:

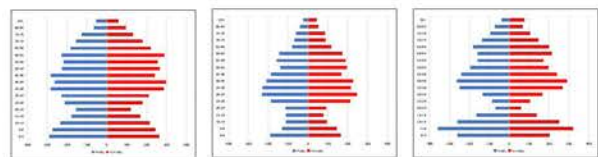
- a) Multi-family - high SES (socioeconomic status): characterized by high proportion of population in their 20s and early 30s, most likely to be renting apartments. In addition, characterized by higher SES.



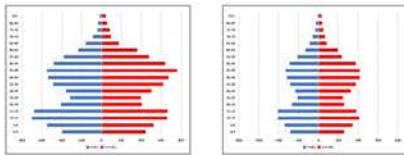
- b) Multi-family - low SES: characterized by high proportion of population in their 20s and early 30s, most likely to be renting apartments. In addition, characterized by lower SES.



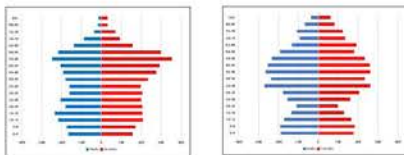
- c) Young suburban: characterized by high proportions of population in their 30s and 40s, as well as young children (pre-K and elementary schoolers).



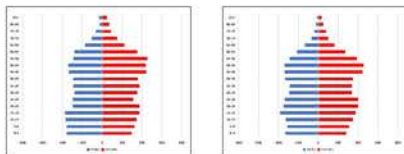
- d) Old suburban: characterized by high proportions of population in their 40s and 50s, as well as older children (middle and high schoolers).



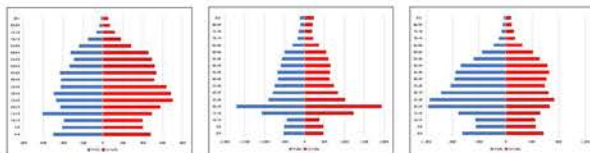
- e) Turnover: characterized by population in 50s and 60s, empty nest households more likely to sell a house and downsize.



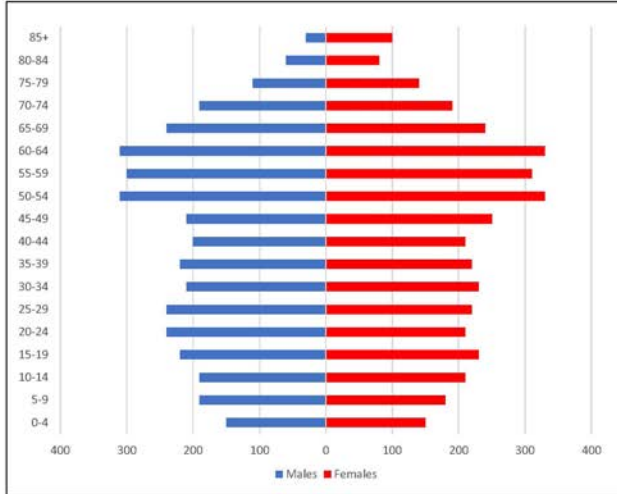
- f) Mixed: characterized by mixed population of various ages and types of housing.



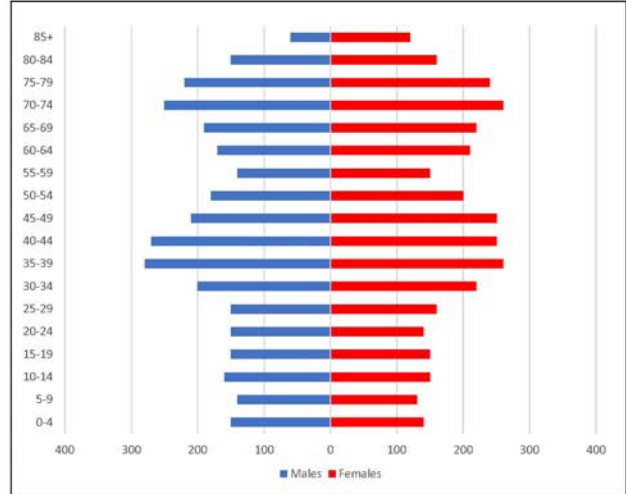
- g) Group quarters: characterized by presence of one specific group of population that is living in either retirement homes, correctional facilities, army bases, student dorms, etc.



Thomaston Public Schools Total Population - 2020 Census



Thomaston Public Schools Total Population - 2035 Forecast



**Appendix B: Population Forecasts**

**Thomaston Public Schools - 2025 Population Forecast**

Total	2020	2025	2030	2035
0-4	300	330	310	290
5-9	370	280	270	270
10-14	400	430	310	310
15-19	450	360	390	300
20-24	450	340	270	290
25-29	460	500	390	310
30-34	440	500	530	420
35-39	440	510	560	540
40-44	410	410	490	520
45-49	460	350	350	460
50-54	640	480	380	380
55-59	610	460	350	290
60-64	640	620	490	380
65-69	480	550	540	410
70-74	380	460	530	510
75-79	250	330	410	460
80-84	140	180	240	310
85+	130	130	140	180
<b>Total</b>	<b>7,450</b>	<b>7,220</b>	<b>6,950</b>	<b>6,630</b>
<b>Median Age</b>	<b>45.1</b>	<b>44.4</b>	<b>44.5</b>	<b>45.7</b>

	2020 to 2025	2025 to 2030	2030 to 2035
<b>Births</b>	270	260	240
<b>Deaths</b>	320	350	400
<b>Natural Increase</b>	-50	-90	-160
<b>Net Migration</b>	-180	-170	-160
<b>Change</b>	-230	-260	-320

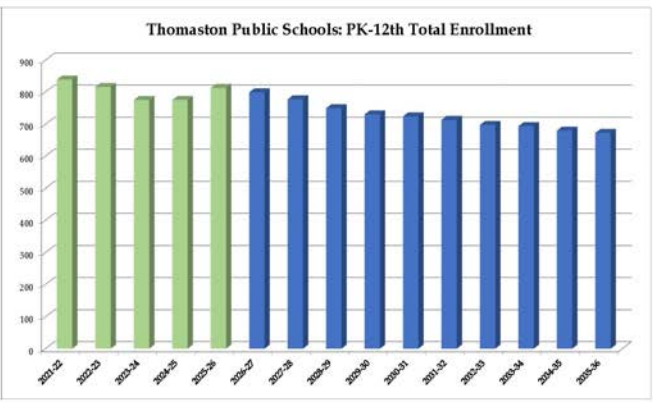
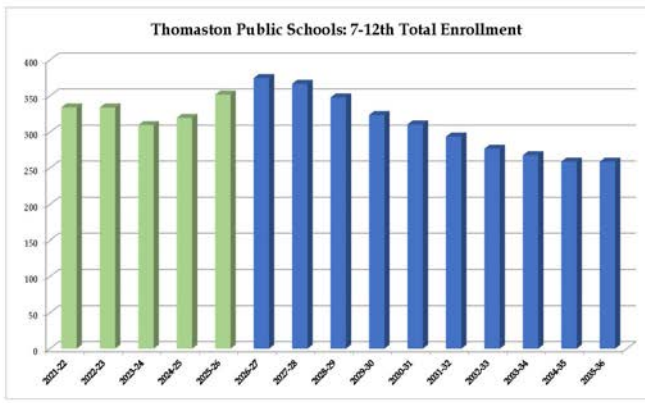
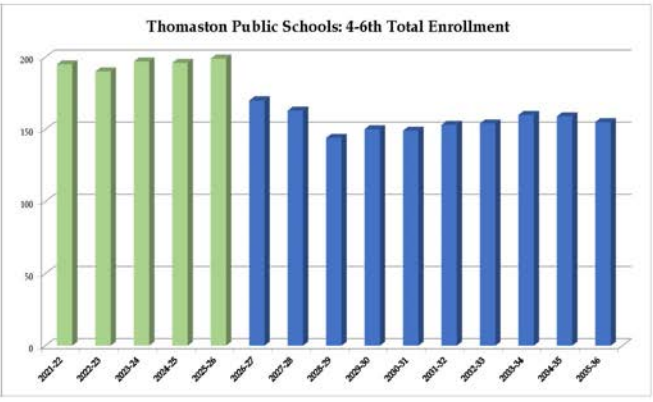
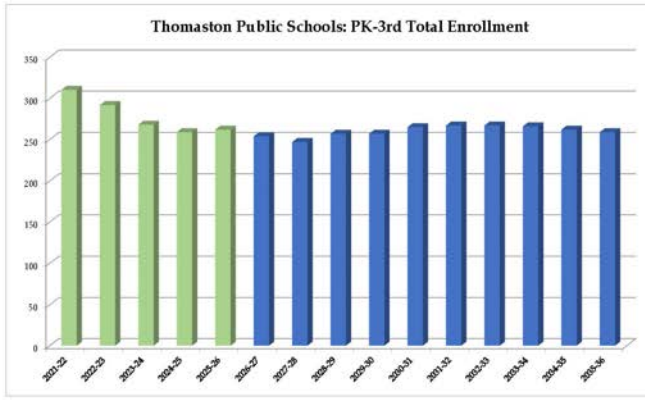
Differences between period Totals may not equal Change due to rounding.

**Appendix D: Enrollment Forecasts**

**Thomaston Public Schools: District Total**

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
PK	50	64	55	65	79	79	79	79	79	79	79	79	79	79	79
K	64	33	32	39	51	39	42	43	46	46	45	45	45	44	42
1	62	64	38	50	38	45	39	43	43	45	45	44	44	45	45
2	68	60	61	44	50	39	47	42	45	47	48	48	47	45	46
3	66	71	62	61	44	52	40	50	44	48	50	51	51	49	47
<b>Total PK-3</b>	<b>310</b>	<b>292</b>	<b>268</b>	<b>259</b>	<b>262</b>	<b>254</b>	<b>247</b>	<b>257</b>	<b>257</b>	<b>265</b>	<b>267</b>	<b>267</b>	<b>266</b>	<b>262</b>	<b>259</b>
4	58	62	70	65	61	45	51	42	51	46	49	52	52	51	50
5	76	61	67	70	62	65	48	54	46	56	53	56	54	53	53
6	61	67	60	61	76	60	64	48	53	47	55	49	52	54	52
<b>Total 4-6</b>	<b>195</b>	<b>190</b>	<b>197</b>	<b>196</b>	<b>199</b>	<b>170</b>	<b>163</b>	<b>144</b>	<b>150</b>	<b>149</b>	<b>153</b>	<b>154</b>	<b>160</b>	<b>159</b>	<b>155</b>
7	65	66	58	61	66	77	60	66	47	55	49	56	51	54	52
8	69	67	67	68	64	70	80	63	69	48	56	51	58	53	53
9	47	45	49	59	58	50	54	61	48	51	37	42	38	43	40
10	44	47	43	46	67	56	48	53	59	46	48	36	39	35	41
11	59	44	47	42	52	67	55	48	51	58	44	46	35	37	33
12	50	65	46	44	45	55	70	57	50	53	60	46	47	37	38
<b>Total 7-12</b>	<b>334</b>	<b>334</b>	<b>310</b>	<b>320</b>	<b>352</b>	<b>375</b>	<b>367</b>	<b>348</b>	<b>324</b>	<b>311</b>	<b>294</b>	<b>277</b>	<b>268</b>	<b>259</b>	<b>259</b>
<b>Total PK-12</b>	<b>839</b>	<b>816</b>	<b>775</b>	<b>775</b>	<b>813</b>	<b>799</b>	<b>777</b>	<b>749</b>	<b>731</b>	<b>725</b>	<b>714</b>	<b>698</b>	<b>694</b>	<b>680</b>	<b>673</b>
<b>Total PK-12</b>	<b>839</b>	<b>816</b>	<b>775</b>	<b>775</b>	<b>813</b>	<b>799</b>	<b>777</b>	<b>749</b>	<b>731</b>	<b>725</b>	<b>714</b>	<b>698</b>	<b>694</b>	<b>680</b>	<b>673</b>
<b>Change</b>		-23	-41	0	38	-14	-22	-28	-18	-6	-11	-16	-4	-14	-7
<b>% Change</b>		-2.7%	-5.0%	0.0%	4.9%	-1.7%	-2.8%	-3.6%	-2.4%	-0.8%	-1.5%	-2.2%	-0.6%	-2.0%	-1.0%
<b>Total PK-3</b>	<b>310</b>	<b>292</b>	<b>268</b>	<b>259</b>	<b>262</b>	<b>254</b>	<b>247</b>	<b>257</b>	<b>257</b>	<b>265</b>	<b>267</b>	<b>267</b>	<b>266</b>	<b>262</b>	<b>259</b>
<b>Change</b>		-18	-24	-9	3	-8	-7	10	0	8	2	0	-1	-4	-3
<b>% Change</b>		-5.8%	-8.2%	-3.4%	1.2%	-3.1%	-2.8%	4.0%	0.0%	3.1%	0.8%	0.0%	-0.4%	-1.5%	-1.1%
<b>Total 4-6</b>	<b>195</b>	<b>190</b>	<b>197</b>	<b>196</b>	<b>199</b>	<b>170</b>	<b>163</b>	<b>144</b>	<b>150</b>	<b>149</b>	<b>153</b>	<b>154</b>	<b>160</b>	<b>159</b>	<b>155</b>
<b>Change</b>		-5	7	-1	3	-29	-7	-19	6	-1	4	1	6	-1	-4
<b>% Change</b>		-2.6%	3.7%	-0.5%	1.5%	-14.6%	-4.1%	-11.7%	4.2%	-0.7%	2.7%	0.7%	3.9%	-0.6%	-2.5%
<b>Total 7-12</b>	<b>334</b>	<b>334</b>	<b>310</b>	<b>320</b>	<b>352</b>	<b>375</b>	<b>367</b>	<b>348</b>	<b>324</b>	<b>311</b>	<b>294</b>	<b>277</b>	<b>268</b>	<b>259</b>	<b>259</b>
<b>Change</b>		0	-24	10	32	23	-8	-19	-24	-13	-17	-17	-9	-9	0
<b>% Change</b>		0.0%	-7.2%	3.2%	10.0%	6.5%	-2.1%	-5.2%	-6.9%	-4.0%	-5.5%	-5.8%	-3.2%	-3.4%	0.0%

Forecasts developed October 2025  
 Green cells (2025-2026 and earlier) are historical data  
 Blue cells (2026-2027 and later) are forecasted years



# Facilities Assessment Report

## Referenced Excerpts from the Previously Submitted Study

In 2024 DRA completed a Facilities Assessment of Thomaston’s three schools with the objective of identifying physical needs of the buildings along with projected costs to correct or proactively address deterioration or failure of building systems. This report went beyond the physical assessment and looked into the potential of the existing buildings for the Thomaston Public Schools of the future.

In regard to the potential for retaining and utilizing all three existing buildings, the conclusions in 2024 remain true - the three buildings comprise more area overall than the District requires, the Thomaston High School and Thomaston Center School are both oversized, Black Rock School is lacking space for programs. The Black Rock and Center School buildings need a disproportionate investment relative to the educational return that could be reasonably expected. Such investment would be to maintain buildings that in many aspects are behind the standard for a modern public school building and the projected investment needs do not anticipate upgrades to learning environments or equipment.

### DISTRICT-WIDE ANNUALIZED COST PROJECTIONS

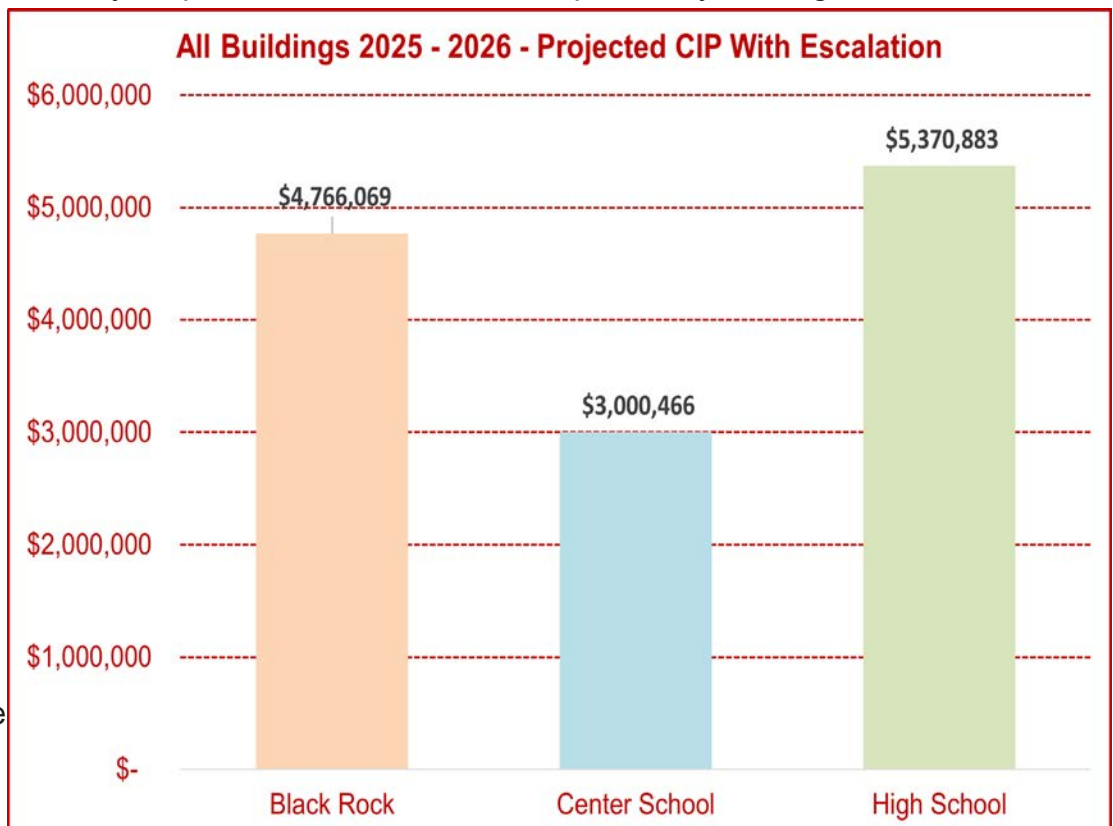
It would be considered to be irresponsible management to address needs in one facility while neglecting similar needs in others. The intention of the facilities assessment portions of a master plan is to provide guidance in the scheduling, grouping, and financing of the work that is needed.

The information developed in the Facilities Assessment conveyed the needs and projected costs for the individual schools. The information for all three schools was compiled into charts for each delineated time period. The amounts shown include escalation.

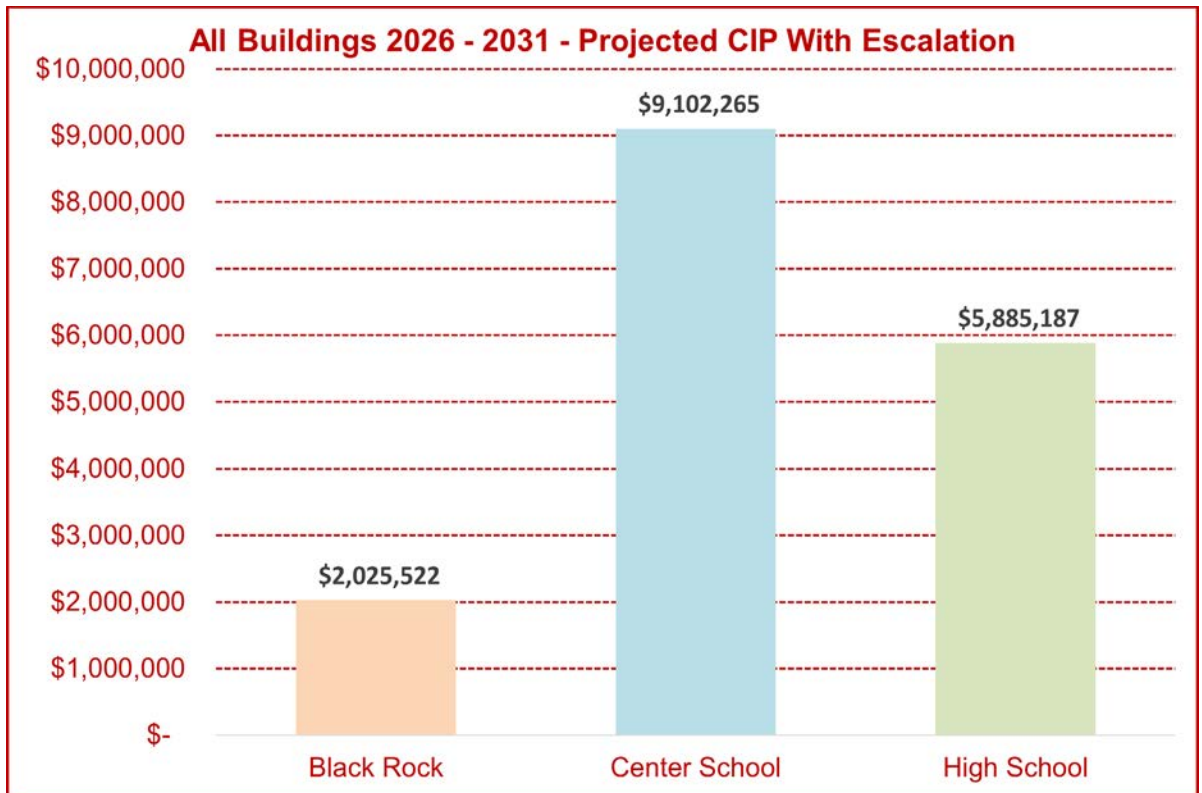
The work that is grouped into each time bracket is not anticipated to be undertaken in just the year shown, but rather over the five year period between delineation points. By utilizing the information

for each facility it is possible to group similar project types across multiple buildings to potentially reduce the overall cost.

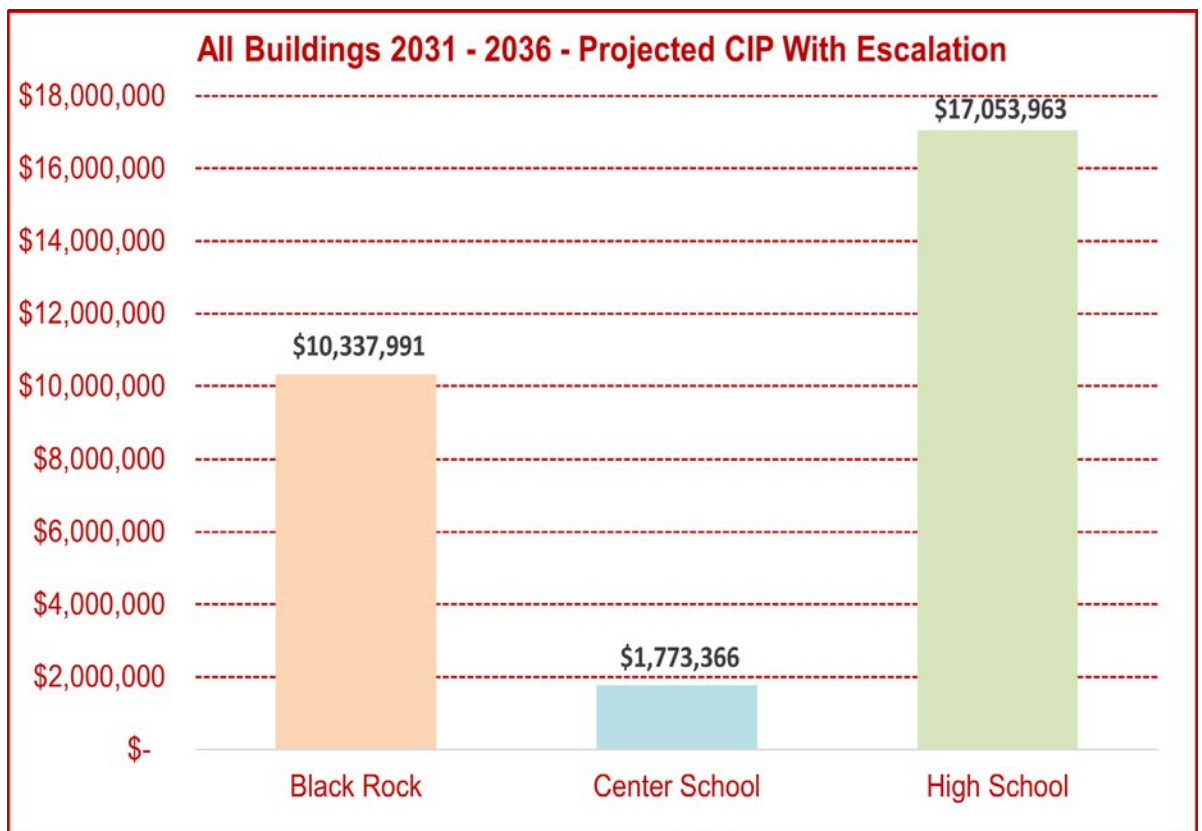
The needs projected as being ‘immediate needs’ and therefor in FY 2025/26, total just under thirteen million dollars. Black Rock and Thomaston High School each have identified needs of just under five million each, with Center School forecast to have just over three million dollars of work needed.



For the period beginning in FY 2026/27 and running through FY 2030/31 the overall costs project to about seventeen million dollars. In this time period the Center School is projected to have the largest cost outlay of the three buildings. This projection is to be expected given the time since the last major renovation work at that building.



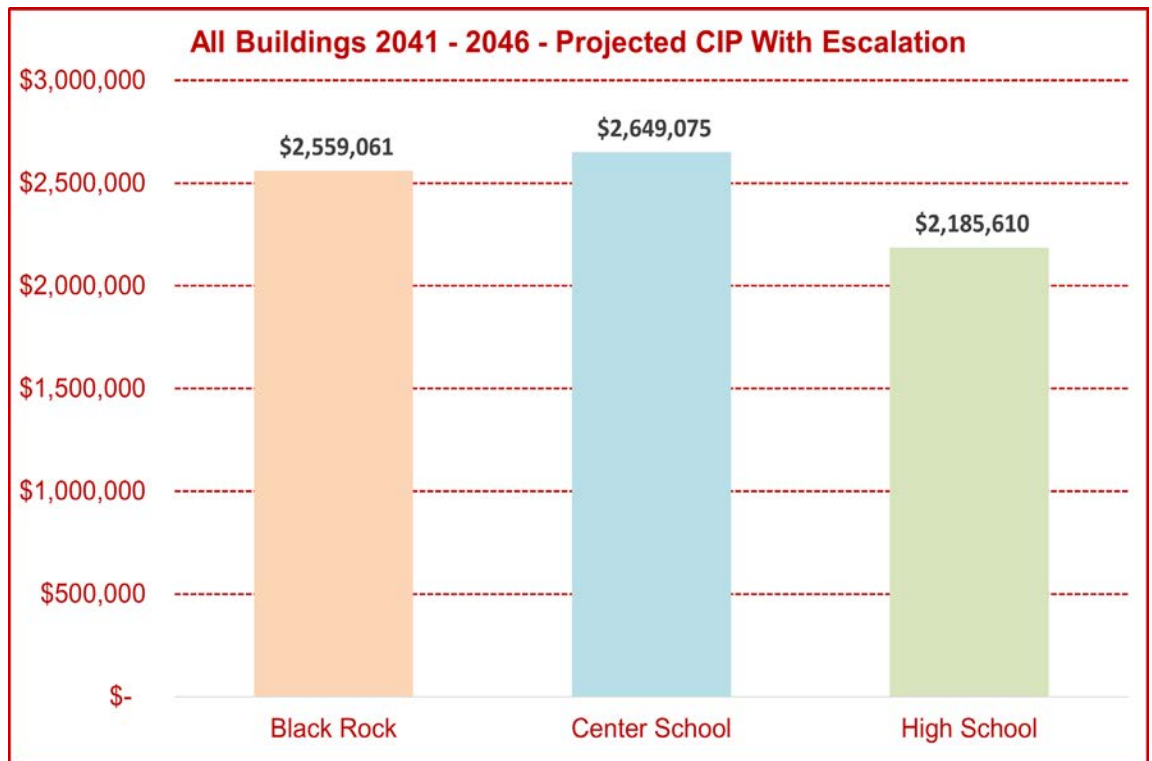
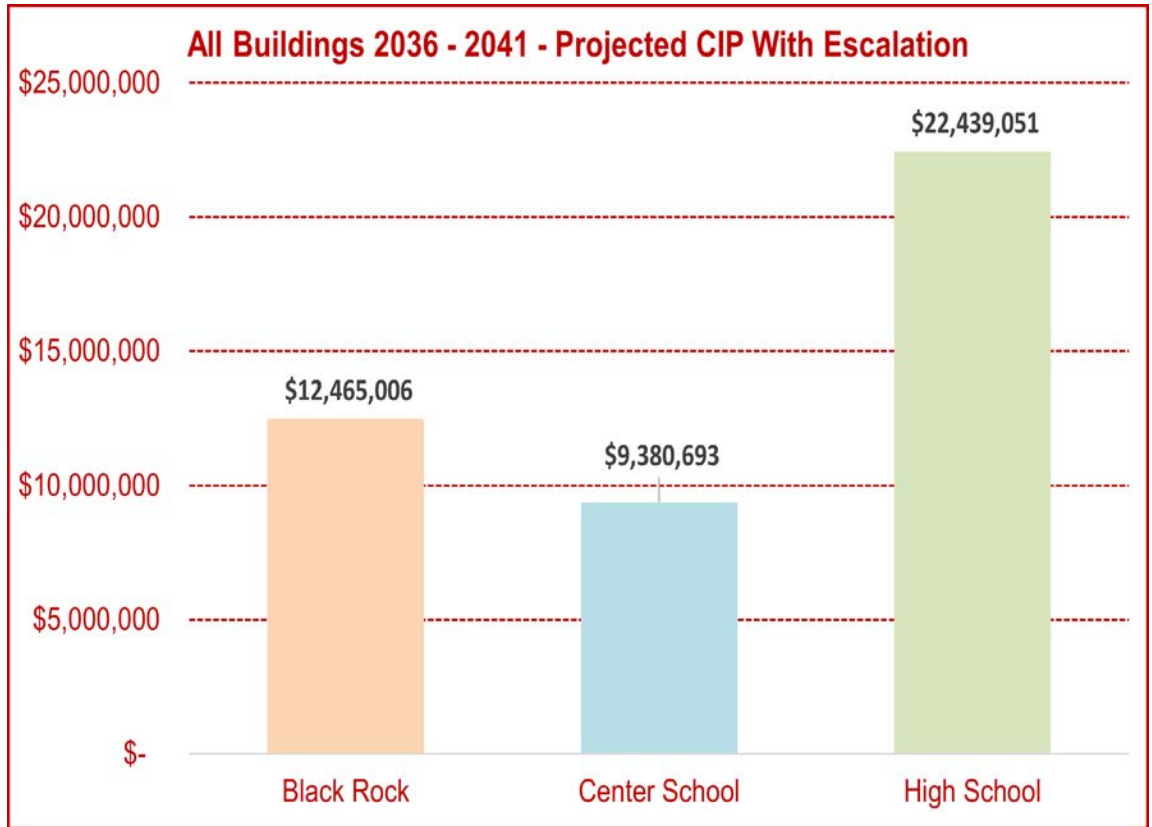
The period beginning with FY 2031/32 and ending with FY35/36 is just under thirty million dollars in projected needs, with the majority at Black Rock School. Thomaston High School is projected to have just over nine million in costs, with Center School at just over one and three-quarter million.

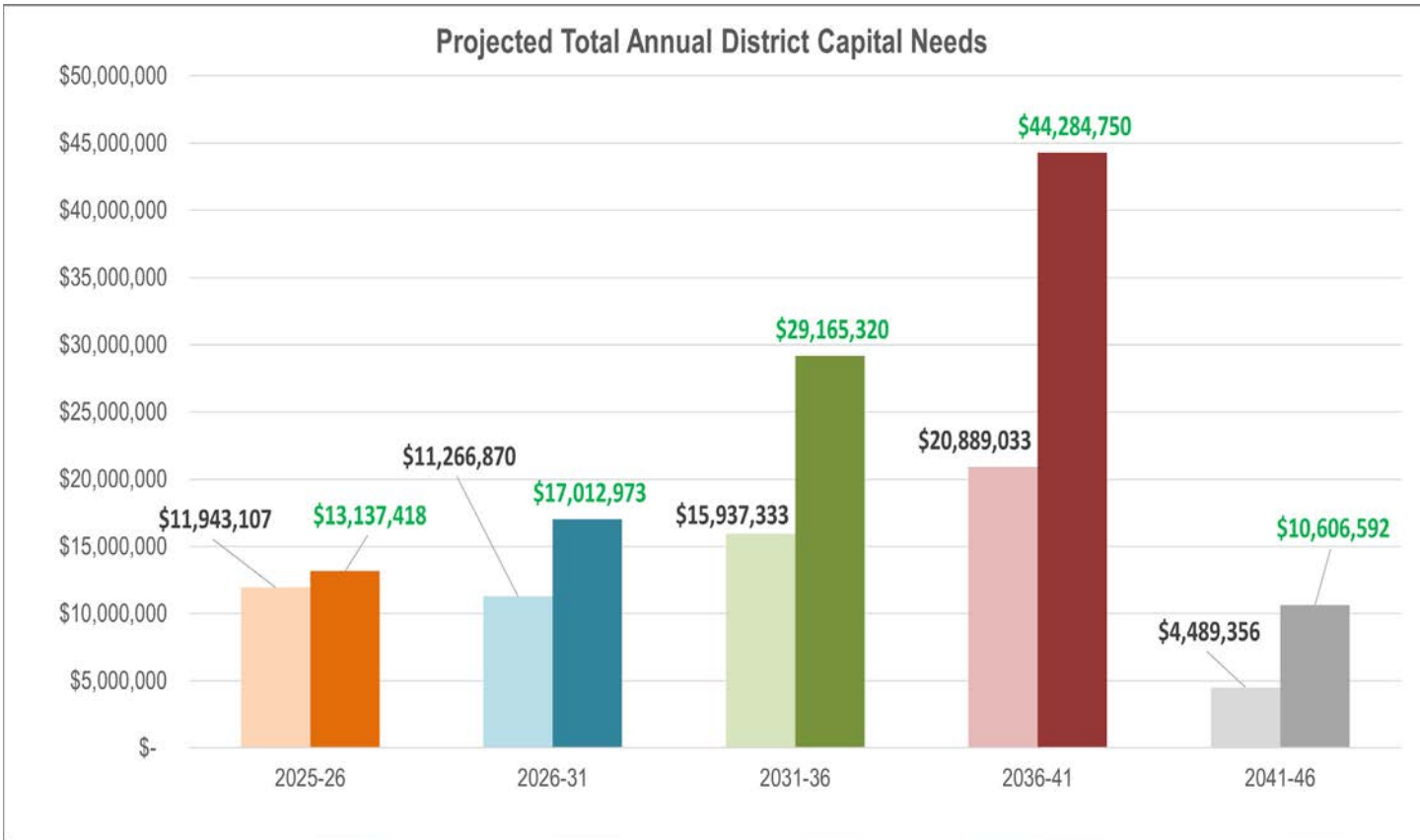


The period beginning with FY 2036/37, ending in FY2040/41 again has Black Rock and Thomaston High School requiring the most work. Almost \$12.5 million is projected for BRS and more than \$22 million for THS. During this delineation period the Center School is project to need more than nine million dollars as well.

It is between 2035 and 2040 that both Black Rock and Thomaston High School approach or exceed twenty years since the last major renovation. Systems and finishes are typically in need of major renovation or replacement around the twentieth year, which is seen in the FY 2036/41 projections for these two schools.

The projections for FY 2041 - 2046 are fairly uniform across all three buildings which is attributable to the life expectancy of materials and systems expiring in all three buildings.





**Total Projected Cost w/o Escalation: \$64,525,699**

**Total Projected Cost w Escalation: \$114,207,053**

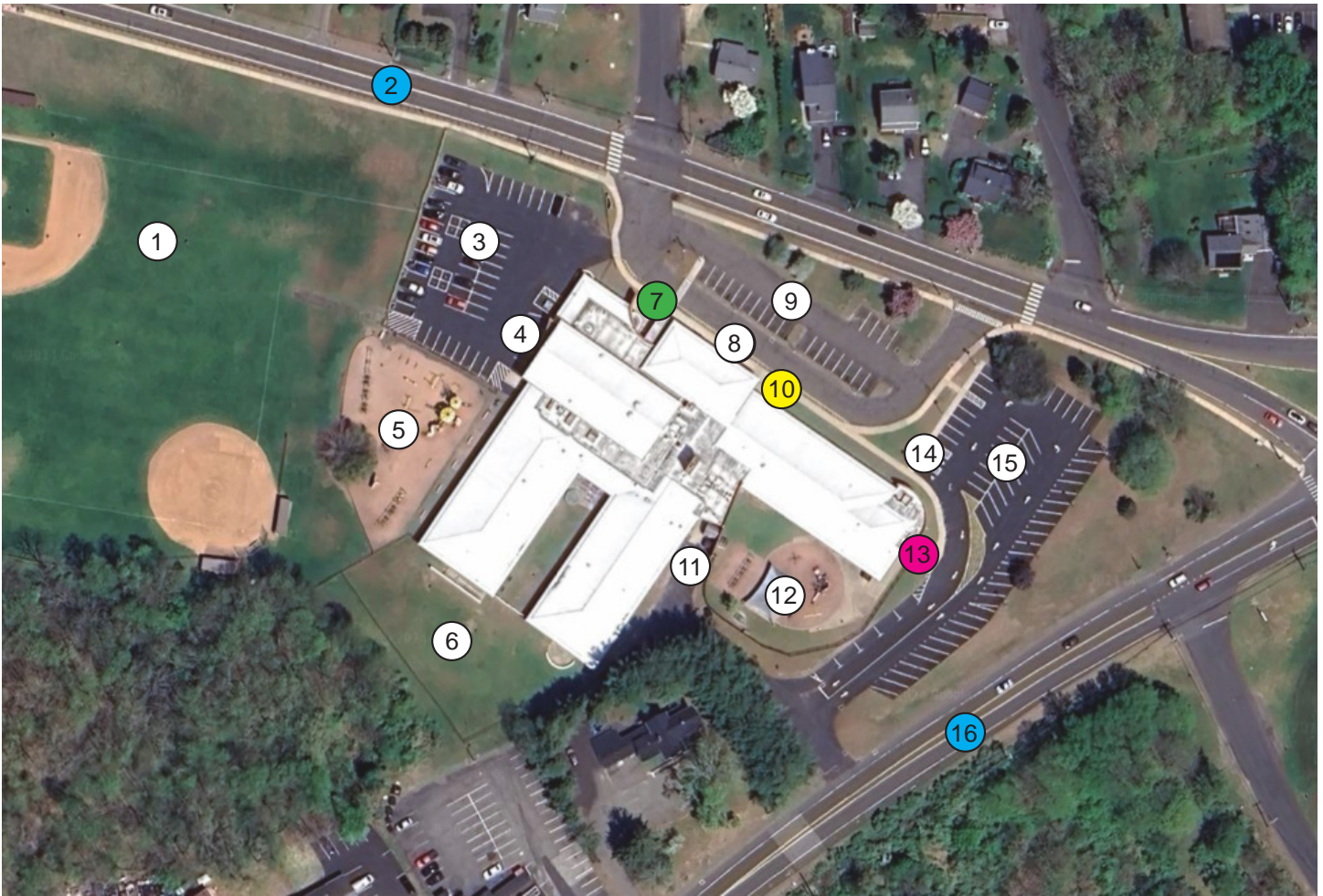
The graph above illustrates the projected costs by delineation period for the entirety of the study time line. The column on the left of each pair represents the costs in 2024 dollars, without escalation. The right hand column shows the costs escalated at 5% / annum (5% compounded) to better reflect the probable cost range for each delineation period.

It is good practice to look at the costs of ongoing expenditures for repair and maintenance and compare them to major renovation projects. Major renovation projects will typically address the vast majority of failing systems, are paid for most often through bonding, and are eligible for State grant funding more often than repair projects are. When looking at the forecast needs for each of the three facilities it would be wise to consider bonded / state grant funded renovation projects.

Bonding a project in effect locks in the current construction rates over the life of the bond, eliminating escalating construction and soft costs.

By the 2045/46 delineation period the majority of the forecast needs will have been addressed and the expenditures will focus more fully on repair / renewal types of projects. The projected costs may appear excessive for projects described as repair / renewal, but bearing in mind that there is twenty years of escalation for these project costs will help to make these seem more realistic.

Following are excerpts from the 2024 study, which are deemed to be germane to the precept of this master plan.



## Black Rock School

Pre-Kindergarten Grade to Third Grade

57 Branch Road

54,700 Gross Square Feet, One Story

20.7 Acre Site

Originally Constructed: 1954

The property lines extend northwest and southwest to Thomaston High School, which is included in the property. ↑  
N

- |  |                                 |
|--|---------------------------------|
| ① Fields Connecting with Thomaston High School | ⑩ Secondary Entrance            |
| ② Branch Road                                  | ⑪ Loading Dock                  |
| ③ Secondary Parking Area                       | ⑫ Playground                    |
| ④ (2) Accessible Parking Spaces                | ⑬ Tertiary Entrances            |
| ⑤ Playground                                   | ⑭ (2) Accessible Parking Spaces |
| ⑥ Field  | ⑮ Secondary Parking Area        |
| ⑦ Main Entrance                                | ⑯ Watertown Road                |
| ⑧ Pick Up/Drop Off                             |                                 |
| ⑨ Main Parking Area                            |                                 |



**Summation:**

The building overall is in fair to good condition. The condition of the finishes and overall quality of the building reflects the age and construction materials used at the time of initial construction in the early 1950s. The additions completed in 1957, 1968, and 1999 also reflect these attributes.

**The site** has some areas where accessibility and safety are a concern. The developed areas near the building pavement, walkways, and exits are in fair to good condition. The field is in good condition though many aspects surrounding it could be improved upon.



**The building exterior** is showing some signs of aging. The windows and doors are nearing the end of their life expectancies. The brick is in fair condition overall, maintenance should be ensured moving forward. The majority of the roof is in good condition, but the remaining areas are at the end of their life expectancy and should be investigated further to determine when replacement would be warranted.





**The building interior** shows signs of aging throughout. Finishes are in fair condition overall and do not seem to hinder the learning environment throughout the building. The VCT flooring throughout the building is nearing the end of its life cycle expectancy.

Most of the building's systems are functioning and do not require immediate action, except for the unit ventilators and exhaust systems. In 10-15 years, attention should be focused on the replacing all other building systems.



### **Projected Capital Improvement Expenditures**

Projections of expenditures for capital improvements are provided to serve as a guide to help the District plan for fiscal and logistical needs for the next 20 years. As such, there is not a detailed budget developed for any of the items listed.

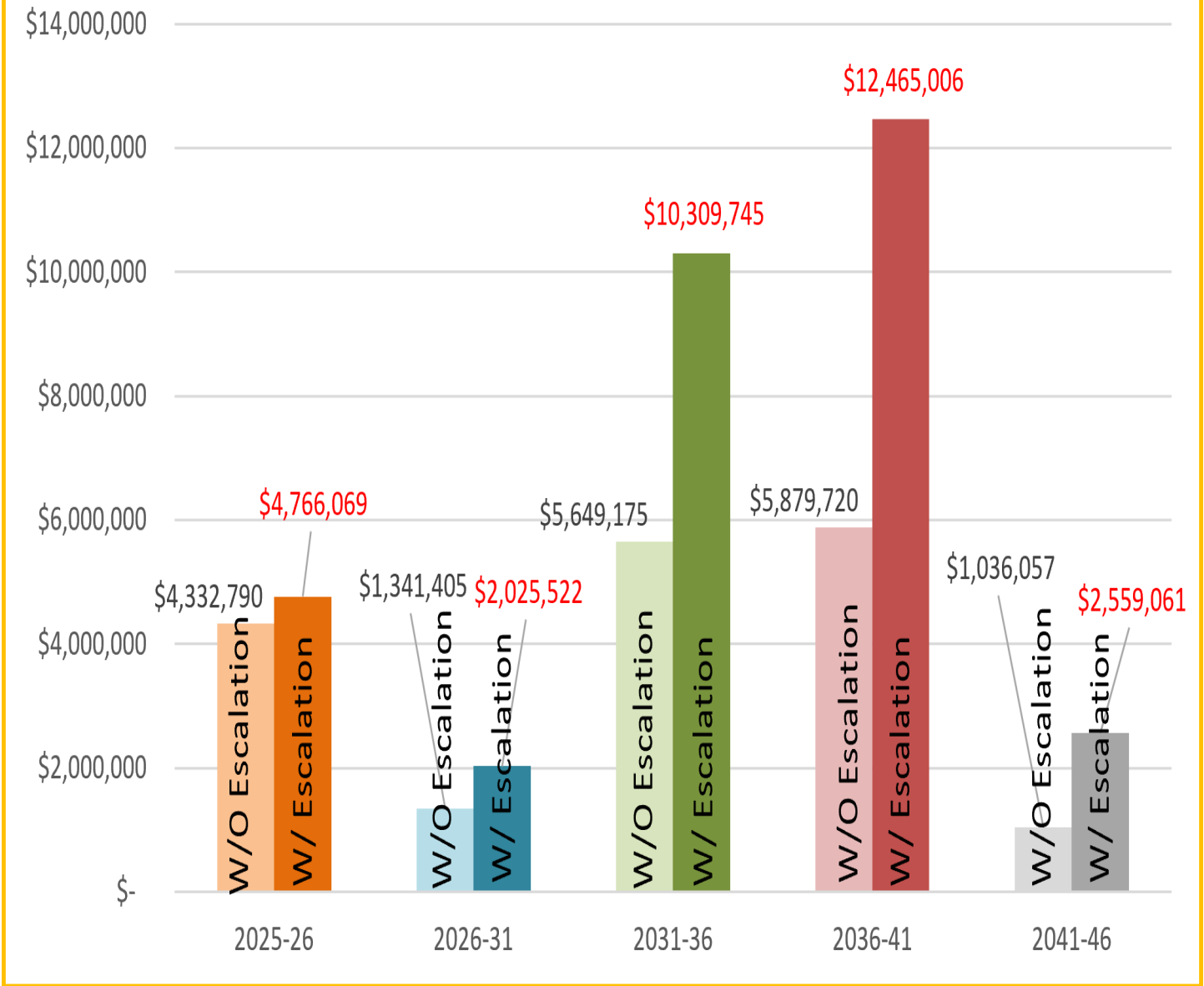
The projected costs are based upon current market pricing from projects of similar scope and complexity.

The costs include allowances for expenses such as professional designer fees, construction management, hazardous materials testing, etc.

The chart on the following page shows the projected cost for identified scopes of work to be completed over the coming 20 years.

These costs were based upon market costs prevailing in 2024 and account for annual escalation.

## Black Rock School CIP Projections



Bearing the foregoing in mind, the projected 20 year expenditure totals \$32,125, 403 for maintenance and replacement of building systems with no budget line for renovation or alterations. This was established utilizing 2024 market costs escalated at a compounding 5% annual escalation rate.

### APPROPRIATENESS FOR USE

Black Rock Elementary School comprises approximately 54,700 square feet of net area and 59,900 square feet gross, yielding a 1.1 gross to net ratio. The State of Connecticut Office of School Construction Grants & Review (OSCG&R) allocates a net to gross ratio of 1.11.

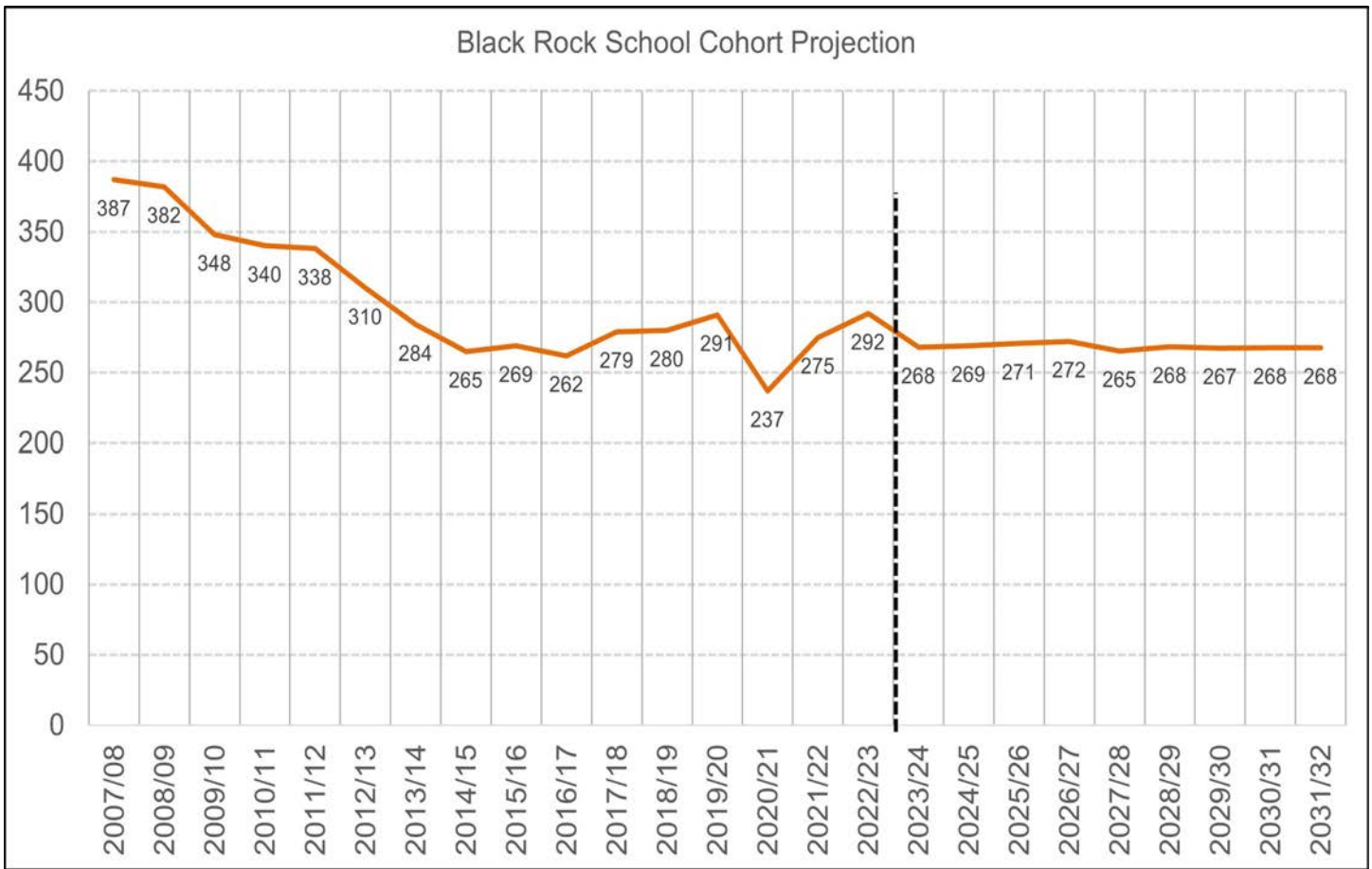
Following the OSCG&R guidelines, this size building would accommodate around 438 students. The facility provides spaces and learning opportunities that are typical of current elementary schools. These include the cafe/auditorium, gymnasium, art room, and rooms with operable partitions. Most of the teaching spaces in the building fall more than 10% below the OSCG&R guidelines as to size or amenities, very few are within 10% plus or minus of the guidelines, while some exceed by more than 10%.

Spaces designed for contemporary approaches to lesson plans for those students with individual educational plans or special education needs are lacking in size and quantity.

From an educational planning perspective, the building is a typical elementary school layout with double loaded corridors through wings that serve different grade levels. It comprises learning spaces that most elementary schools have at this size.

Classroom amenities such as sinks and toilets are not present in spaces that either require them or would typically be so outfitted.





The graph on this page was created as part of the 2024 Facilities Assessment. The dashed black vertical line is the demarcation line when the study was conducted. The orange line running left to right is the trend line of the enrollment of Black Rock School. The left side of the black line is historical data and the right side is projected data based strictly on a cohort survival calculation. The enrollment projections were revisited as part of this master planning study, this latest undertaking shows future projections slightly below those projected at the time this chart was completed.

The existing Black Rock School is larger than the State of CT funding guidelines for a building for this grade range and enrollment. Completing the space allocation form (CSG 2500) shows a Maximum Reimbursable Gross Square Feet under OSCG&R formula for a 272 student Pre-K-Grade 3 school is 34,000 square feet.

The existing Black Rock Elementary School comprises approximately 34,000 square feet of program space in a building of just over 54,700 square feet. The existing building exceeds the OSCG&R funding guideline by 20,700 square feet.

As a measure of the appropriateness of the existing building as a school this is comparatively weak. As a measure of potential for the State awarding a grant for renovation of the building it is very troubling. It has historically been the position of the State's grant program that a District must make efforts to align facilities with programs and enrollments before grants will be awarded. There are certainly means of exceeding guidelines for building size and program inclusion, however.

Black Rock Elementary School houses Pre-Kindergarten to Grade 3. The leadership and staff actively support students in their learning, academic and social development.

The Pre-Kindergarten program is known as Little Bears University. This is a high-quality early childhood program which is accredited by the National Association for the Education of Young Children (NAEYC). Accreditation by NAEYC entails review of the entirety of the curricula, facilities, and staff. This accreditation is indicative of a program that is actively managed, aligned with the programs and aims of the District writ large, and employing the techniques and staff that embrace and support the youngest learners.

The program provides developmentally appropriate instruction for typically developing children as well as children with developmental delays or special needs requiring specialized instruction. The program is staffed by certified teachers, licensed therapists and paraeducators with specific training in early childhood education.

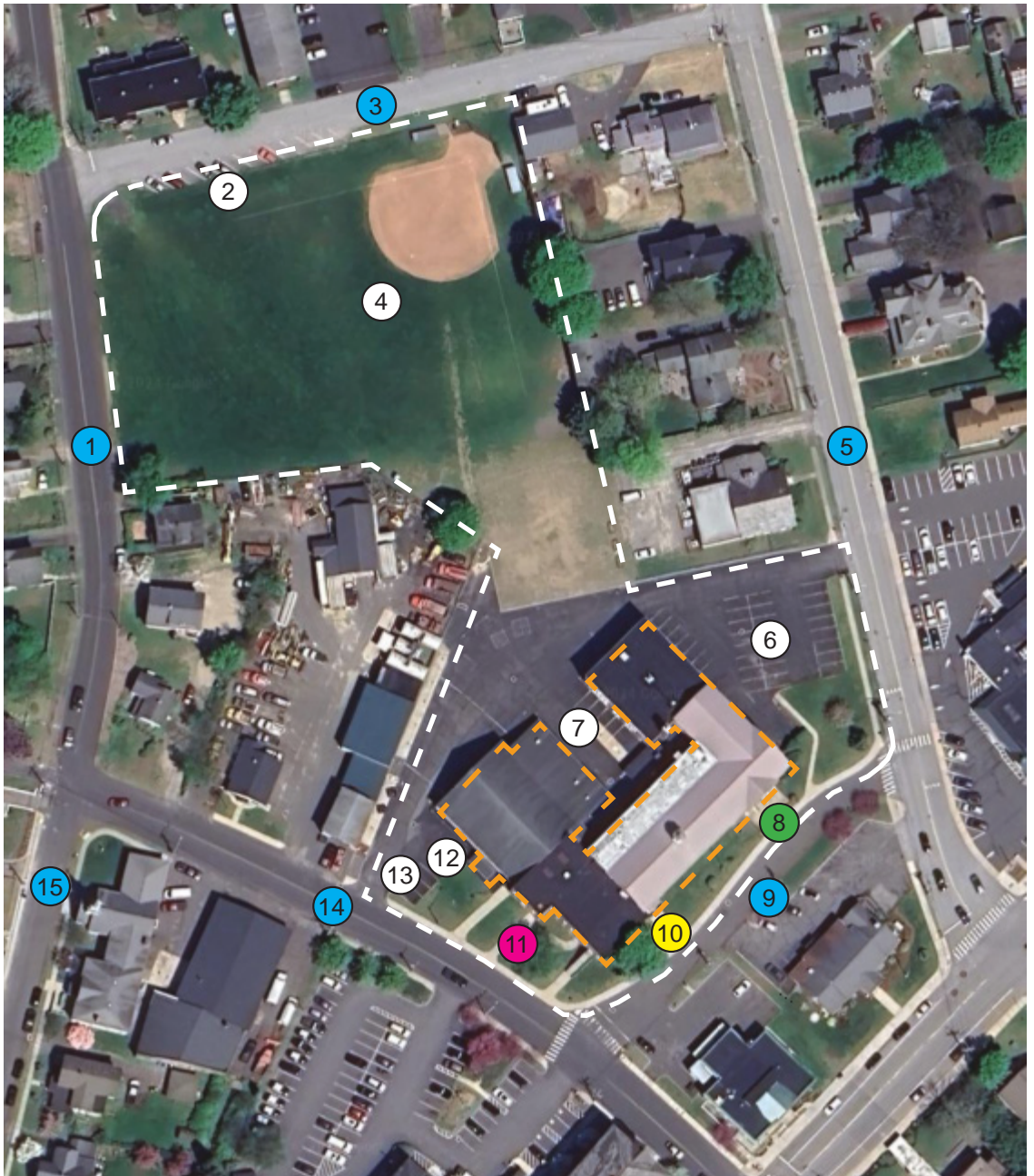
Kindergarten through Grade 3 utilize a co-teaching model in the classrooms. This approach provides students with more than one adult voice and guidance as they acquire life-long learning skills. Numerous programs are part of the student experience, such as One School One Book, Look for the Good, character assemblies, and the TLC program.

Each year, the school selects goals for an emphasis on learning. This allows them to focus their energies towards a common purpose and establish a cooperative community working together for student success.

## **Summation**

If the current building were to remain in use it is doubtful that a different grade alignment could be successfully housed. The spaces within the building and the site size more readily suit an early childhood / lower elementary program such as what is currently in place.

There would be better learning environments available in a building that was newly built or renovated and modernized. Retaining the existing building, with the educational compromises, growth limitations inherent in the building, and the projected costs of repairs and maintenance is arguably the more expensive route for the Town. The return on investment into the building does not appear to be justifiable in the long run.



THOMASTON CENTER SCHOOL ↑  
N

- |                          |                                |
|--------------------------|--------------------------------|
| ① Clay Street            | ⑨ Thomas Avenue                |
| ② Parking Area for Field | ⑩ Secondary Entrance           |
| ③ Sanford Avenue         | ⑪ Tertiary Entrances           |
| ④ Field                  | ⑫ (1) Accessible Parking Space |
| ⑤ High Street            | ⑬ Secondary Parking Area       |
| ⑥ Main Parking Area      | ⑭ Clay Street                  |
| ⑦ Secondary Parking Area | ⑮ Grove Street                 |
| ⑧ Main Entrance          |                                |



**Summation:**

The building overall is in fair to good condition. The condition of the finishes and overall quality of the building reflects the age and construction materials used at the time of initial construction in the late 1930s. The addition completed in 1959 also reflects these attributes. The historical architecture of the building is well preserved.

**Thomaston Center School**

Fourth Grade to Sixth Grade

1 Thomas Avenue

105,800 Gross Square Feet, Three Floors

4.2 Acre Site

Originally Constructed: 1938

**The site** has some areas where accessibility and safety are a concern. The developed areas near the building pavement, walkways, and exits are in fair to good condition. The field is in fair condition though many aspects surrounding it could be improved upon.

**The building exterior** is showing minimal signs of aging. The windows are in good condition. The brick is in fair condition overall. The majority of the roof is in good condition and should not need replacement in the next 10-15 years.

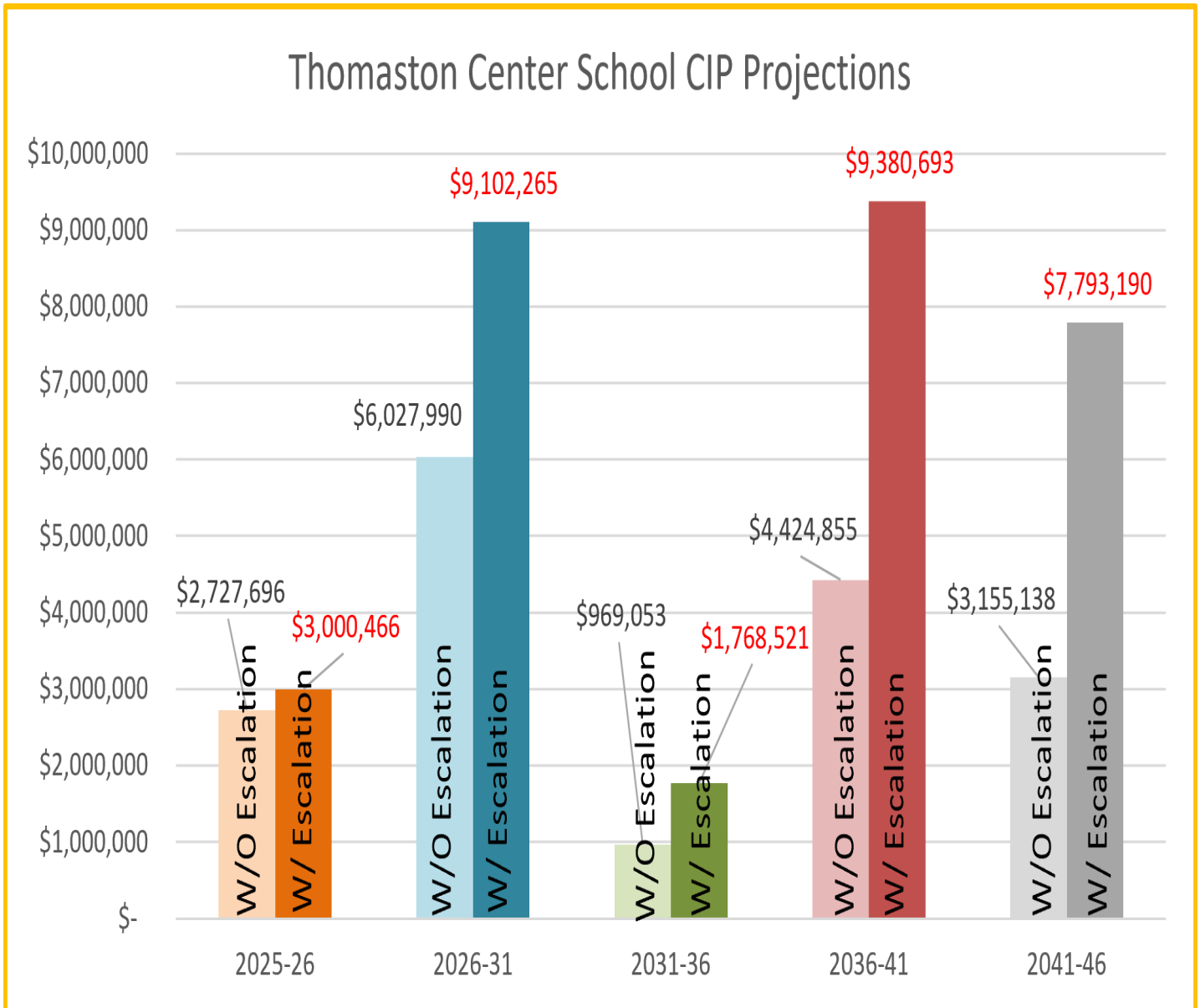
**The building interior** shows signs of aging throughout. Finishes are in poor to fair condition overall, but do not seem to hinder the learning environment throughout the building. The VCT flooring throughout the building is nearing the end of its life cycle expectancy.

Most of the building's systems are functioning and will require action in the next 5-10 years, except for the pumps and distribution piping and public address and security systems, which require immediate attention.

## Projected Capital Improvement Expenditures

Projections of expenditures for capital improvements are provided to serve as a guide to help the District plan for fiscal and logistical needs for the next 20 years. The graph below projects five-year spending needs and includes escalation at 5% per annum. The costs were projected at the time the Facilities Study was undertaken in 2024 and is based upon construction costs and escalation prevailing at that time.

Bearing the foregoing in mind, the projected 20 year expenditure totals \$28,345,135 for maintenance and replacement of building systems with no budget line for renovation or alterations.



## APPROPRIATENESS FOR USE

Thomaston Center School comprises approximately 61,000 square feet of net area and 66,800 square feet gross, yielding a 1.1 gross to net ratio. The State of Connecticut Office of School Construction Grants & Review (OSCG&R) allocates a net to gross ratio of 1.11.

Following the OSCG&R guidelines, this size building would accommodate around 892 students.

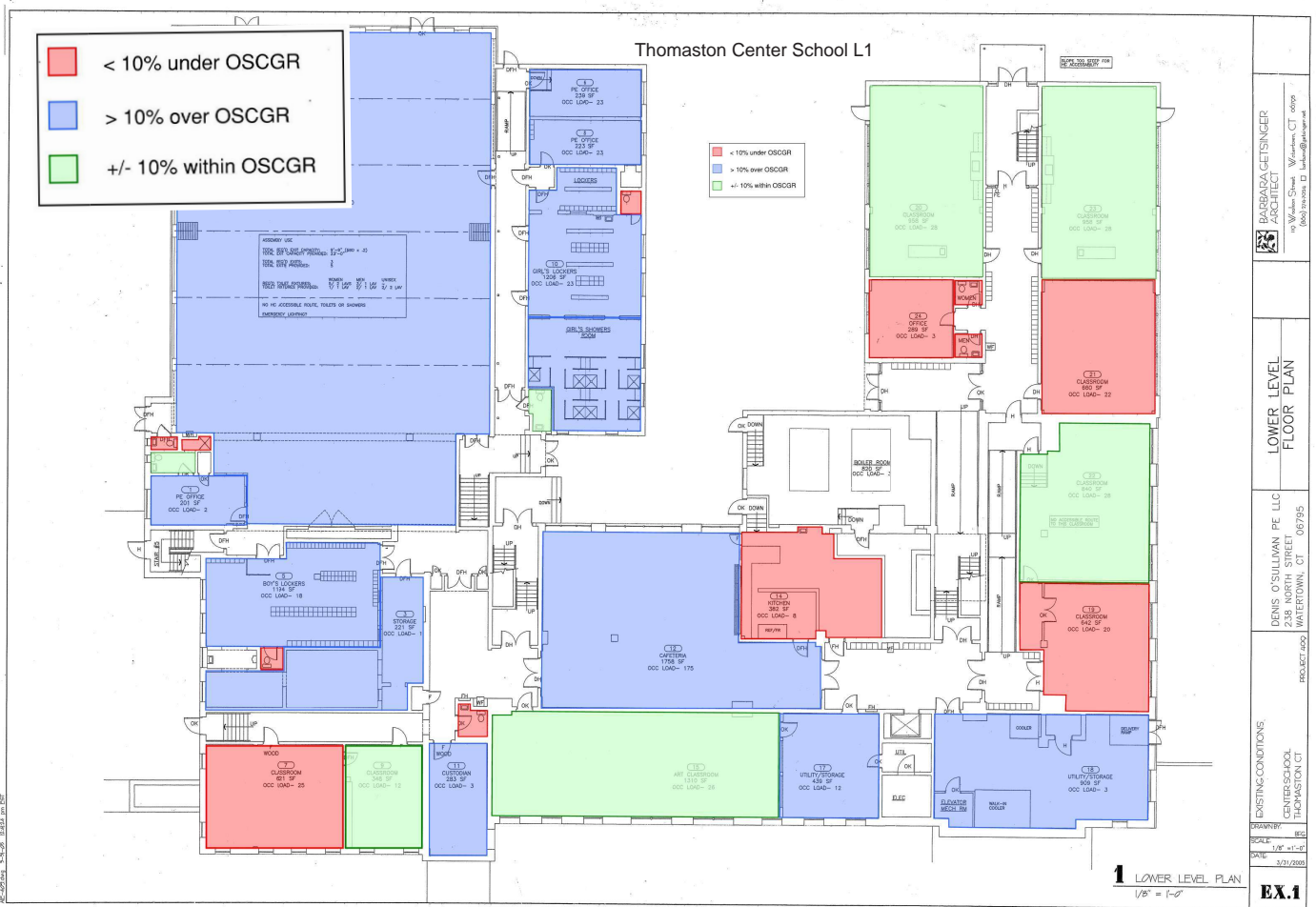
The facility provides spaces and learning opportunities that are typical of current intermediate schools. These include the cafe, auditorium, gymnasium, art room, and maker space. Most of the teaching spaces in the building approach or exceed the OSCG&R guidelines as to size or amenities, few meet the guidelines.

Teaching spaces for elective courses generally exceed OSCG&R guidelines as to size.

Spaces designed for contemporary approaches to lesson plans for those students with individual educational plans or special education needs are lacking in size and quantity.

From an educational planning perspective, the building is a typical school layout from the 1930s with most teaching spaces grandfathered in. It comprises educational spaces larger than many schools have, but suffers from the many different floor levels, accessibility, and room aspect ratios (length relative to width).





The existing Thomaston Center School comprises approximately 40,600 square feet of program space in a building of just over 53,000 square feet. The existing building exceeds the OSCG&R funding guideline by 24,654 square feet.

As a measure of the appropriateness of the existing building as a school this is comparatively weak. As a measure of potential for the State awarding a grant for renovation of the building it is very troubling. It has historically been the position of the State's grant program that a District must make efforts to align facilities with programs and enrollments before grants will be awarded. There are certainly means of exceeding guidelines for building size and program inclusion, however.

Two areas in particular drive space totals at the school - the auditorium and the locker rooms for the gym, neither of which the State allows for at this grade level.

### EDUCATIONAL APPROACH

Thomaston Center School serves approximately 250 students in grades four through six. This grade range could be considered to be either 'upper elementary' or 'lower middle school'. Regardless of how it is named, this alignment provides significant opportunity for student growth and learning. Students are exposed to a comprehensive curriculum in the areas of language arts, mathematics, science, social studies, technology education, music, art, physical education and character development. The focus is to help students grow and develop academically, physically and socially.

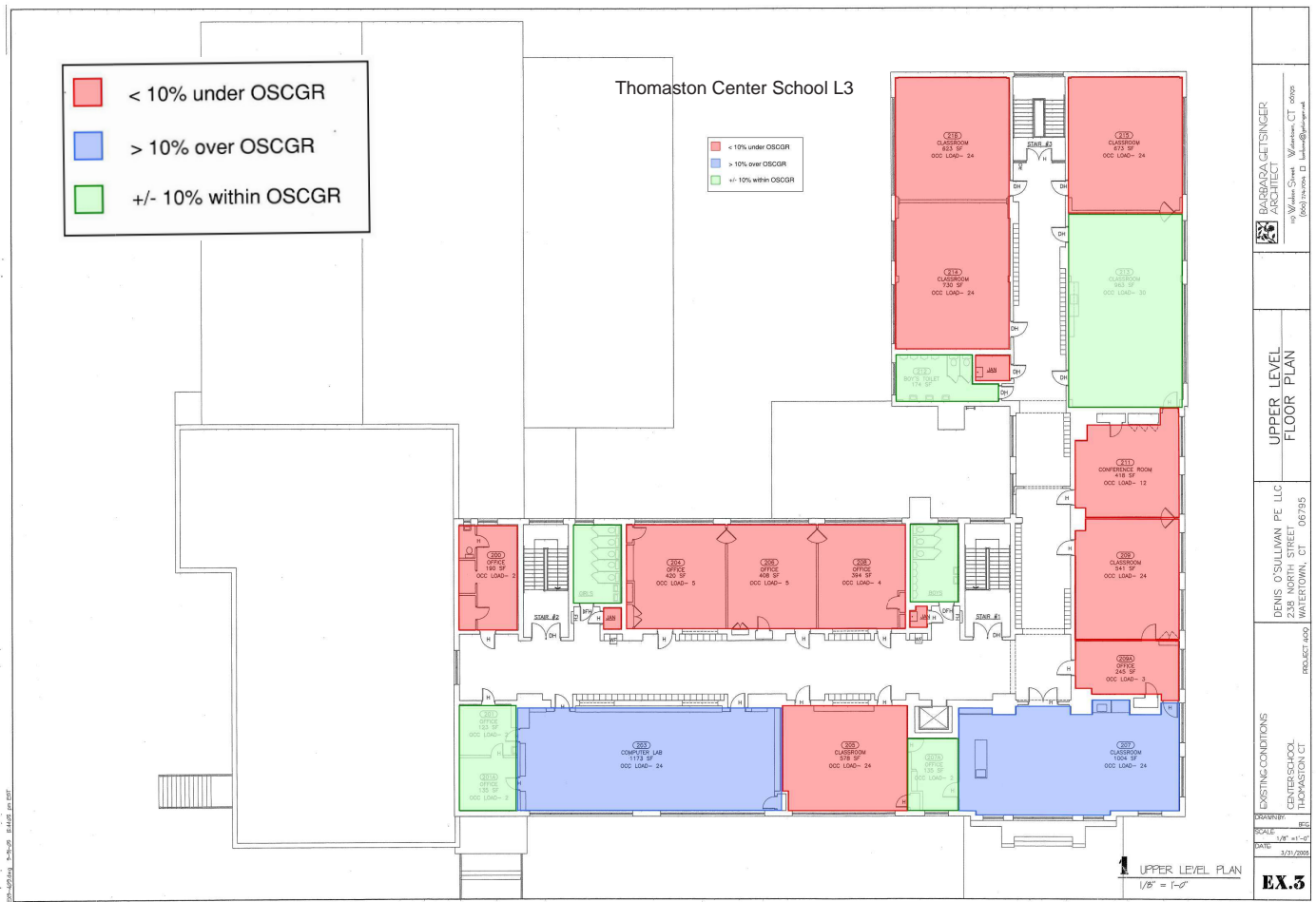


Students enter Center School around the age of eight or nine years old and leave when they are just entering their teenage years. The entire staff and faculty appreciate this unique time in children's lives when they pass from childhood to young adolescence. The administration embodies beliefs about teaching and learning grounded in understanding the immense social, emotional and intellectual changes that take place during this relatively short period of time.

The administration of Center School constantly works on initiatives to keep learning challenging, relevant, and engaging. As the school houses Grade 4 to 6, there is a constant awareness of, and reflection on the transition from the early elementary to the Thomaston High School for Grade 7. One guiding document is the District's Portrait of a Graduate, which helps staff to be mindful of students' need to be college and career ready.

The school constantly works to provide greater student agency. This year took on the theme of perseverance and as such, each student worked on a passion project which was shared with the community at the end of the year. The school administration and curriculum team our work with the One School, One Book programming to promote literacy, the CT Invention Convention to promote STEM, and the Kid Governor Program to promote civic engagement.

With that in mind we developed a building program that might better accommodate the age and grade range of the students and the programming the school embraces. This program is based upon our



research and experience with schools of similar enrollments and grade ranges and is intended as a conversation starter in light of the OSCGR program reviewed previously.

Not surprisingly, all of the classrooms in our conceptual program are larger than the existing. There are fewer general classrooms in our conceptual program and some have been allocated to serve as Grade 6 classrooms. More space is provided for Special Education programming in the conceptual program as well.

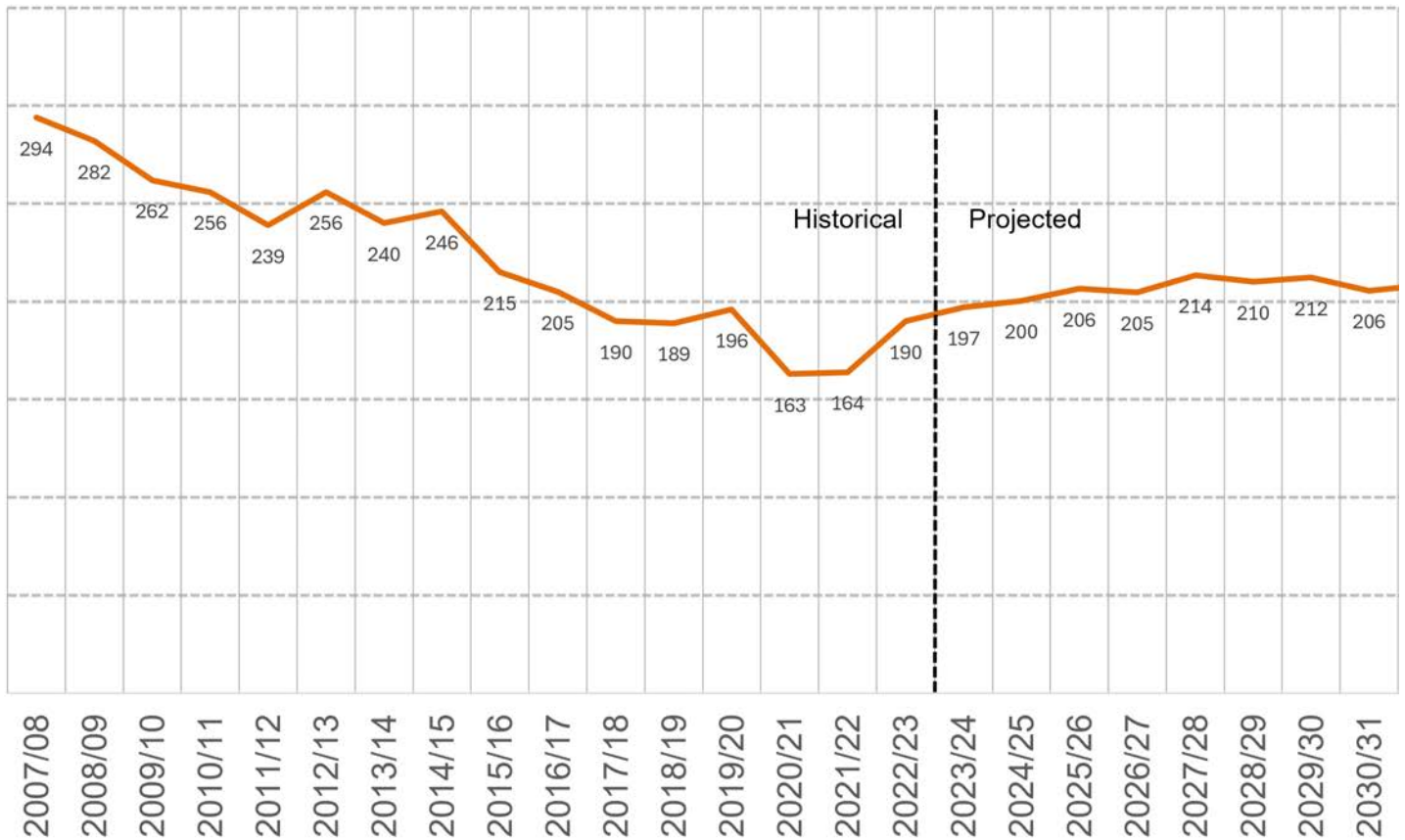
Administrative space allocations go down slightly, as do those for art and the media center. Space allocated for music goes up. There is a full-size gym, but no space allocated for locker rooms.

Student dining space increases considerably, in recognition of the growth in social and emotional skills that communal activities can impart.

When the net square foot allocations of the conceptual program are totaled they amount to 32,361 square feet, well under the existing building's 40,600 net square feet. The conceptual program does not include an auditorium nor locker rooms for the gymnasium.

In the case of Thomaston Center School the existing building might be able to be modified to better address the needs of the current grade alignment.

## Thomaston Center School Cohort Projection



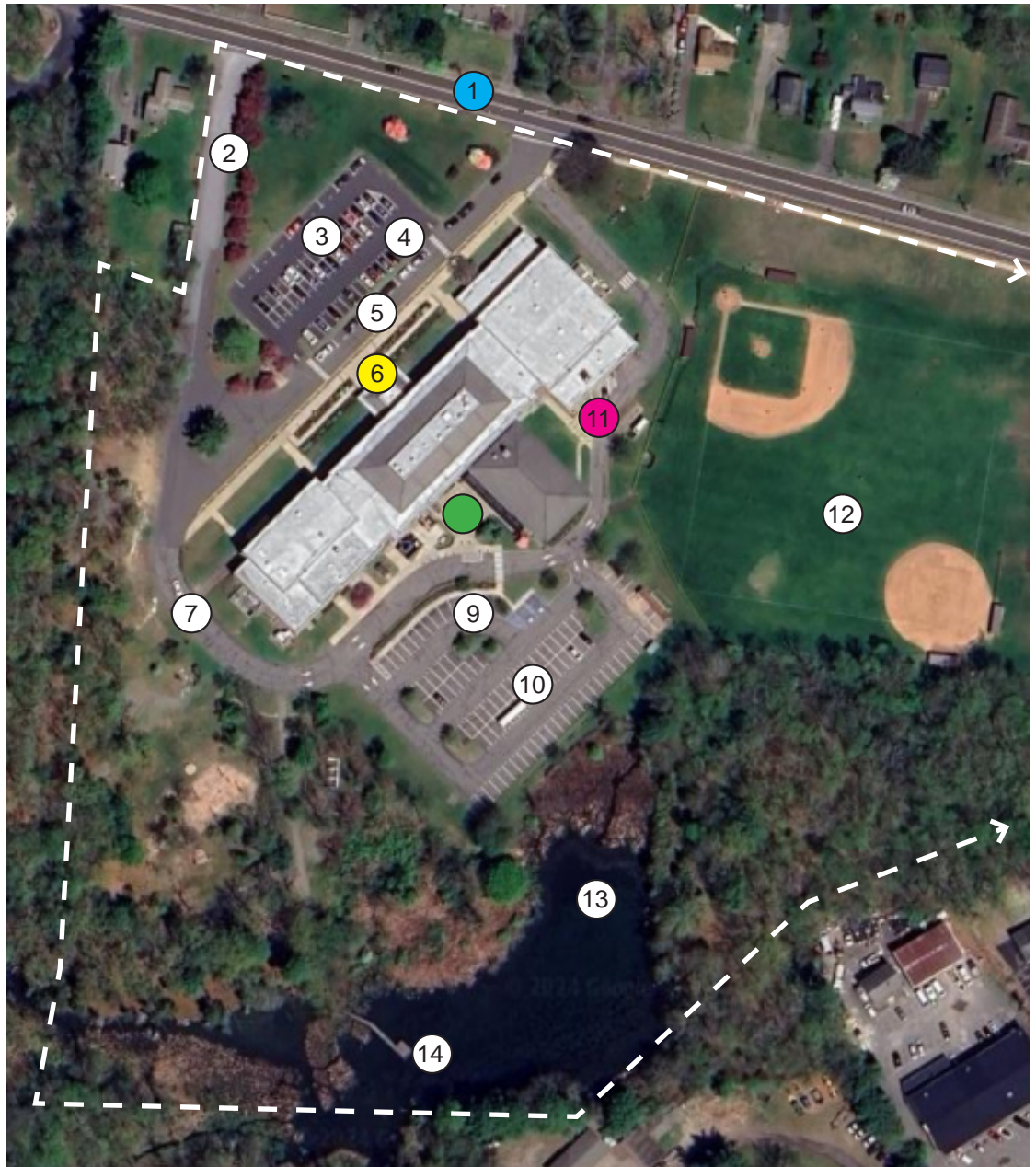
The graph on this page was created as part of the 2024 Facilities Assessment. The dashed black vertical line is the demarcation line when the study was conducted. The orange line running left to right is the trend line of the enrollment of Thomas Center School. The left side of the black line is historical data and the right side is projected data based strictly on a cohort survival calculation. The enrollment projections were revisited as part of this master planning study, this latest undertaking shows future projections slightly below those projected at the time this chart was completed.

### Summation

The current building has many inherent limitations in supporting a modern upper elementary school curriculum. It is doubtful that a different grade alignment could be successfully housed without facing the same physical constraints.

The spaces within the building are functional but to bring them to the level currently offered in more recently constructed facilities would be challenging and costly. There would be better learning environments available in a building that was newly built.

Retaining the existing building, with the educational compromises, growth limitations inherent in the building, and the projected costs of repairs and maintenance is arguably the more expensive route for the Town. The return on investment into the building does not appear to be justifiable in the long run.



THOMASTON HIGH SCHOOL ↑  
N The property lines extend southeast and east and southwest to Black Rock School, which is included in the property.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>① Branch Road</li> <li>② Driveway</li> <li>③ Secondary Parking Area</li> <li>④ (2) Accessible Parking Spaces</li> <li>⑤ Pick Up/Drop Off</li> <li>⑥ Main Entrance</li> <li>⑦ Driveway</li> </ul> | <ul style="list-style-type: none"> <li>⑧ Secondary Entrance</li> <li>⑨ (4) Accessible Parking Spaces</li> <li>⑩ Main Parking Area</li> <li>⑪ Tertiary Entrance</li> <li>⑫ Fields Connecting with Black Rock School</li> <li>⑬ Pond</li> <li>⑭ Dock</li> </ul> |
|---|---|



**Summation:**

The building overall is in good condition. The condition of the finishes and overall quality of the building reflects the age and construction materials used at the time of initial construction in the late 1970s. The addition completed in 2004 also reflects these attributes.

**Thomaston High School**

Seventh Grade to Twelfth Grade

185 Branch Road

120,000 Gross Square Feet, Three Floors

20.7 Acre Site

Originally Constructed: 1978

**The site** has some areas where accessibility and safety are a concern. The developed areas near the building pavement, walkways, and exits are in good condition. The field is in good condition though many aspects surrounding it could be improved upon.

**The building exterior** is showing minimal signs of aging. The windows are in good condition. The brick is in fair condition overall. The majority of the roof is in the middle of its life expectancy and should look to be investigated further to determine when replacement would be warranted.

**The building interior** is in fair to good condition throughout. Finishes are in fair to good condition overall and do not seem to hinder the learning environment throughout the building. It is evident which finishes are original to the building and which were part of the 2004 renovation.

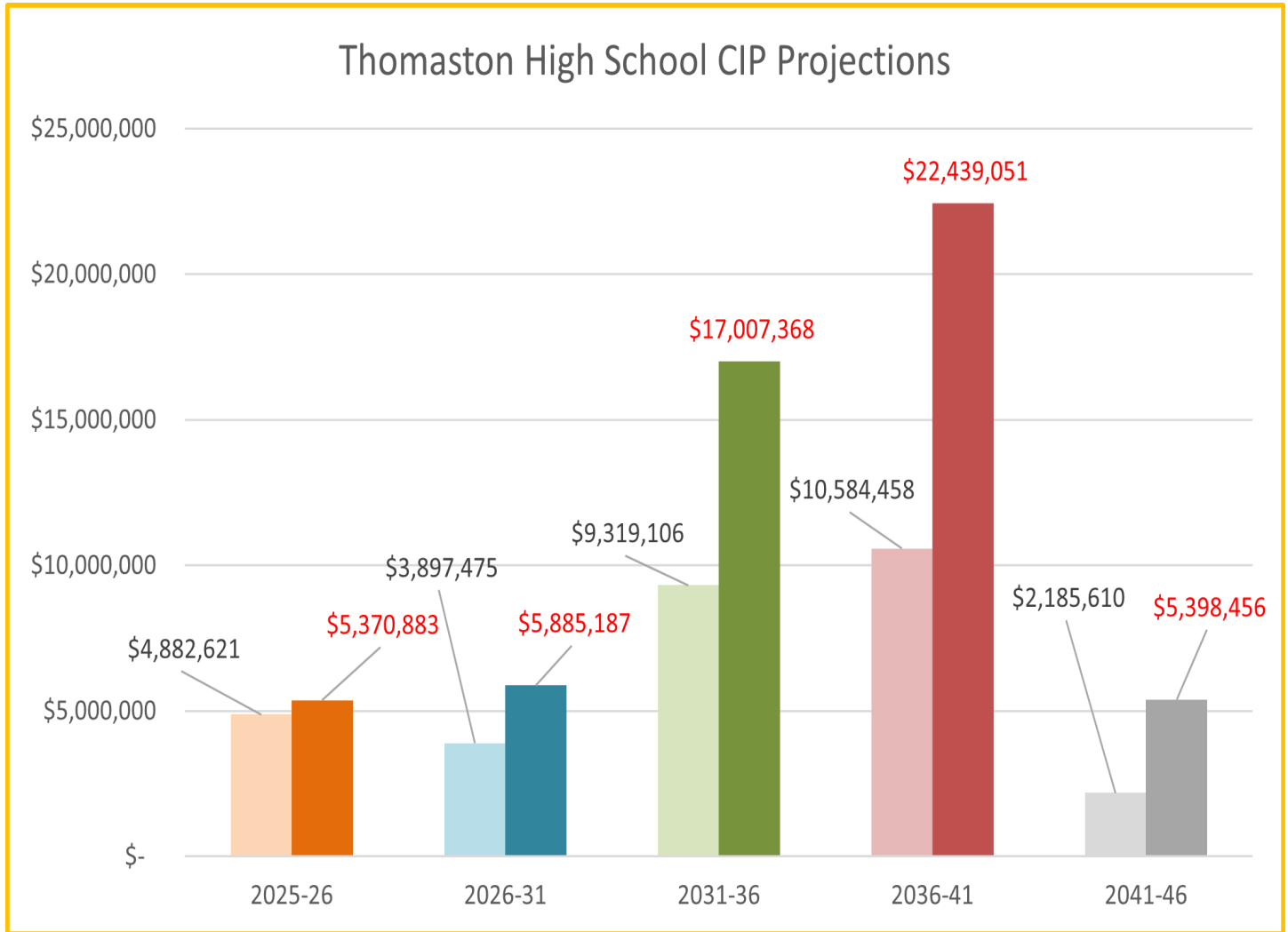
Most of the building's systems are functioning and will require action in the next 10-15 years except for the exhaust systems and the original electrical distribution, which require immediate attention.

## Projected Capital Improvement Expenditures

Projections of expenditures for capital improvements are provided to serve as a guide to help the District plan for fiscal and logistical needs for the next 20 years. As such, there is not a detailed budget developed for any of the items listed. These projections were developed as part of the 2024 Facilities Assessment and were based on building costs prevailing at that time. They include five percent per annum escalation.

The projections below do not account for work completed since the 2024 Facilities Assessment report was submitted. Escalation percentages have not been adjusted to reflect current market realities.

Bearing the foregoing in mind, the projected 20 year expenditure totals \$56,100,945 for maintenance and replacement of building systems with no budget line for renovation or alterations.



# APPROPRIATENESS FOR USE

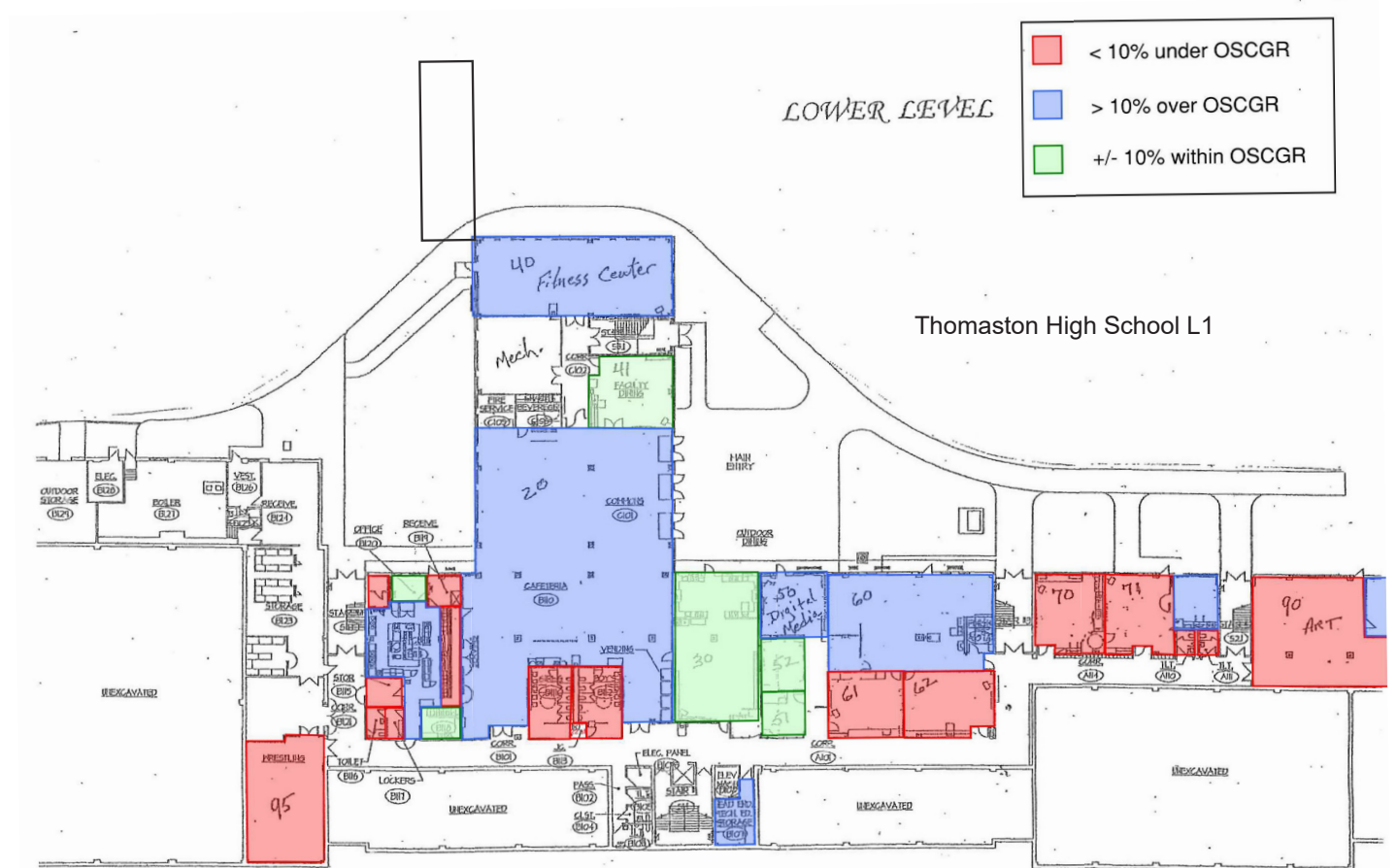
Thomaston High School comprises approximately 99,000 square feet of net area and 120,000 square feet gross, yielding a 1.20 gross to net ratio. The State of Connecticut Office of School Construction Grants & Review (OSCG&R) allocates a net to gross ratio of 1.11.

Following the OSCG&R guidelines, this size building would accommodate around 651 students.

The facility provides spaces and learning opportunities that are typical of current high schools. These include the cafe, auditorium, gymnasium, art room, maker space, applications lab, and an outdoor learning area. Most of the teaching spaces in the building approach or exceed the OSCG&R guidelines as to size or amenities, few meet the guidelines.

Spaces designed for contemporary approaches to lesson plans for those students with individual educational plans or special education needs meet OSCG&R guidelines.

From an educational planning perspective, the building is a typical school layout from the 1970s with most learning areas in double loaded corridor wings. There is a good variety of teaching spaces that support different educational opportunities, however the locations and adjacencies as well as the finishes and condition of some spaces may hinder the learning experience.



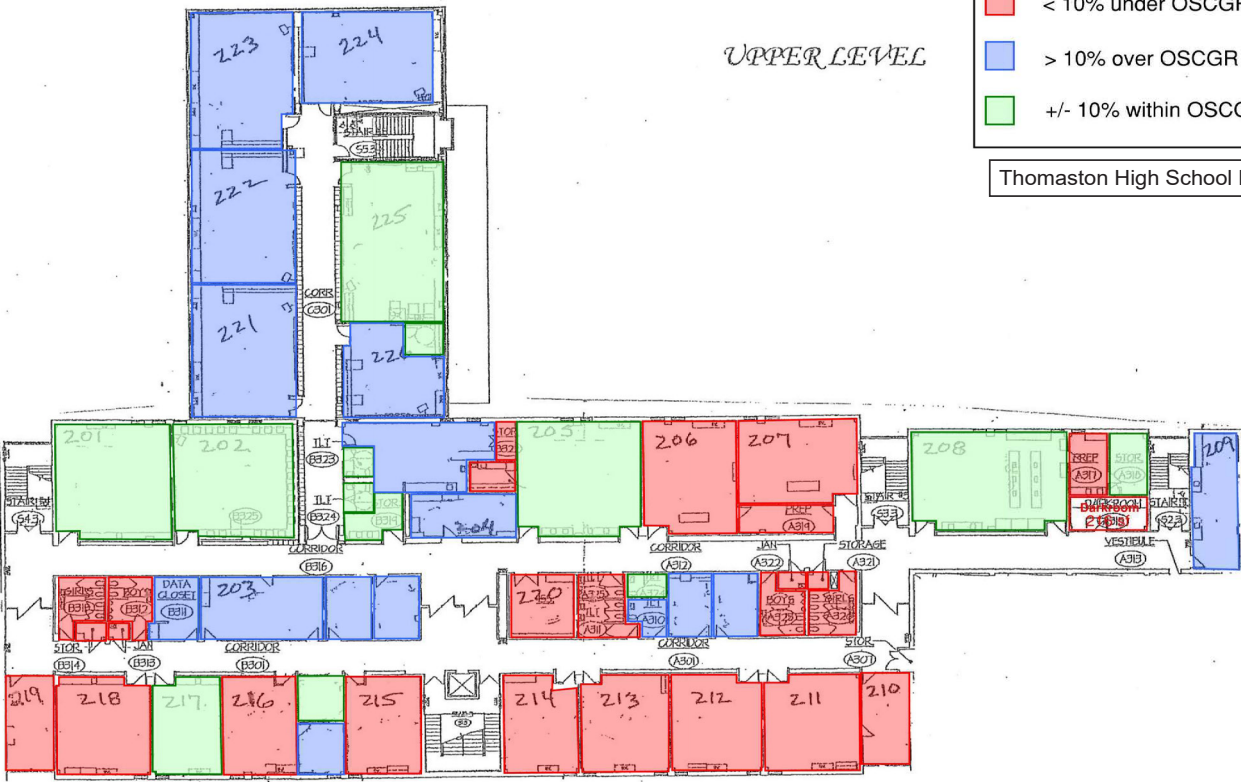
- < 10% under OSCGR
- > 10% over OSCGR
- +/- 10% within OSCGR

Thomaston High School L2



- < 10% under OSCGR
- > 10% over OSCGR
- +/- 10% within OSCGR

Thomaston High School L3





The cafeteria, gymnasium, and auditorium are all well sized for high school programs.

The gymnasium has considerable seating capacity on retractable bleachers and serves the District well as the only competition sized court available. The floor is in good condition and well maintained. The lighting is adequate and the PA system serviceable.



The cafeteria occupies virtually the entire ground level of the addition that was added to the east side of the building. The space is large enough to facilitate lunch without negatively impacting the school schedule.

There is access directly outdoors, allowing easy access for after-school uses along with outdoor dining and gathering for students.

The ceiling is low, which can make the space feel compressed. The finishes are in good condition and well maintained. The lighting is suitable for the use.



The auditorium is sized well for an cohort size similar to the current enrollment. This space exceeds the area that State construction grants would fund.

The finishes, seating, lighting, and sound systems are workable but aging. Upgrades are required if the space is to provide maximum use and comfort.

The science labs are outdated and do not comport with current guidelines and design standards. These spaces constrain student opportunities for learning when compared to spaces constructed to current guidelines.

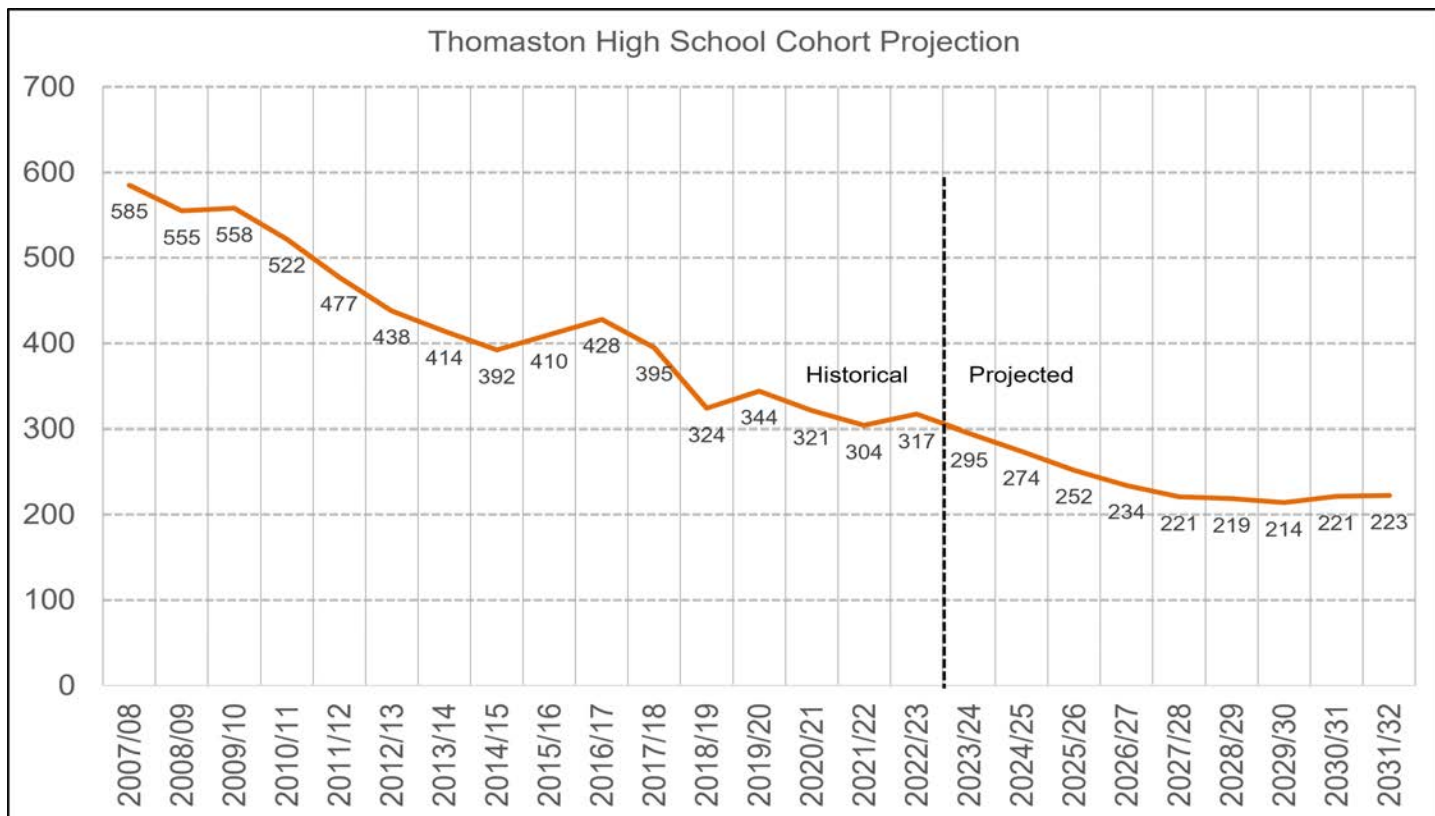


The majority of the classrooms provide acceptable spaces and accoutrement for learning. Lighting and technology are reasonably up to date. Indoor environmental quality (noise, air exchanges, heating, cooling, etc.) are below standards for classroom environments.



The media center is serviceable but lacking many of the features of a modern public high school media center. Many schools are currently facing the conundrum of an evolving expectations for the media center as an integral part of the school and curriculum. Some have moved toward integrating the media center with maker space or project based learning elements and encourage students to utilize the space and resources in a more active engagement manner.





The graph on this page was created as part of the 2024 Facilities Assessment. The dashed black vertical line is the demarcation line when the study was conducted. The orange line running left to right is the trend line of the enrollment of Thomas Center School. The left side of the black line is historical data and the right side is projected data based strictly on a cohort survival calculation. The enrollment projections were revisited as part of this master planning study, this latest undertaking shows future projections slightly below those projected at the time this chart was completed.

## Summation

The current building has many attributes that serve the students and community well. It is quite possible that a different grade alignment could be successfully housed within it, though the scope of alterations would depend as much on the number of students as on the age range that might be brought in.

The spaces within the building are functional as they now exist. Bringing them to the level currently offered in more recently constructed facilities would be challenging in some aspects but certainly within the realm of many renovation projects.

The argument to retain this building is relatively easily made. It is the newest building in the District and has the most potential for alteration and renovation. The return on investment into the building to renovate and alter to suit modern learning needs appear to be justifiable in the long run.

# Community Meeting #1

## PowerPoint Presentation

### Informational Boards

## COMMUNITY MEETING 1

October 23, 2025

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

Thomaston | Public School District

100

DRA

1

## District-Wide Studies

“As for the future, your task is not to foresee it, but to enable it.”

Antoine de Saint-Exupery

Thomaston | Public School District

100

DRA

2

100

DRA

# Tonight's Agenda

**THOMASTON**  
Public Schools

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

---

**Community Workshop**  
First Workshop Meeting  
October 23, 2025

---

**Proposed Agenda**

6:30 – 6:40	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	TPS / DRA
6:40 – 6:45	<b>Welcome</b> ✓ where we've been, - where we're going	TPS
6:45 – 6:50	<b>Study Overview</b> • goals of study process • overview of study / planning process • development of district alternatives	DRA
6:50 – 7:05	<b>Workshop Overview</b> ✓ work plan ✓ assessment tools ✓ breakout session introductions	DRA
7:05 – 7:45	<b>Breakout Sessions</b> The District has identified these 4 key study issues: 1. Retaining Existing Schools    2. Reduction in Number of Schools 3. Exploration of Shared Services    4. District Regionalization Potential Please join us in one of four breakout conversations of the above key issues shaped through the lens of: • finance • facilities • educational  NOTE: Breakout activities will be provided for children ages 3 and up to help encourage family participation.	TPS / DRA
7:45 – 7:55	<b>Regroup / Recap</b> ✓ brief recaps of breakout session highlights	DRA
7:55 – 8:00	<b>Concluding Comments</b>	TPS

to view study information, visit the town website at <https://www.thomastonct.org/>, click on **Government** and then click on **Thomaston Public Schools**

Thomaston | Public School District



# District Study Team



100%  
DRA  
**James Barrett, AIA**  
Principal in Charge  
LEED AP<sup>BD+C</sup> | ALEP



100%  
DRA  
**Greg Smolley, AIA**  
Project Manager  
LEED AP<sup>BD+C</sup> | ALEP



J T-G | EDUCATIONAL PLANNING  
**John Tindall-Gibson, PhD**  
Educational Planner

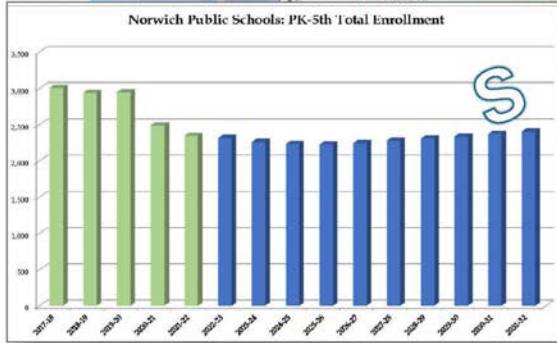
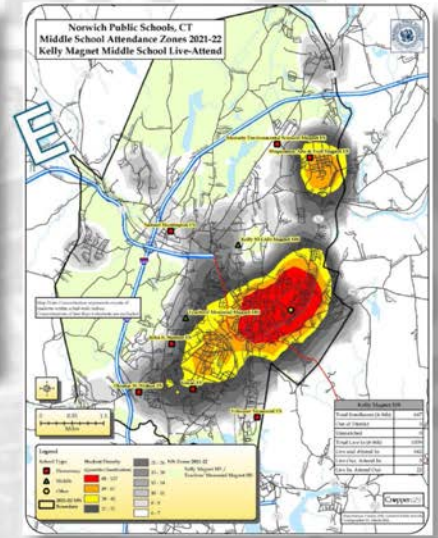
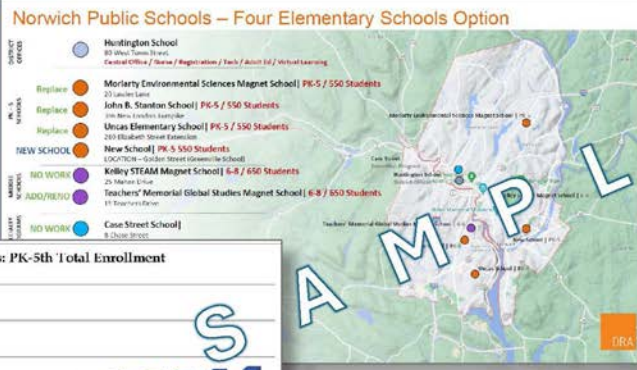


CropperGIS  
**Matt Cropper, President**  
Demographic / Enrollment

Thomaston | Public School District



# Demographic / Enrollment Forecast



20-YEAR ENROLLMENT FORECAST | GRADES PK - 5

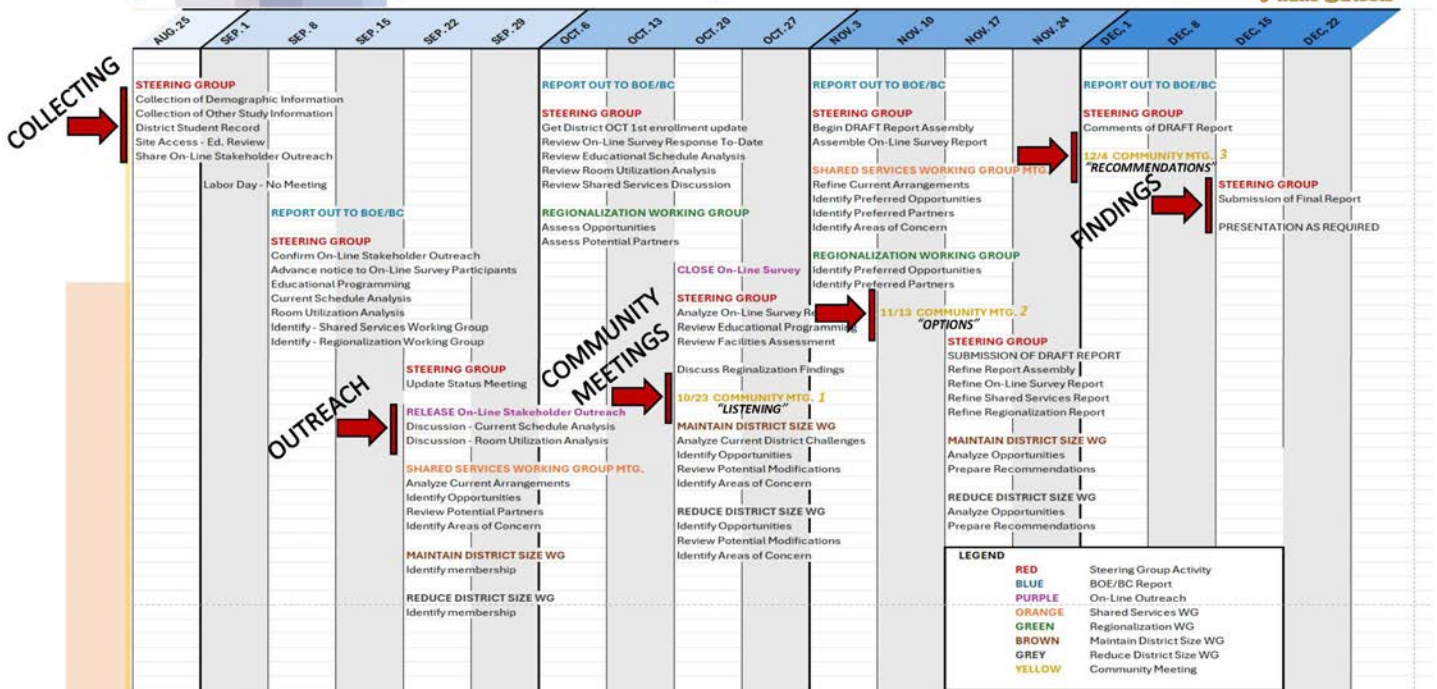
DISTRICT RE-SHAPING  
CropperGIS

STUDENT DENSITY | BY LOCATION WITHIN COMMUNITY

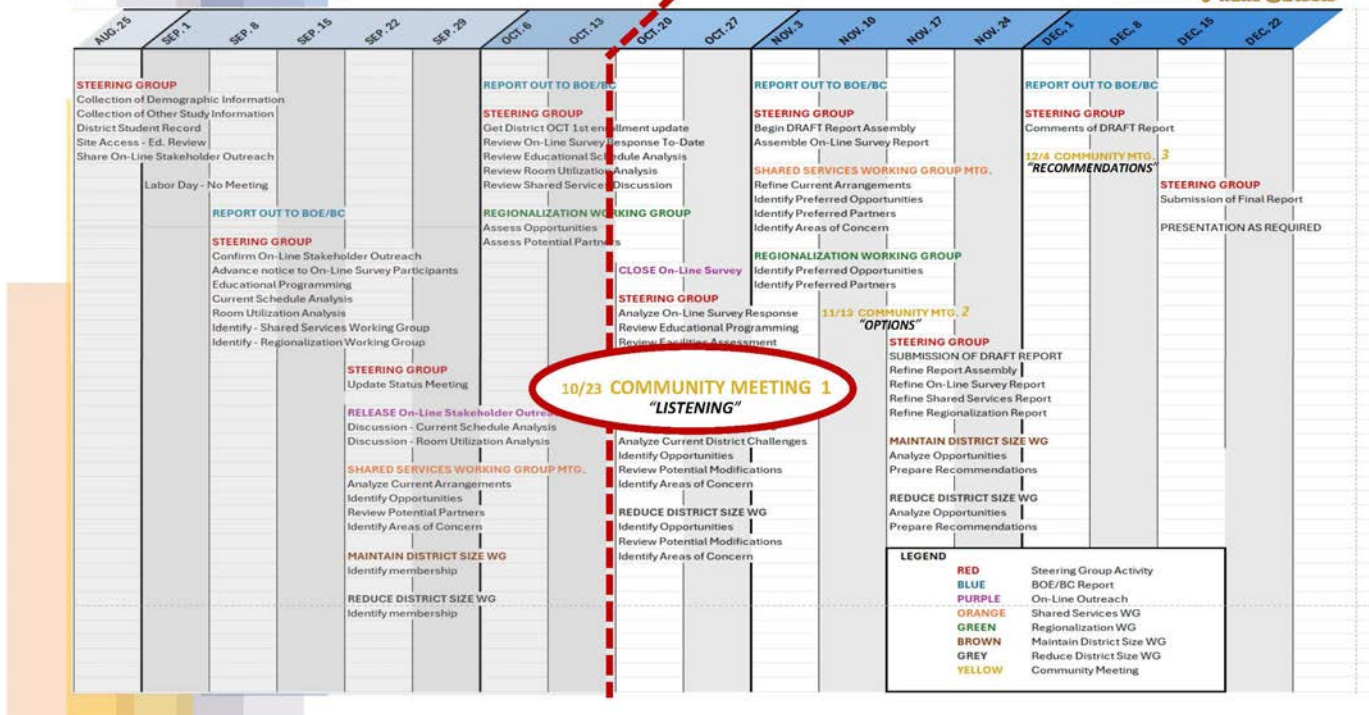
Thomaston | Public School District



# Project Plan / Timeline | August - December 2025



# Project Plan / Timeline | DRAFT September 2025



## Key Discussion Topics

- Topic #1 | Retaining the Current Facilities
- Topic #2 | Reducing the Total Number of Facilities
- Topic #3 | Operational Shared Services Potential
- Topic #4 | Comprehensive Regionalization Potential

# Key Discussion Topics

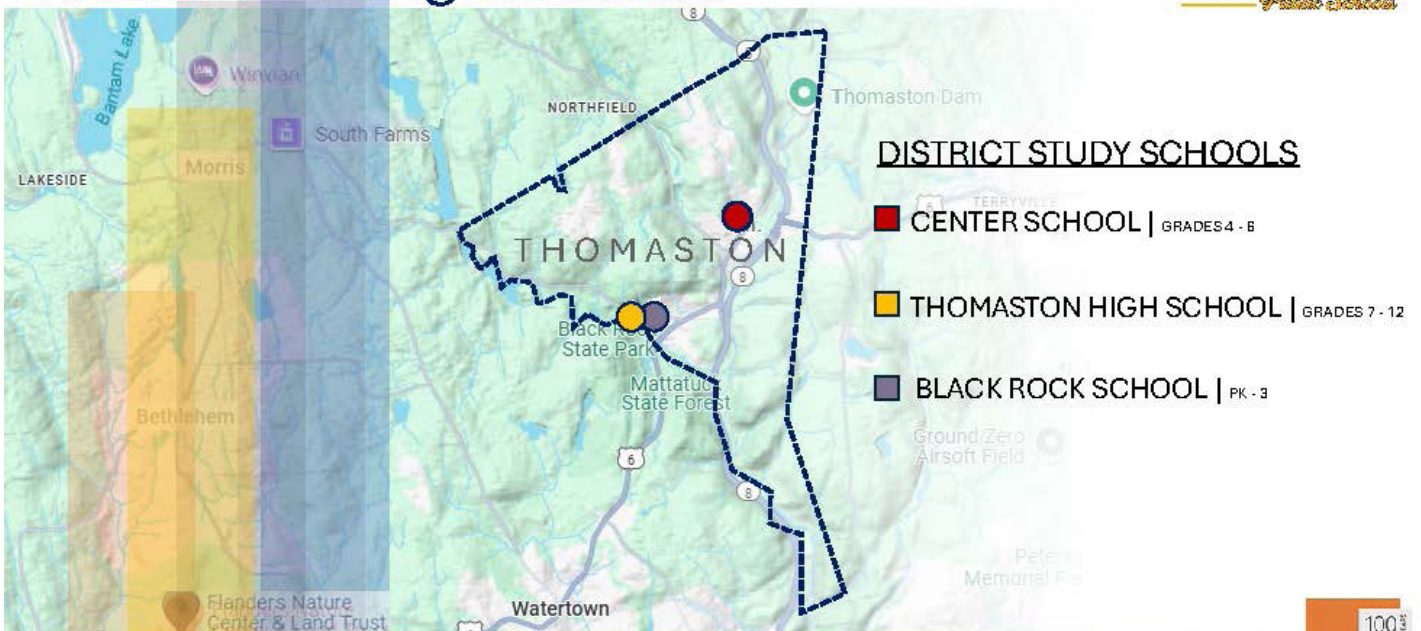
Topic #1 | Retaining the Current Facilities

Topic #2 | Reducing the Total Number of Facilities

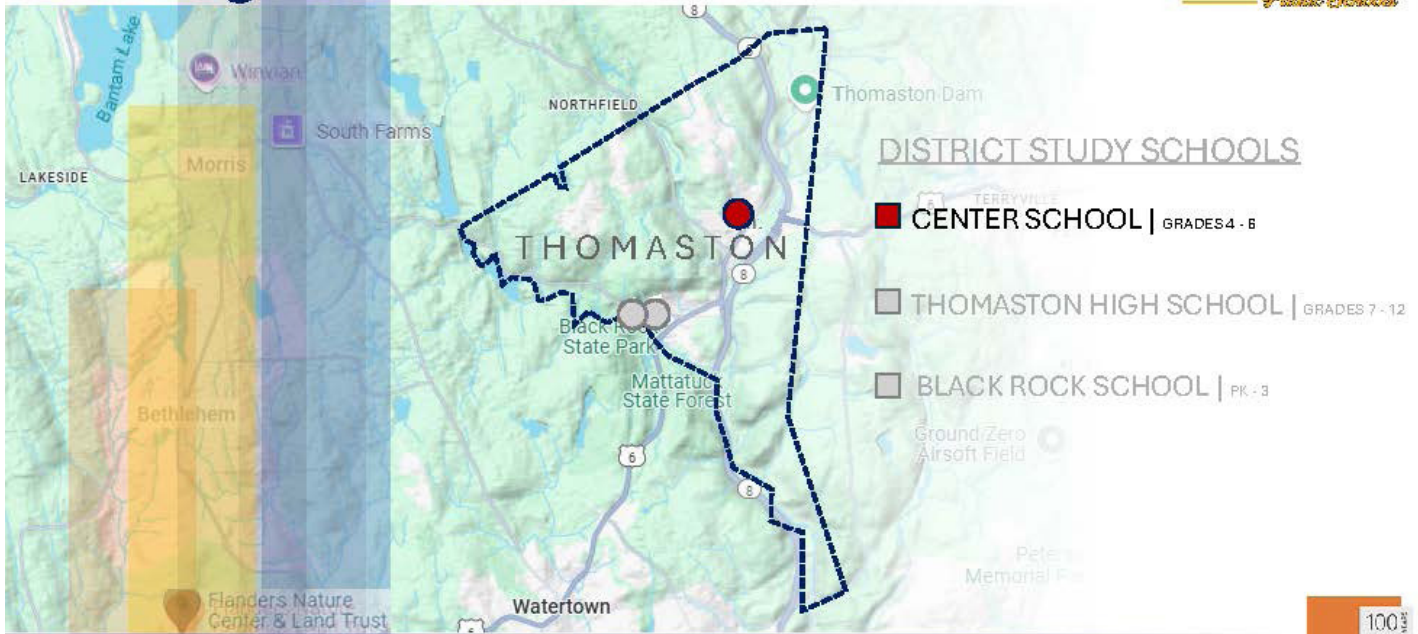
Topic #3 | Operational Shared Services Potential

Topic #4 | Comprehensive Regionalization Potential

# Retain Existing Facilities



# Existing Facilities



Thomaston | Public School District

Topic #1 – Retaining Existing Facilities

100%  
DRA

# Existing Facilities | sample of collected facilities information

**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938

**SITE ACCESSIBILITY**  
Throughout the majority of the site, there are either or both missing crosswalks and tactile surfaces on ramps that should be updated to ensure ADA compliance. Ramps into the street have cracking (4, 11).  
Next to the stairs should be a ramp to make the main and secondary entry ADA compliant (3). The ramp to the east parking lot has a dangerous landing condition and a slope that is not ADA compliant (3).  
The paint for accessible parking spaces is fading and they are incorrectly marked (1, 7).

- 1 Clay Street
- 2 Parking Area for Field
- 3 Sanford Avenue
- 4 Field
- 5 High Street
- 6 Main Parking Area
- 7 Secondary Parking Area
- 8 Main Entrance
- 9 Thomas Avenue
- 10 Secondary Entrance
- 11 Tertiary Entrances
- 12 (1) Accessible Parking Space
- 13 Secondary Parking Area
- 14 Clay Street
- 15 Grove Street

THOMASTON CENTER SCHOOL ↑

**Thomaston Schools Capital Needs Survey Form**  
Thomaston Center School  
June 18, 2024

SYSTEM	Item	Current	Desired	Priority	Estimated Cost	Notes
Roofing	Asph/Flt Shingles	100%	100%	Low	0	
	Roofing - Flat	100%	100%	Low	0	
	Roofing - Metal	100%	100%	Low	0	
	Roofing - Other	100%	100%	Low	0	
	Roofing - Gutters	100%	100%	Low	0	
	Roofing - Downspouts	100%	100%	Low	0	
	Roofing - Flashing	100%	100%	Low	0	
	Roofing - Soffits	100%	100%	Low	0	
	Roofing - Fascia	100%	100%	Low	0	
	Roofing - Eaves	100%	100%	Low	0	
HVAC	Boilers	100%	100%	Low	0	
	Chillers	100%	100%	Low	0	
	Condensers	100%	100%	Low	0	
	Evaporators	100%	100%	Low	0	
	Compressors	100%	100%	Low	0	
	Expansion Valves	100%	100%	Low	0	
	Refrigerants	100%	100%	Low	0	
	Controls	100%	100%	Low	0	
	Wiring	100%	100%	Low	0	
	Other	100%	100%	Low	0	

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities

100%  
DRA

# Existing Facilities | on-line outreach to businesses, parents, community



Town of Thomaston & Thomaston Public Schools  
Residents & Businesses  
129 responses



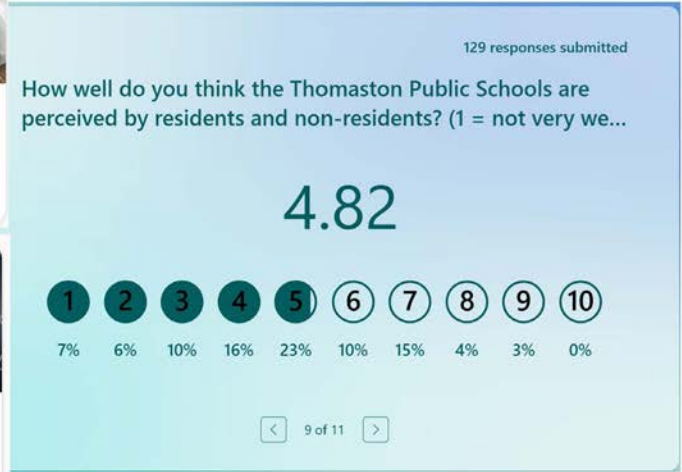
Town of Thomaston & Thomaston Public Schools  
Parents & Guardians  
65 responses



Town of Thomaston & Thomaston Public Schools  
Teachers & Staff  
72 responses



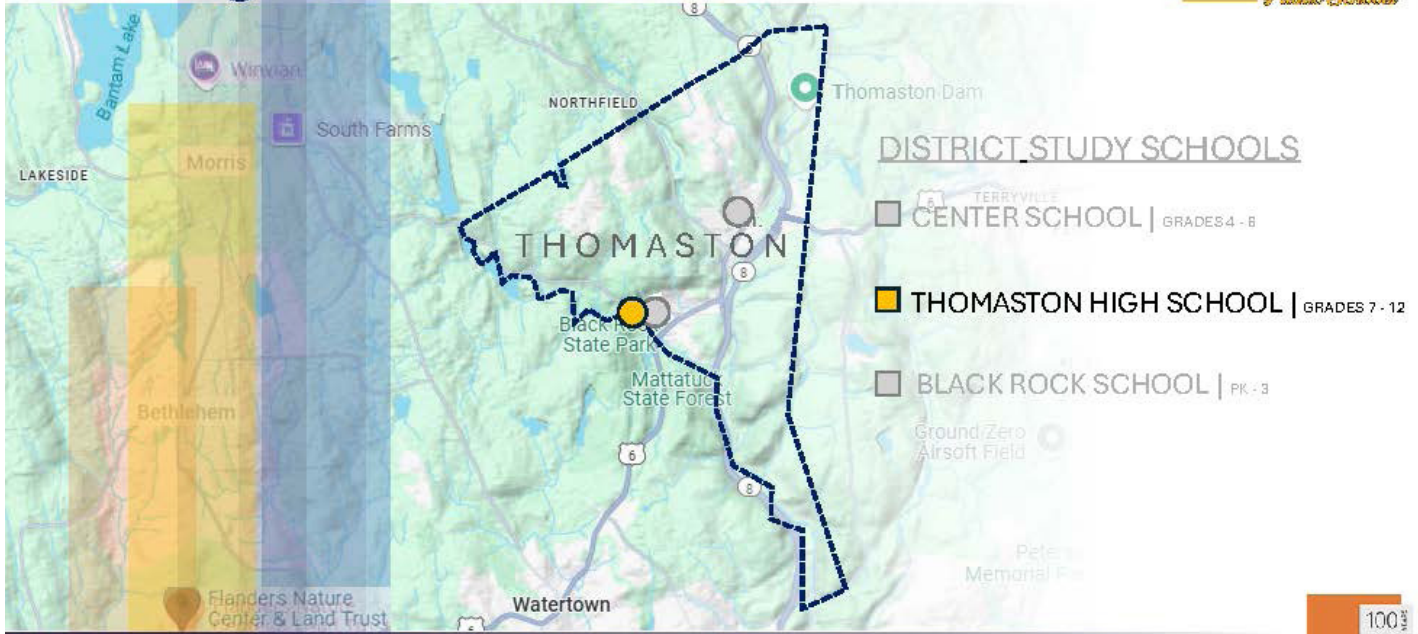
Town of Thomaston & Thomaston Public Schools  
Students  
143 responses



# Key Discussion Topics

- Topic #1 | Retaining the Current Facilities
- Topic #2 | Reducing the Total Number of Facilities
- Topic #3 | Operational Shared Services Potential
- Topic #4 | Comprehensive Regionalization Potential

# Existing Facilities | Reduction



Thomaston | Public School District

Topic #2 – Reducing the Total Number of Facilities

100%  
DRA

# Existing Facilities | Reduction

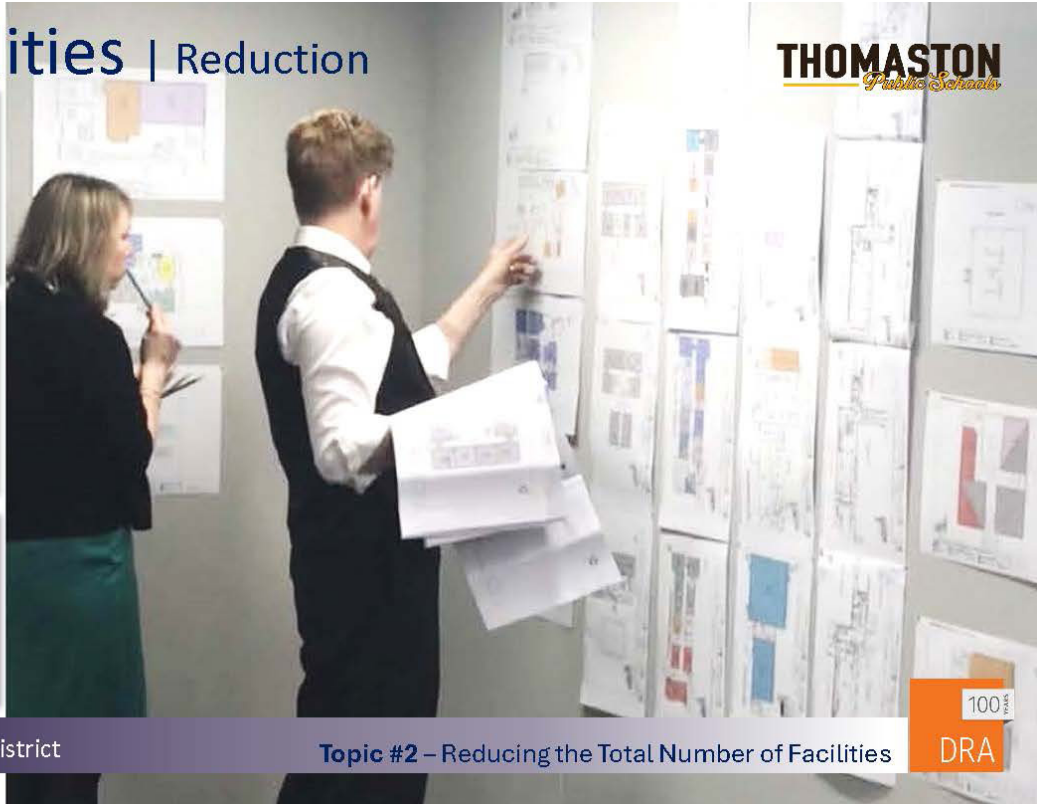
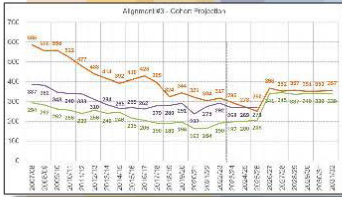
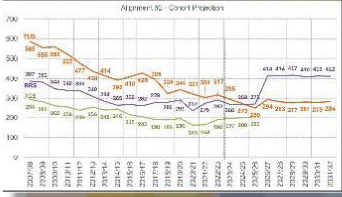
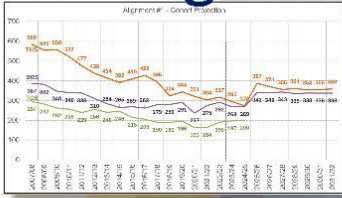


Thomaston | Public School District

Topic #2 – Reducing the Total Number of Facilities

100%  
DRA

# Existing Facilities | Reduction



Thomaston | Public School District

Topic #2 – Reducing the Total Number of Facilities

100 YEARS  
DRA

# Key Discussion Topics

- Topic #1 | Retaining the Current Facilities
- Topic #2 | Reducing the Total Number of Facilities
- Topic #3 | Operational Shared Services Potential**
- Topic #4 | Comprehensive Regionalization Potential

Thomaston | Public School District

100 YEARS  
DRA

# Potential Shared Services

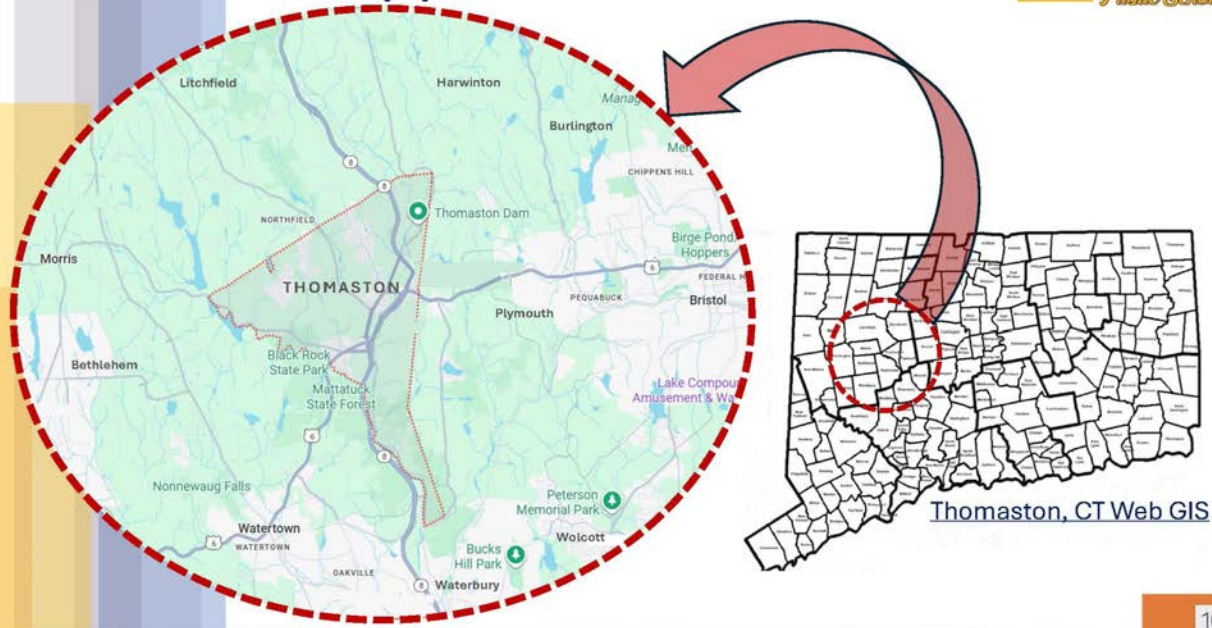
- Transportation
- Purchasing
- Food Services
- SPED
- Custodial / Janitorial



# Key Discussion Topics

- Topic #1 | Retaining the Current Facilities
- Topic #2 | Reducing the Total Number of Facilities
- Topic #3 | Operational Shared Services Potential
- Topic #4 | Comprehensive Regionalization Potential

# Regionalization Opportunities



Thomaston, CT Web GIS

# Tonight's Agenda

**THOMASTON**  
Public Schools

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

---

**Community Workshop**  
First Workshop Meeting  
October 23, 2025

---

*Proposed Agenda*

---

<b>6:30 – 6:40</b>	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	<b>TPS / DRA</b>
<b>6:40 – 6:45</b>	<b>Welcome</b> ✓ where we've been, - where we're going	<b>TPS</b>
<b>6:45 – 6:50</b>	<b>Study Overview</b> • goals of study process • overview of study / planning process • development of district alternatives	<b>DRA</b>
<b>6:50 – 7:05</b>	<b>Workshop Overview</b> ✓ work plan ✓ assessment tools ✓ breakout session introductions	<b>DRA</b>
<b>7:05 – 7:45</b>	<b>Breakout Sessions</b> The District has identified these 4 key study issues: 1. Retaining Existing Schools    2. Reduction in Number of Schools 3. Exploration of Shared Services    4. District Regionalization Potential  Please join us in one of four breakout conversations of the above key issues shaped through the lens of: • finance • facilities • educational  NOTE: Breakout activities will be provided for children ages 3 and up to help encourage family participation.	<b>TPS / DRA</b>
<b>7:45 – 7:55</b>	<b>Regroup / Recap</b> ✓ brief recaps of breakout session highlights	<b>DRA</b>
<b>7:55 – 8:00</b>	<b>Concluding Comments</b>	<b>TPS</b>

---

to view study information, visit the town website at <https://www.thomastonct.org/>, click on **Government** and then click on **Thomaston Public Schools**

# Key Discussion Topics

shaping the future of Thomaston Public Schools

Topic #1 | Retaining the Current Facilities

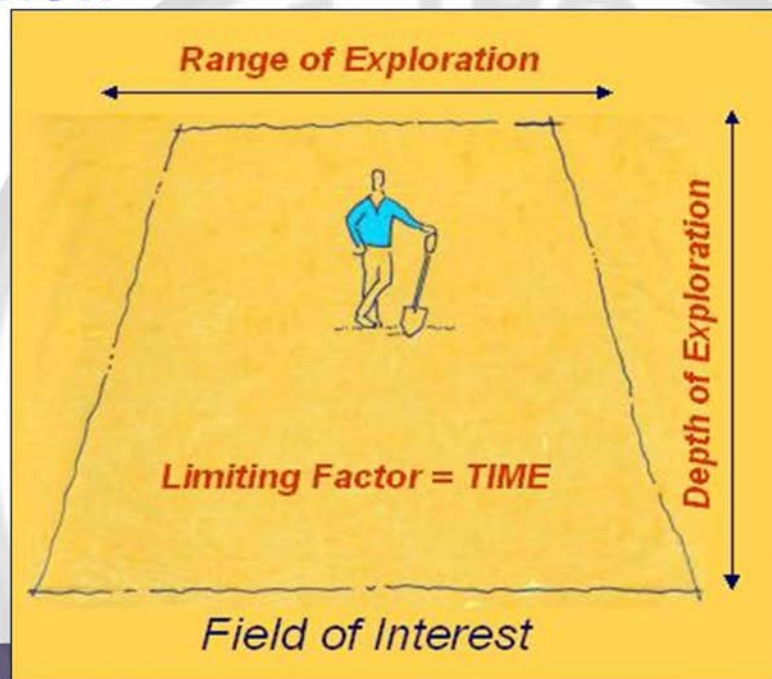
Topic #2 | Reducing the Total Number of Facilities

Topic #3 | Operational Shared Services Potential

Topic #4 | Comprehensive Regionalization Potential

# Workshop Overview

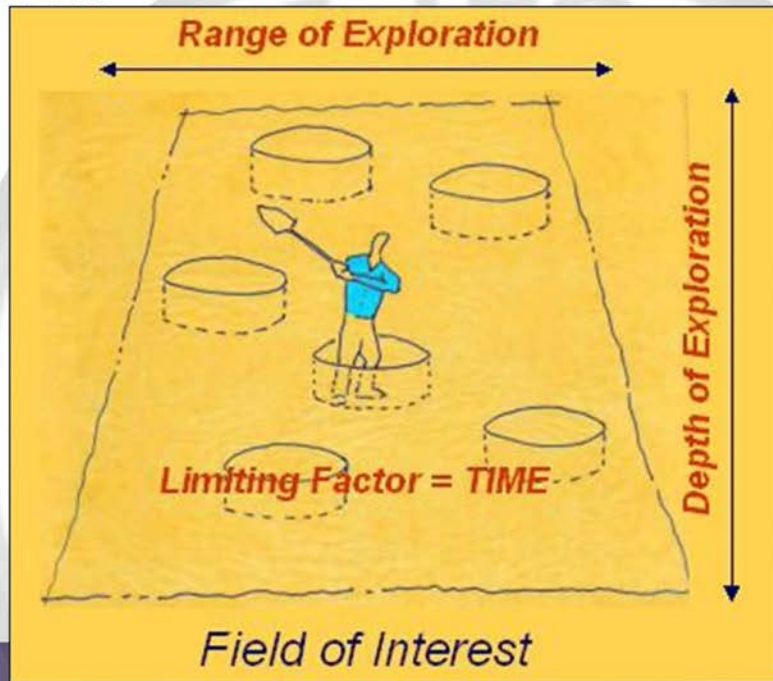
Our "Field of Interest"  
Shaping the Future of  
Thomaston Public Schools



# Workshop Overview

Our Exploration Options:

1. Spread Out / Cover a Wide Range of Topics



Thomaston | Public School District

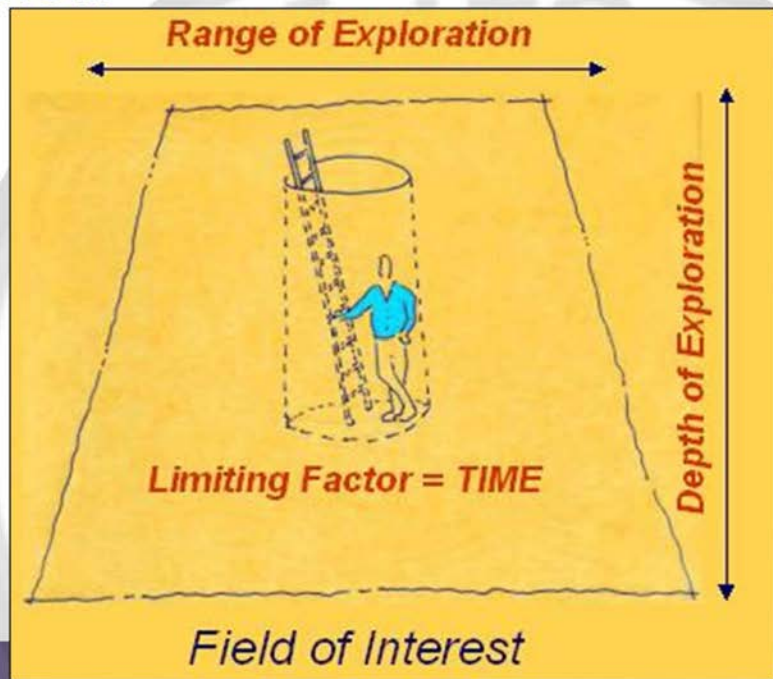


25

# Workshop Overview

Our Exploration Options:

2. Dig Deep / Get an In-Depth Topic Review



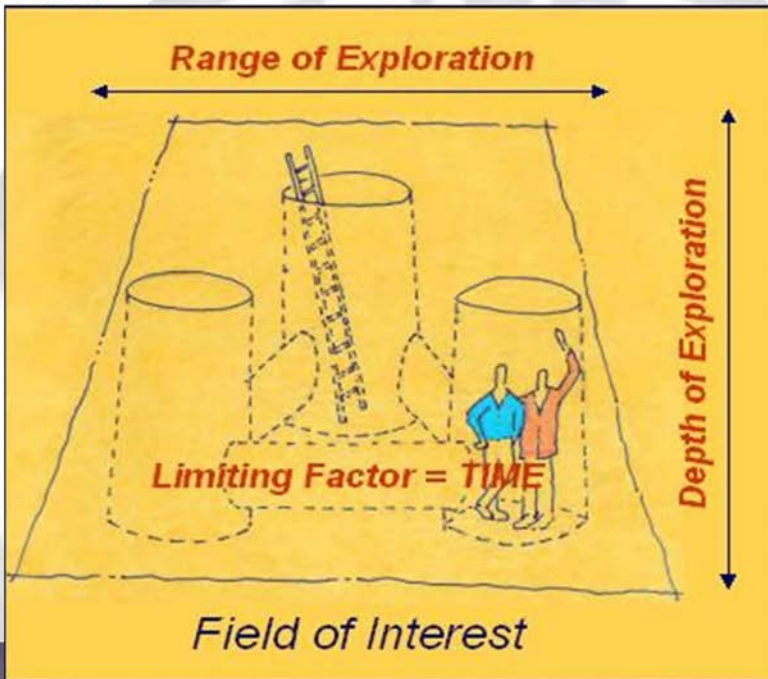
Thomaston | Public School District



26

# Workshop Overview

With your Participation  
Our Workshops Allow For  
Focused In-Depth  
Discussion w/ an  
Opportunity to Share  
Findings and Observations



Thomaston | Public School District





100%

DRA

27

# Workshop Overview

Our Workshop's Proposed  
Focused Discussion Areas

- 
**“CONTAINERS”**  
*buildings, systems, & infrastructure*
- 
**“CONTENTS”**  
*educational programs & activities*
- 
**“CASH / CURRENCY”**  
*operational expense, efficiencies, & expenditures*
- 
**“CHILDREN & STUDENTS”**  
*young-users of the school facilities*

Thomaston | Public School District

100%

DRA


28

100%

DRA

# Tonight's Agenda

Thomaston | Public School District



**THOMASTON**  
Public Schools

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


---

**Community Workshop**  
First Workshop Meeting  
October 23, 2025

---

**Proposed Agenda**

---

<b>6:30 – 6:40</b>	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	<b>TPS / DRA</b>
<b>6:40 – 6:45</b>	<b>Welcome</b> ✓ where we've been, - where we're going	<b>TPS</b>
<b>6:45 – 6:50</b>	<b>Study Overview</b> <ul style="list-style-type: none"> <li>• goals of study process</li> <li>• overview of study / planning process</li> <li>• development of district alternatives</li> </ul>	<b>DRA</b>
<b>6:50 – 7:05</b>	<b>Workshop Overview</b> <ul style="list-style-type: none"> <li>✓ work plan</li> <li>✓ assessment tools</li> <li>✓ breakout session introductions</li> </ul>	<b>DRA</b>
<b>7:05 – 7:45</b>	 <b>Breakout Sessions</b> The District has identified these 4 key study issues: 1. Retaining Existing Schools    2. Reduction in Number of Schools 3. Exploration of Shared Services    4. District Regionalization Potential  Please join us in one of four breakout conversations of the above key issues shaped through the lens of: <ul style="list-style-type: none"> <li>• finance</li> <li>• facilities</li> <li>• educational</li> </ul> NOTE: Breakout activities will be provided for children ages 3 and up to help encourage family participation.	<b>TPS / DRA</b>
<b>7:45 – 7:55</b>	<b>Regroup / Recap</b> ✓ brief recaps of breakout session highlights	<b>DRA</b>
<b>7:55 – 8:00</b>	<b>Concluding Comments</b>	<b>TPS</b>


---

to view study information, visit the town website at <https://www.thomastonct.org/>, click on **Government** and then click on **Thomaston Public Schools**



# Tonight's Agenda

Thomaston | Public School District



**THOMASTON**  
Public Schools

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


---

**Community Workshop**  
First Workshop Meeting  
October 23, 2025

---

**Proposed Agenda**

---

<b>6:30 – 6:40</b>	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	<b>TPS / DRA</b>
<b>6:40 – 6:45</b>	<b>Welcome</b> ✓ where we've been, - where we're going	<b>TPS</b>
<b>6:45 – 6:50</b>	<b>Study Overview</b> <ul style="list-style-type: none"> <li>• goals of study process</li> <li>• overview of study / planning process</li> <li>• development of district alternatives</li> </ul>	<b>DRA</b>
<b>6:50 – 7:05</b>	<b>Workshop Overview</b> <ul style="list-style-type: none"> <li>✓ work plan</li> <li>✓ assessment tools</li> <li>✓ breakout session introductions</li> </ul>	<b>DRA</b>
<b>7:05 – 7:45</b>	<b>Breakout Sessions</b> The District has identified these 4 key study issues: 1. Retaining Existing Schools    2. Reduction in Number of Schools 3. Exploration of Shared Services    4. District Regionalization Potential  Please join us in one of four breakout conversations of the above key issues shaped through the lens of: <ul style="list-style-type: none"> <li>• finance</li> <li>• facilities</li> <li>• educational</li> </ul> NOTE: Breakout activities will be provided for children ages 3 and up to help encourage family participation.	<b>TPS / DRA</b>
<b>7:45 – 7:55</b>	 <b>Regroup / Recap</b> ✓ brief recaps of breakout session highlights	<b>DRA</b>
<b>7:55 – 8:00</b>	<b>Concluding Comments</b>	<b>TPS</b>

---

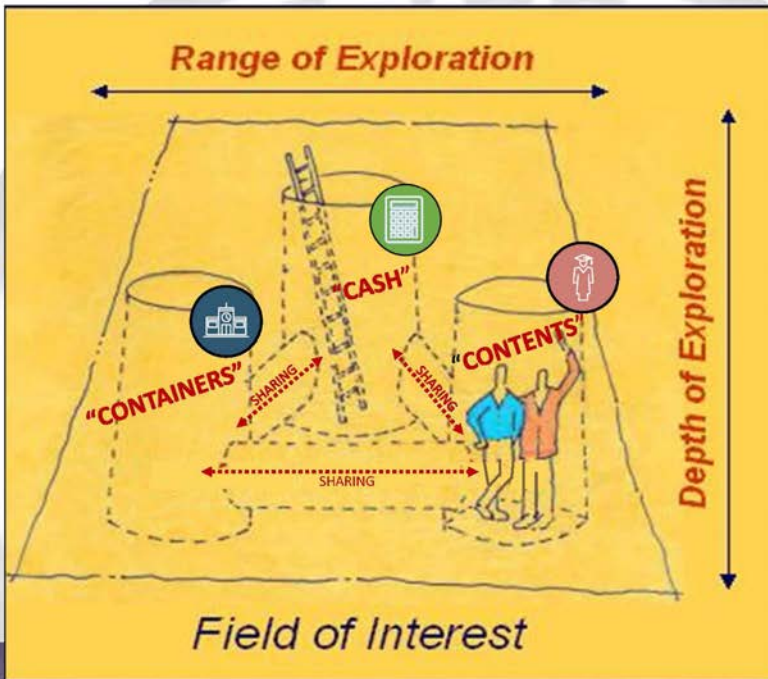
to view study information, visit the town website at <https://www.thomastonct.org/>, click on **Government** and then click on **Thomaston Public Schools**



# Breakout Recap

## Topics Discussed

- #1 | Retain Configuration
- #2 | Reduce Configuration
- #3 | Share Services
- #4 | Regionalization



# THOMASTON *Public Schools*

## COMMUNITY MEETING 1

October 23, 2025

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

## COMMUNITY MEETING 1

October 23, 2025

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

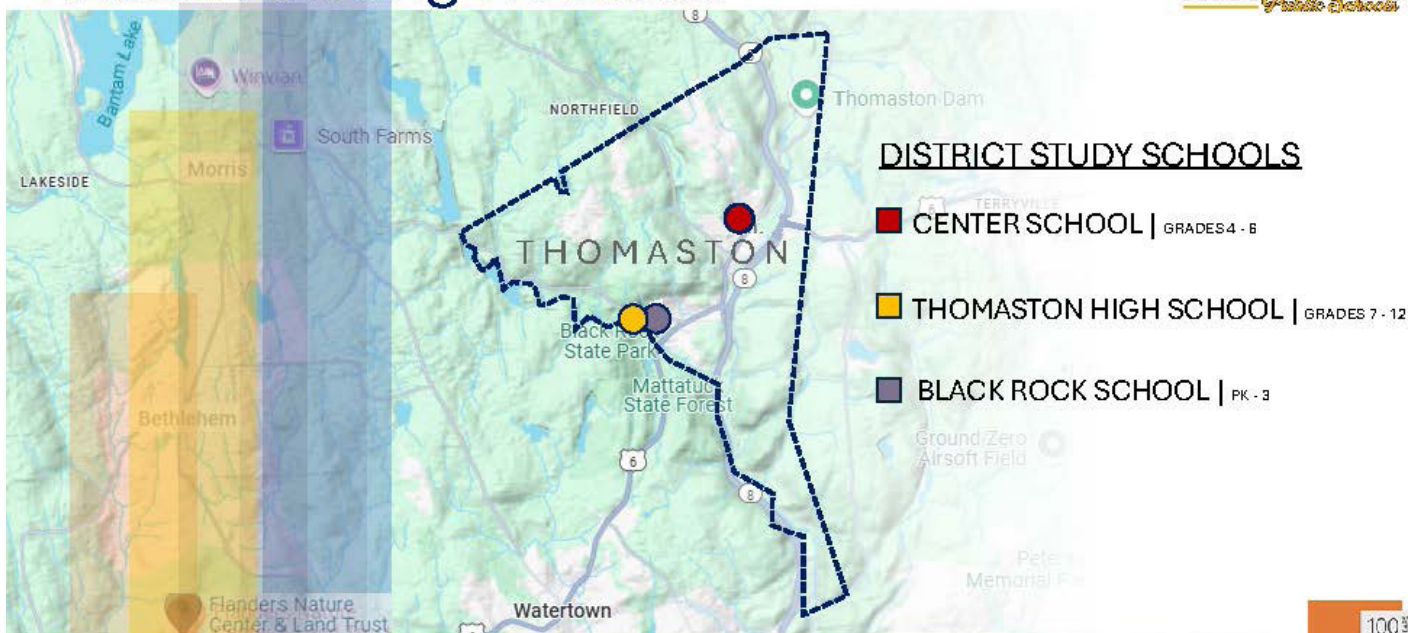
Thomaston | Public School District

100 YEARS

DRA

## Retain Existing Facilities

**THOMASTON**  
*Public Schools*



Thomaston | Public School District

Topic #1 – Retaining Existing Facilities

100 YEARS

DRA

# Existing Facilities | Thomaston High School



100%

Topic #2 – Reducing the Total Number of Facilities

DRA

# Existing Facilities | Thomaston High School



100%

Topic #2 – Reducing the Total Number of Facilities

DRA

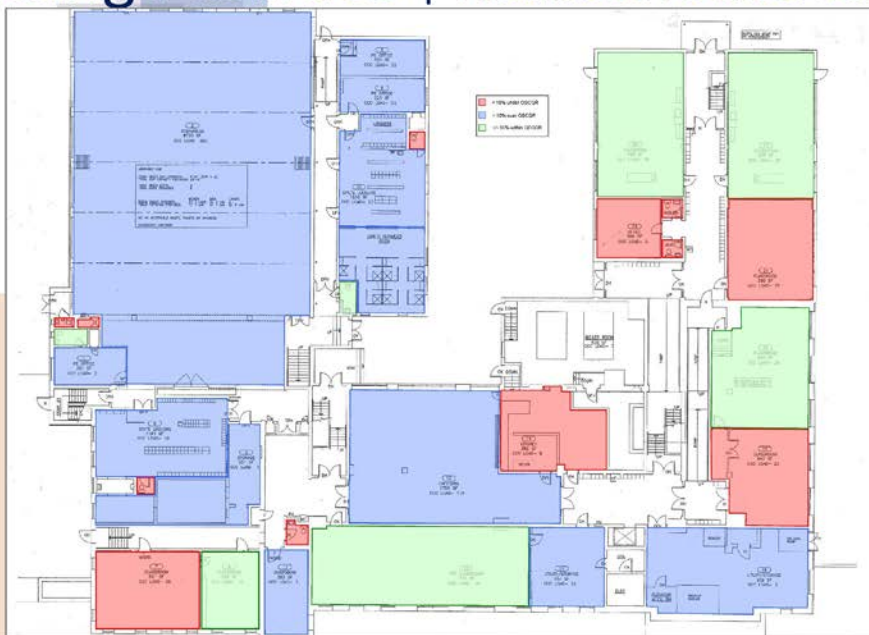
# Existing Facilities | Thomaston High School



Topic #2 – Reducing the Total Number of Facilities

100 YEARS  
DRA

# Existing Facilities | Thomaston Center School



Topic #2 – Reducing the Total Number of Facilities

100 YEARS  
DRA

# Existing Facilities | Thomaston Center School



Topic #2 – Reducing the Total Number of Facilities

100%  
DRA

# Existing Facilities | Thomaston Center School



Topic #2 – Reducing the Total Number of Facilities

100%  
DRA

# Existing Facilities | Black Rock School



Topic #2 – Reducing the Total Number of Facilities

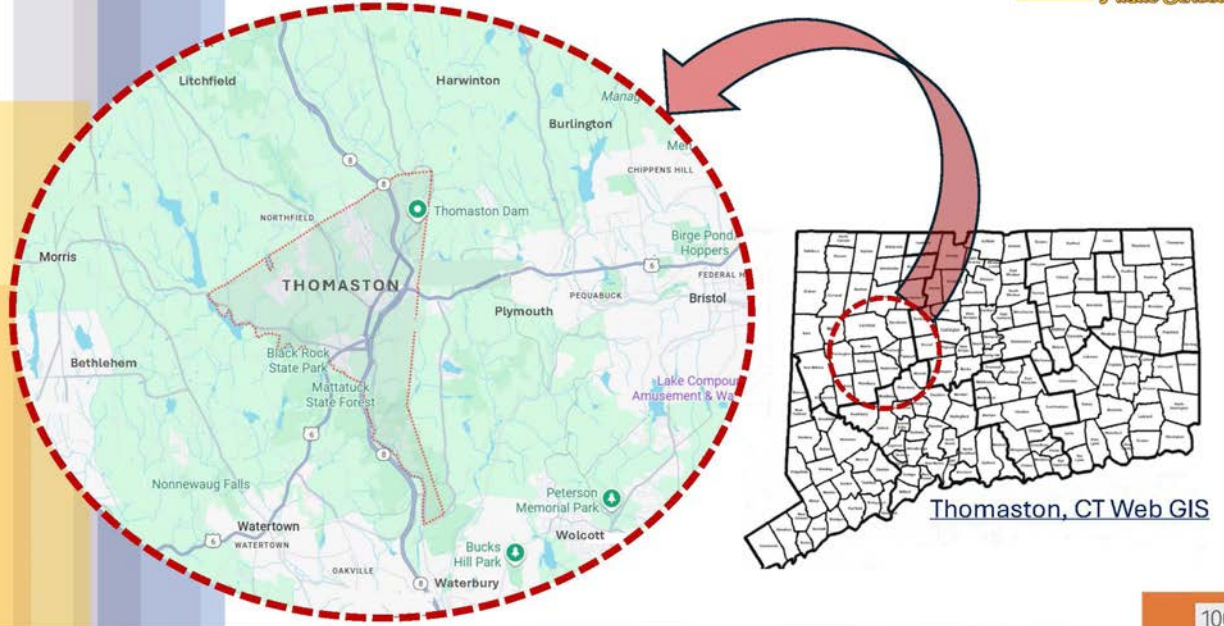


# Potential Shared Services

- Transportation
- Purchasing
- Food Services
- SPED
- Custodial / Janitorial



# Regionalization Opportunities



# Community Meeting #2

## PowerPoint Presentation

## COMMUNITY MEETING 2

November 13, 2025

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

Thomaston | Public School District



1

## Tonight's Agenda

 Thomaston Public Schools and Town of Thomaston District-Wide Educational Study		
<b>Community Meeting</b> Second Community Meeting November 13, 2025		
<b>Proposed Agenda</b>		
6:30 – 6:40	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	TPS / DRA
6:40 – 6:45	<b>Welcome</b> ✓ where we've been, - where we're going	TPS
6:45 – 6:50	<b>Study Overview</b> • goals of study process • work plan / study timeline overview • key discussion topics	DRA
6:50 – 7:05	<b>Study Progress Overview</b> ✓ demographics / enrollment study - recap ✓ community meeting 1 - recap	DRA
7:05 – 7:45	<b>Options / Alternatives</b> Group Presentation / Discussion • Retain / Reduce / Share / Regionalize • Discussion Lenses: Facilities – Educational - Financial	TPS / DRA
7:45 – 7:55	<b>Regroup / Recap</b> ✓ brief recap of presentation / discussion session highlights	DRA
7:55 – 8:00	<b>Concluding Comments</b>	TPS

to view study information, visit the town website at <https://www.thomastonct.org/>  
click on **Government** and then click on **Thomaston Public Schools**

Thomaston | Public School District



2

# District Study Team



100%  
DRA  
**James Barrett, AIA**  
Principal in Charge  
LEED AP<sup>BD+C</sup> | ALEP



100%  
DRA  
**Greg Smolley, AIA**  
Project Manager  
LEED AP | ALEP



J T-G | EDUCATIONAL PLANNING  
**John Tindall-Gibson, PhD**  
Educational Planner



100%  
DRA  
**Ronald Paolillo, March**  
Workshop Facilitator



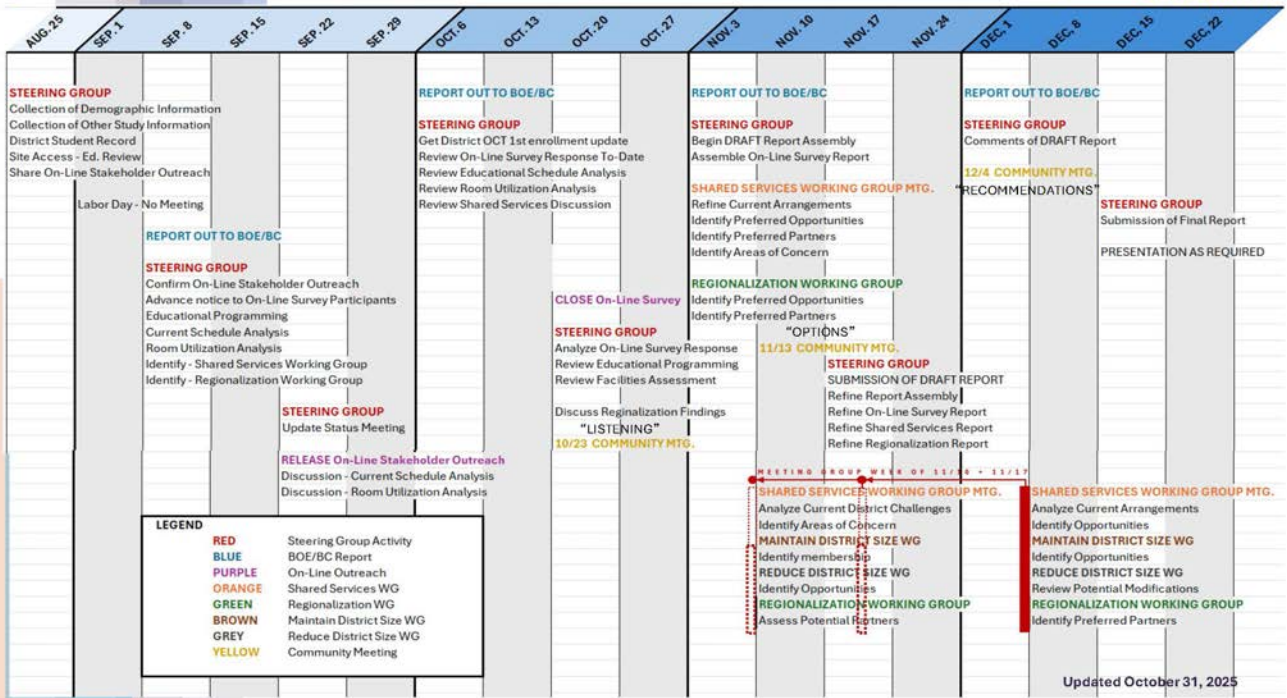
Cropper 415  
**Matt Cropper, President**  
Demographic / Enrollment

Thomaston | Public School District

100%  
DRA

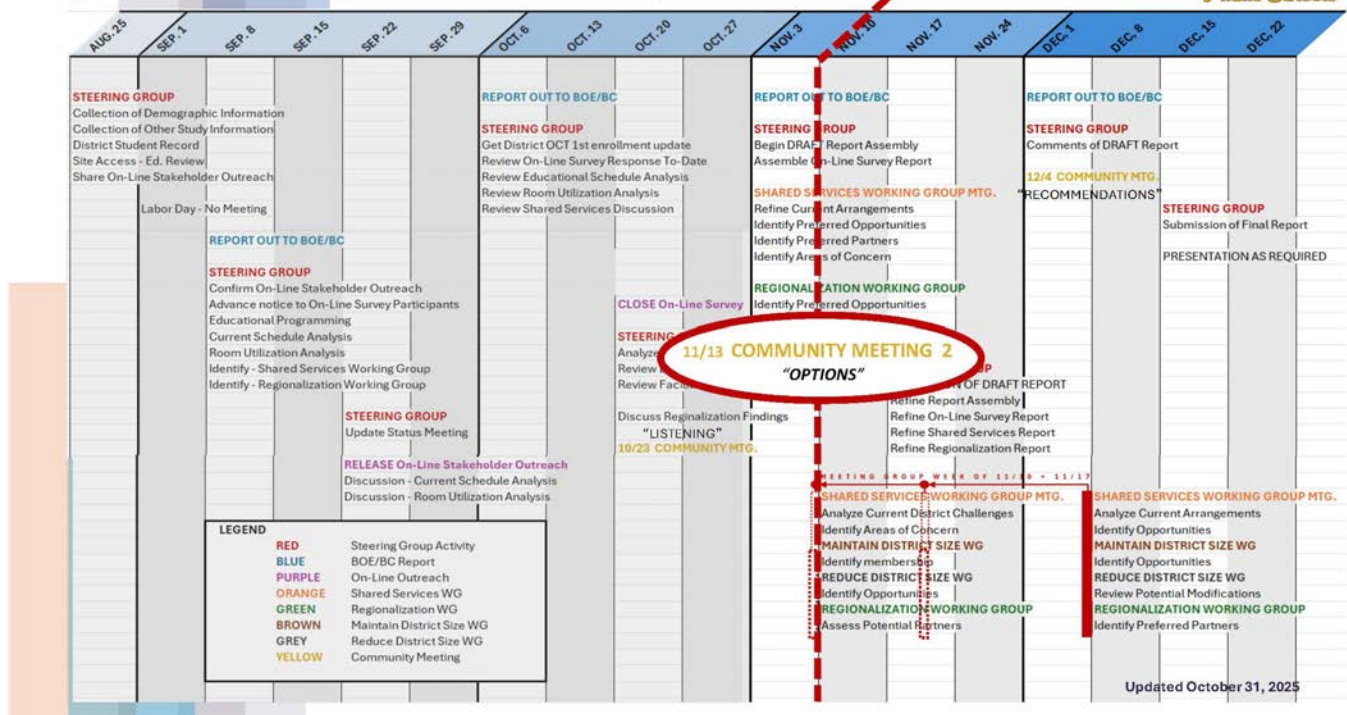
3

# Project Plan / Timeline | August - December 2025



4

# Project Plan / Timeline | August - December 2025



5

## Key Discussion Topics

- Topic #1 | **RETAIN** - Retaining the Current Facilities
- Topic #2 | **REDUCE** - Reducing the Total Number of Facilities
- Topic #3 | **SHARE** - Operational Shared Services Potential
- Topic #4 | **REGIONALIZE** - Comprehensive Regionalization Potential

6

# Tonight's Agenda

<b>THOMASTON</b> <small>Public Schools</small> Thomaston Public Schools and Town of Thomaston District-Wide Educational Study		
<b>Community Meeting</b> Second Community Meeting November 13, 2025		
<b>Proposed Agenda</b>		
6:30 – 6:40	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	TPS / DRA
6:40 – 6:45	<b>Welcome</b> ✓ where we've been, - where we're going	TPS
6:45 – 6:50	<b>Study Overview</b> • goals of study process • work plan / study timeline overview • key discussion topics	DRA
6:50 – 7:05	<b>Study Progress Overview</b> ✓ demographics / enrollment study - recap ✓ community meeting 1 - recap	DRA
7:05 – 7:45	<b>Options / Alternatives</b> Group Presentation / Discussion • Retain / Reduce / Share / Regionalize • Discussion Lenses: Facilities – Educational - Financial	TPS / DRA
7:45 – 7:55	<b>Regroup / Recap</b> ✓ brief recap of presentation / discussion session highlights	DRA
7:55 – 8:00	<b>Concluding Comments</b>	TPS

to view study information, visit the town website at <https://www.thomastonct.org/>  
click on **Government** and then click on **Thomaston Public Schools**



# Community Meeting 1 | overview

four discussion topic areas:

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

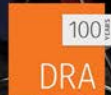
breakouts were formed by inviting participants to self-select the overall lens of the discussion for the evening. The three discussion lenses were:

- "CONTAINER" — Facilities: Buildings, Systems, & Infrastructure
- "CONTENTS" — Education: Programs and Activities
- "CASH / CURRENCY" — Finance: Operational Expense, Efficiencies



Some of these key areas of interest and exploration voiced by the first community meeting attendees include:

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).



# Demographic / Enrollment | overview

- THOMASTON HIGH SCHOOL
- BLACK ROCK ELEMENTARY
- THOMASTON CENTER SCHOOL

## Current Grade Alignment | PK-3, 4-6, 7-12



# On-Line Survey | response results summary



Town of Thomaston & Thomaston Public Schools  
Residents & Businesses  
129 responses



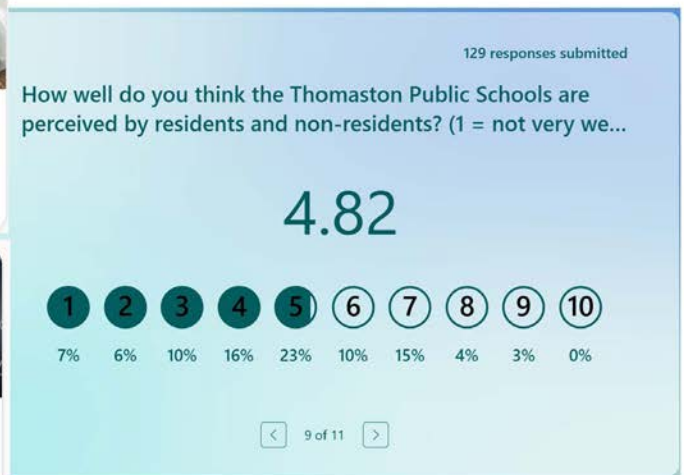
Town of Thomaston & Thomaston Public Schools  
Parents & Guardians  
65 responses



Town of Thomaston & Thomaston Public Schools  
Teachers & Staff  
72 responses



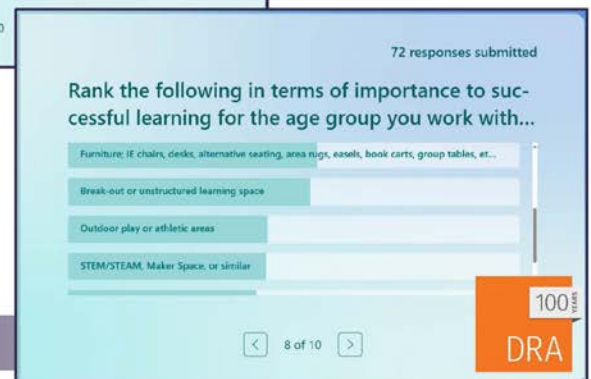
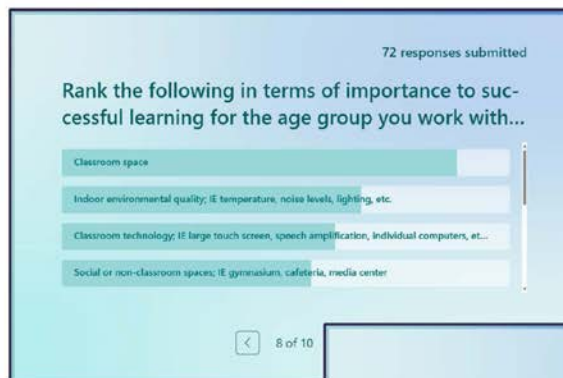
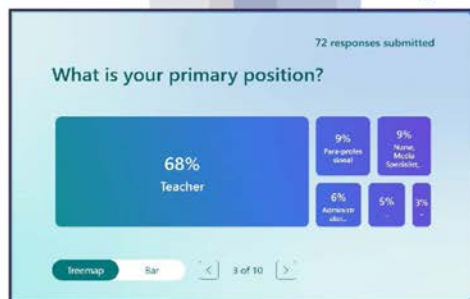
Town of Thomaston & Thomaston Public Schools  
Students  
143 responses



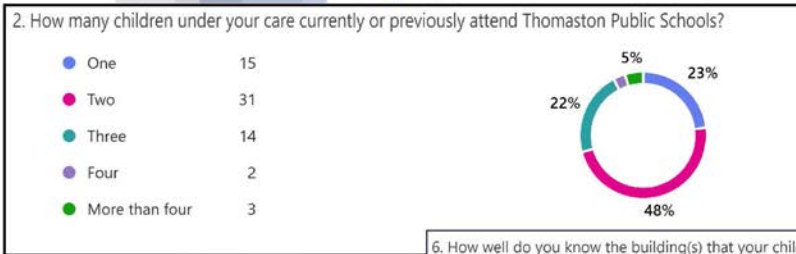
# On-Line Survey | Students - response results summary



# On-Line Survey | Teachers - response results summary



# On-Line Survey | Parents - response results summary



Thomaston | Public School District

13



# On-Line Survey | Residents - response results summary



Thomaston | Public School District

14

# Tonight's Agenda

 <b>THOMASTON</b> Thomaston Public Schools and Town of Thomaston		
District-Wide Educational Study		
<hr/> <b>Community Meeting</b> Second Community Meeting November 13, 2025 <hr/>		
<b>Proposed Agenda</b> <hr/>		
6:30 – 6:40	✓ <b>Walk-About</b> <i>light refreshments, informal introductions / questions</i>	TPS / DRA
6:40 – 6:45	✓ <b>Welcome</b> <i>where we've been, - where we're going</i>	TPS
6:45 – 6:50	<b>Study Overview</b> <ul style="list-style-type: none"> <li>goals of study process</li> <li>work plan / study timeline overview</li> <li>key discussion topics</li> </ul>	DRA
6:50 – 7:05	<b>Study Progress Overview</b> ✓ demographics / enrollment study - recap ✓ community meeting 1 - recap	DRA
7:05 – 7:45	 <b>Options / Alternatives</b> Group Presentation / Discussion <ul style="list-style-type: none"> <li>Retain / Reduce / Share / Regionalize</li> <li>Discussion Lenses:                          Facilities – Educational - Financial</li> </ul>	TPS / DRA
7:45 – 7:55	✓ <b>Regroup / Recap</b> <i>brief recap of presentation / discussion session highlights</i>	DRA
7:55 – 8:00	<b>Concluding Comments</b>	TPS

to view study information, visit the town website at <https://www.thomastonct.org/>  
 click on **Government** and then click on **Thomaston Public Schools**

# Key Discussion Topics



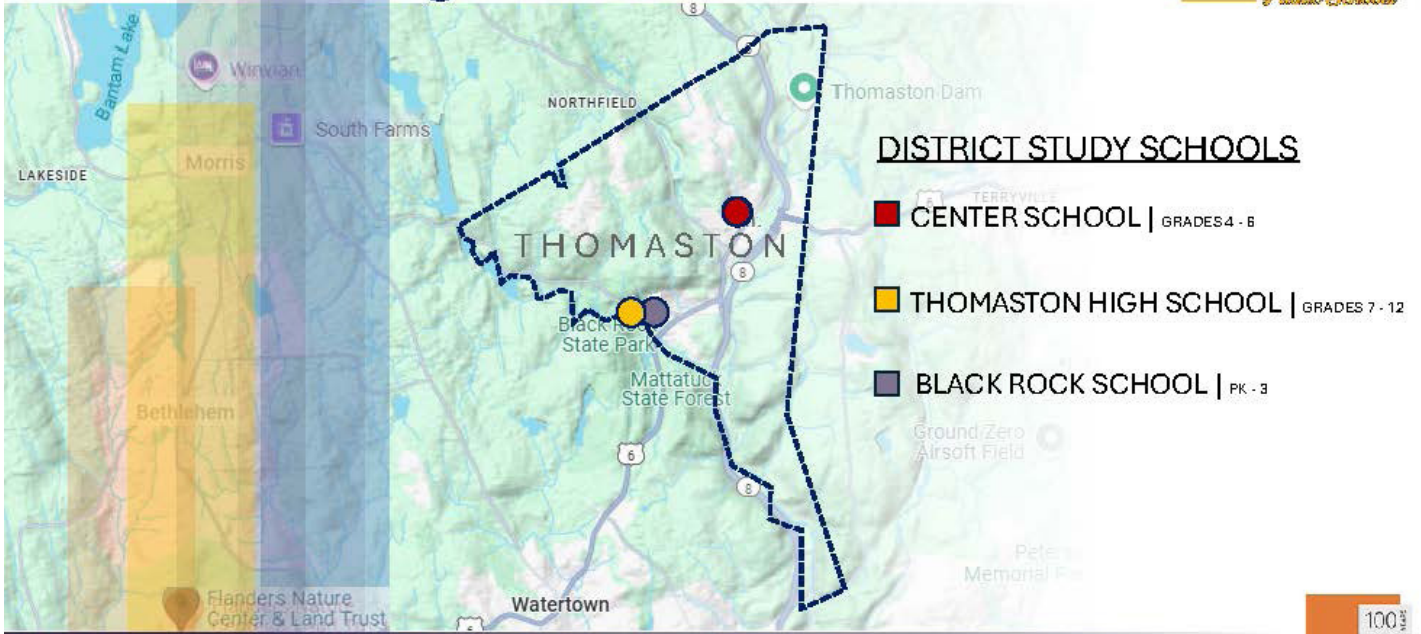
Topic #1 | **RETAIN** - Retaining the Current Facilities

Topic #2 | REDUCE - Reducing the Total Number of Facilities

Topic #3 | SHARE - Operational Shared Services Potential

Topic #4 | REGIONALIZE - Comprehensive Regionalization Potential

# Retain Existing Facilities



Thomaston | Public School District

Topic #1 – Retaining Existing Facilities



# Existing Facilities | sample of collected facilities information

**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938

**SITE ACCESSIBILITY**  
Throughout the majority of the site, there are either or both missing crosswalks and tactile surfaces on ramps that should be updated to ensure ADA compliance. Ramps into the street have cracking (A, B).  
Next to the stairs should be a ramp to make the main and secondary entry ADA compliant (C). The ramp to the east parking lot has a dangerous landing condition and a slope that is not ADA compliant (D).  
The paint for accessible parking spaces is fading and they are incorrectly marked (E, F).

- 1 Clay Street
- 2 Parking Area for Field
- 3 Sanford Avenue
- 4 Field
- 5 High Street
- 6 Main Parking Area
- 7 Secondary Parking Area
- 8 Main Entrance
- 9 Thomas Avenue
- 10 Secondary Entrance
- 11 Tertiary Entrances
- 12 (1) Accessible Parking Space
- 13 Secondary Parking Area
- 14 Clay Street
- 15 Grove Street

THOMASTON CENTER SCHOOL ↑

Thomaston Schools Capital Needs Survey Form		Thomaston Center School		6/16/2024	
SYSTEM	DESCRIPTION	EST. COST	EST. LIFE	EST. VALUE	REMARKS
ASPHALT	ASPHALT REPAIRS	100,000	10	1,000,000	
CONCRETE	CONCRETE REPAIRS	50,000	10	500,000	
PAINT	PAINT REPAIRS	20,000	5	100,000	
ROOFING	ROOFING REPAIRS	150,000	20	3,000,000	
MECHANICAL	MECHANICAL REPAIRS	300,000	15	4,500,000	
ELECTRICAL	ELECTRICAL REPAIRS	100,000	10	1,000,000	
PLUMBING	PLUMBING REPAIRS	100,000	10	1,000,000	
LANDSCAPE	LANDSCAPE MAINTENANCE	50,000	5	250,000	
SECURITY	SECURITY IMPROVEMENTS	100,000	10	1,000,000	
IT	IT INFRASTRUCTURE	200,000	5	1,000,000	
WATER	WATER MAINS	100,000	10	1,000,000	
SEWER	SEWER MAINS	100,000	10	1,000,000	
STAIRS	STAIR REPAIRS	50,000	5	250,000	
DOORS	DOOR REPAIRS	50,000	5	250,000	
WINDOWS	WINDOW REPAIRS	50,000	5	250,000	
CEILING	CEILING REPAIRS	50,000	5	250,000	
FLOORING	FLOORING REPAIRS	50,000	5	250,000	
MECHANICAL	MECHANICAL REPAIRS	300,000	15	4,500,000	
ELECTRICAL	ELECTRICAL REPAIRS	100,000	10	1,000,000	
PLUMBING	PLUMBING REPAIRS	100,000	10	1,000,000	
LANDSCAPE	LANDSCAPE MAINTENANCE	50,000	5	250,000	
SECURITY	SECURITY IMPROVEMENTS	100,000	10	1,000,000	
IT	IT INFRASTRUCTURE	200,000	5	1,000,000	
WATER	WATER MAINS	100,000	10	1,000,000	
SEWER	SEWER MAINS	100,000	10	1,000,000	
STAIRS	STAIR REPAIRS	50,000	5	250,000	
DOORS	DOOR REPAIRS	50,000	5	250,000	
WINDOWS	WINDOW REPAIRS	50,000	5	250,000	
CEILING	CEILING REPAIRS	50,000	5	250,000	
FLOORING	FLOORING REPAIRS	50,000	5	250,000	

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities



# Retain Existing Facilities

## Current Grade Alignment | PK-3, 4-6, 7-12



# Retain Existing Facilities

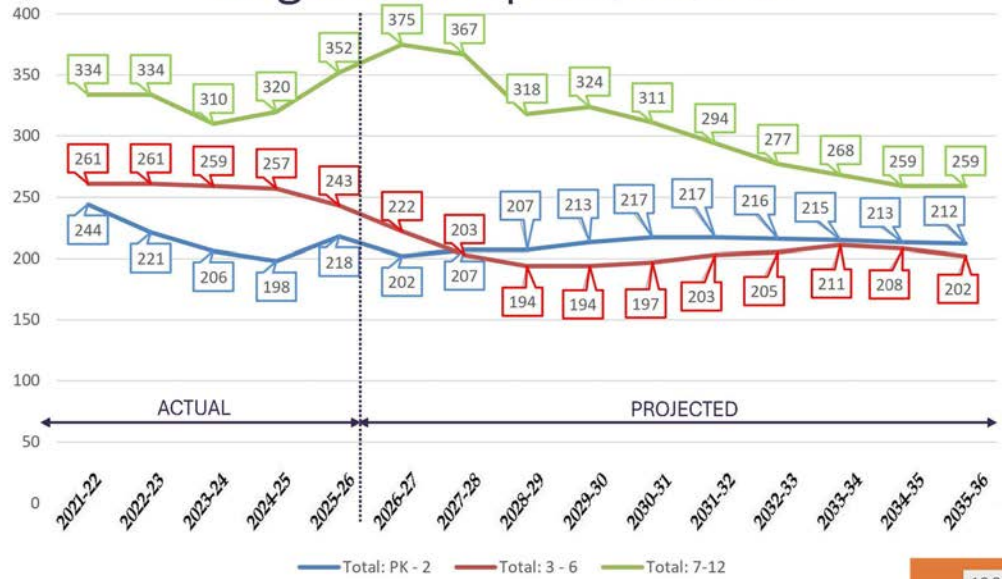
## Current Grade Alignment | PK-3, 4-6, 7-12

BLACK ROCK ELEMENTARY					THOMASTON CENTER SCHOOL			THOMASTON HIGH SCHOOL					
PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PROJECTED 8-YEAR MAX ENROLLMENT <b>267 STUDENTS – 2031-'32</b>					PROJECTED 8-YEAR MAX <b>170 STUDENTS – '26-'27</b>			PROJECTED 8-YEAR MAX ENROLLMENT <b>375 STUDENTS – 2026-'27</b>					
54,700sf 410 – 457 student target capacity range Target CR 20 – 22 Students Target PK-K 13 – 15 Students <b>Reasonable Capacity Fit</b>					105,800sf – 520 – 572 capacity Target CR 20 – 22 Students Includes Auditorium <b>Under Capacity</b>			98,950sf – 720-792 student target capacity range Target CR 20 – 22 Students <b>Under Capacity</b>					

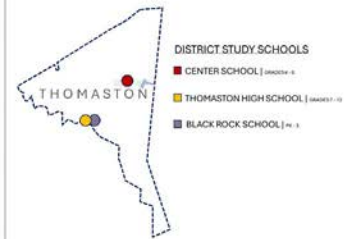
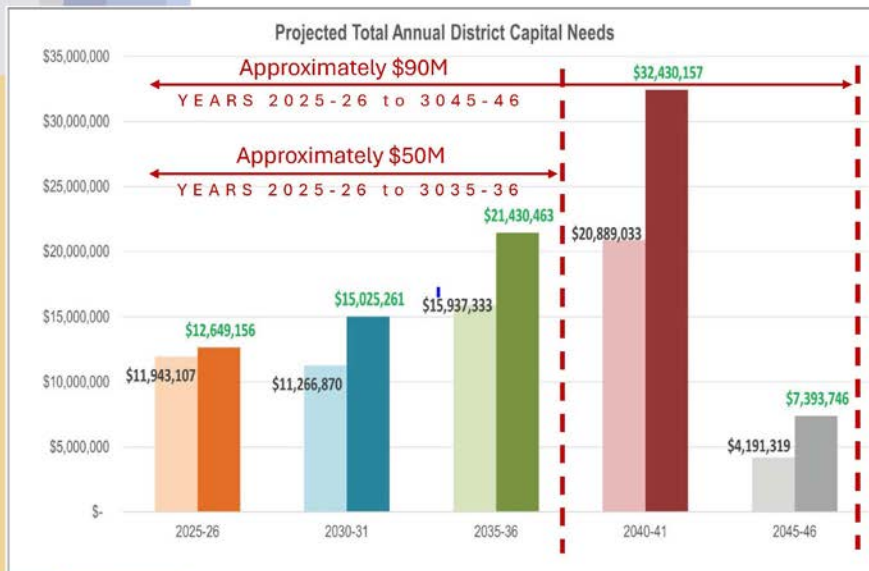
# Retain Existing Facilities

## Alignment 2 | PK-2, 3-6, 7-12

- THOMASTON HIGH SCHOOL
- BLACK ROCK ELEMENTARY
- THOMASTON CENTER SCHOOL



# Retain Existing Facilities



Maintaining the Existing District Schools Represents an Approximately \$90M Capital Needs Investment in the next 20-Year Timeframe.

# Retain Existing Facilities



Classroom | Thomaston Center School



Classroom | Bristol PK-8 School

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities

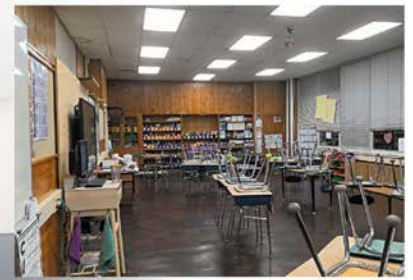
100%

DRA

23

# Retain Existing Facilities

Classroom | Stonington Deans Mill School



Classroom | Thomaston Center School



Thomaston | Public School District

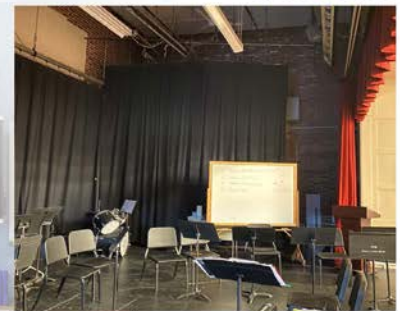
Topic #1 – Retaining Existing Facilities

100%

DRA

24

# Retain Existing Facilities



Stage - Music | Thomaston Center School

Music | Stonington West Vine School

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities



# Existing Facilities | Thomaston Center School



**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938



\$31.1 M Capital Improvements Over 20-Years

- 1 Clay Street
- 2 Parking Area for Field
- 3 Sanford Avenue
- 4 Field
- 5 High Street
- 6 Main Parking Area
- 7 Secondary Park
- 8 Main Entrance
- 9 Thomas Avenue
- 10 Secondary Entrance
- 11 Tertiary Entrances
- 12 (1) Accessible Park
- 13 Secondary Parl
- 14 Clay Street
- 15 Grove Street



THOMASTON CENTER SCHOOL

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities



# Existing Facilities | Black Rock School



**Black Rock School**  
Pre-Kindergarten Grade to Third Grade  
57 Branch Road  
54,700 Gross Square Feet, One Story  
20.7 Acre Site  
Originally Constructed: 1954



**\$29.6 M Capital Improvements Over 20-Years**

- 1 Fields Connecting with Thomaston High School
- 2 Branch Road
- 3 Secondary Parking Area
- 4 (2) Accessible Parking Spaces
- 5 Playground
- 6 Field
- 7 Main Entrance
- 8 Pick Up/Drop Off
- 9 Main Parking Area
- 10 Secondary Entrance
- 11 Loading Dock
- 12 Playground
- 13 Tertiary Entrances
- 14 (2) Accessible Parking Spaces
- 15 Secondary Parking Area
- 16 Watertown Road



**BLACK ROCK SCHOOL** ↑ N The property lines extend northwest and southwest to Thomaston High School, which is included in the property.

# Existing Facilities | Thomaston High School



**Thomaston High School**  
Seventh Grade to Twelfth Grade  
185 Branch Road  
98,950 Gross Square Feet, Three Floors  
20.7 Acre Site  
Originally Constructed: 1978



**\$56.2 M Capital Improvements Over 20-Years**

- 1 Branch Road
- 2 Driveway
- 3 Secondary Parking Area
- 4 (2) Accessible Parking Spaces
- 5 Pick Up/Drop Off
- 6 Secondary Entrance
- 7 Driveway
- 8 Main Entrance
- 9 (4) Accessible Parking Spaces
- 10 Main Parking Area
- 11 Tertiary Entrance
- 12 Fields Connecting with Black Rock
- 13 Pond
- 14 Dock



↑ N The property lines extend southeast and east and southwest to Black Rock School, which is included in the property.

# Key Discussion Topics

Topic #1 | **RETAIN** - Retaining the Current Facilities

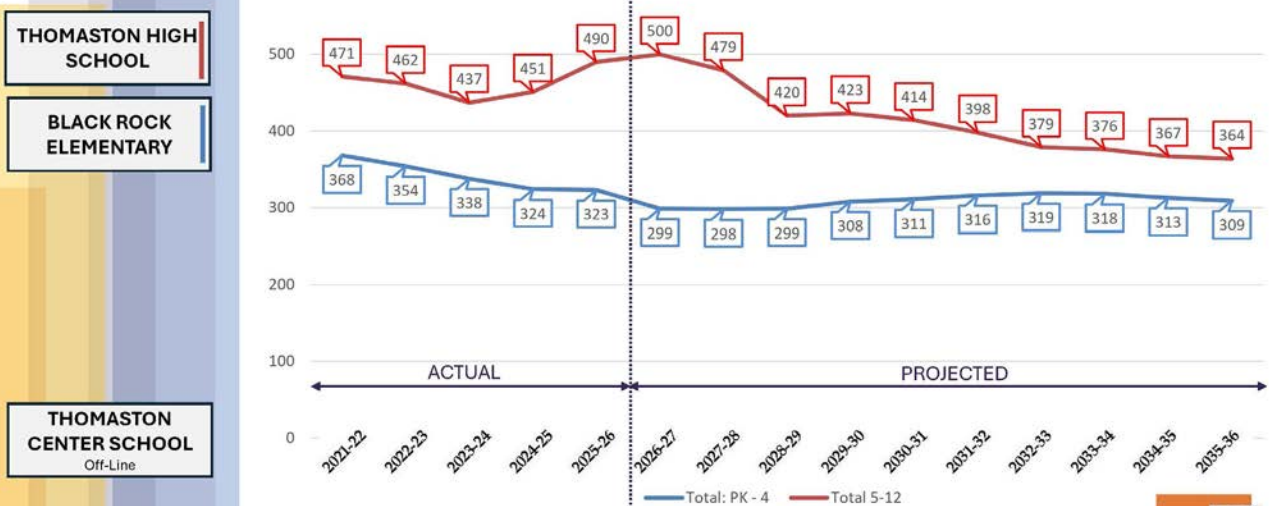
Topic #2 | **REDUCE** - Reducing the Total Number of Facilities

Topic #3 | **SHARE** - Operational Shared Services Potential

Topic #4 | **REGIONALIZE** - Comprehensive Regionalization Potential

## Reduce Facilities | SF Footprint

### Alignment 3 | PK-4, 5-12



THOMASTON HIGH SCHOOL

BLACK ROCK ELEMENTARY

THOMASTON CENTER SCHOOL  
Off-Line

# Reduce Facilities | SF Footprint

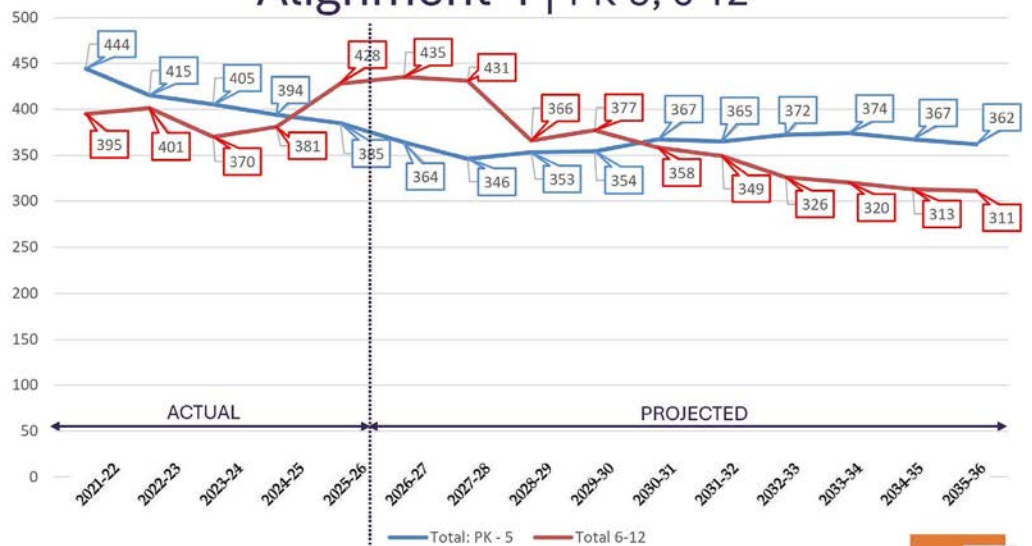
## Alignment 3 | PK-4, 5-12

<b>BLACK ROCK ELEMENTARY</b>						<b>THOMASTON HIGH SCHOOL</b>							
PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PROJECTED 8-YEAR MAX ENROLLMENT <b>319 STUDENTS – 2032-'33</b>						PROJECTED 8-YEAR MAX ENROLLMENT <b>500 STUDENTS – 2026-'27</b>							
54,700sf – 410 – 457 student target capacity range Target CR 22 – 25 Students Target PK-K 13 – 15 Students <b>Reasonable Capacity Fit</b>						98,950sf – 720-792 student target capacity range Target CR 20 – 22 Students <b>Reasonable Capacity Fit</b>							
<b>THOMASTON CENTER SCHOOL</b> Off-Line													

# Reduce Facilities | SF Footprint

## Alignment 4 | PK-5, 6-12

<b>BLACK ROCK ELEMENTARY</b>
<b>THOMASTON HIGH SCHOOL</b>
<b>THOMASTON CENTER SCHOOL</b> Off-Line



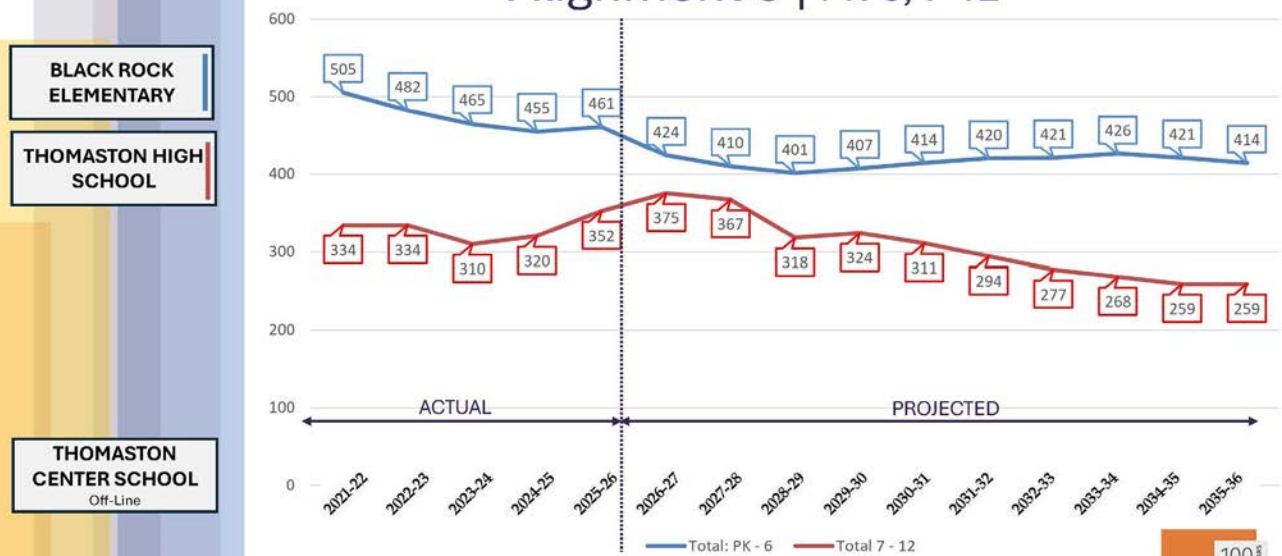
# Reduce Facilities | SF Footprint

## Alignment 4 | PK-5, 6-12

BLACK ROCK ELEMENTARY							THOMASTON HIGH SCHOOL						
PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PROJECTED 8-YEAR MAX ENROLLMENT <b>374 STUDENTS – 2033-'34</b>							PROJECTED 8-YEAR MAX ENROLLMENT <b>435 STUDENTS – 2026-'27</b>						
54,700sf – 410 – 457 student target capacity range Target CR 22 – 25 Students Target PK-K 13 – 15 Students <b>Reasonable Capacity Fit</b>							98,950sf – 720-792 student target capacity range Target CR 20 – 22 Students <b>Reasonable Capacity Fit</b>						
THOMASTON CENTER SCHOOL Off-Line													

# Reduce Facilities | SF Footprint

## Alignment 5 | PK-6, 7-12



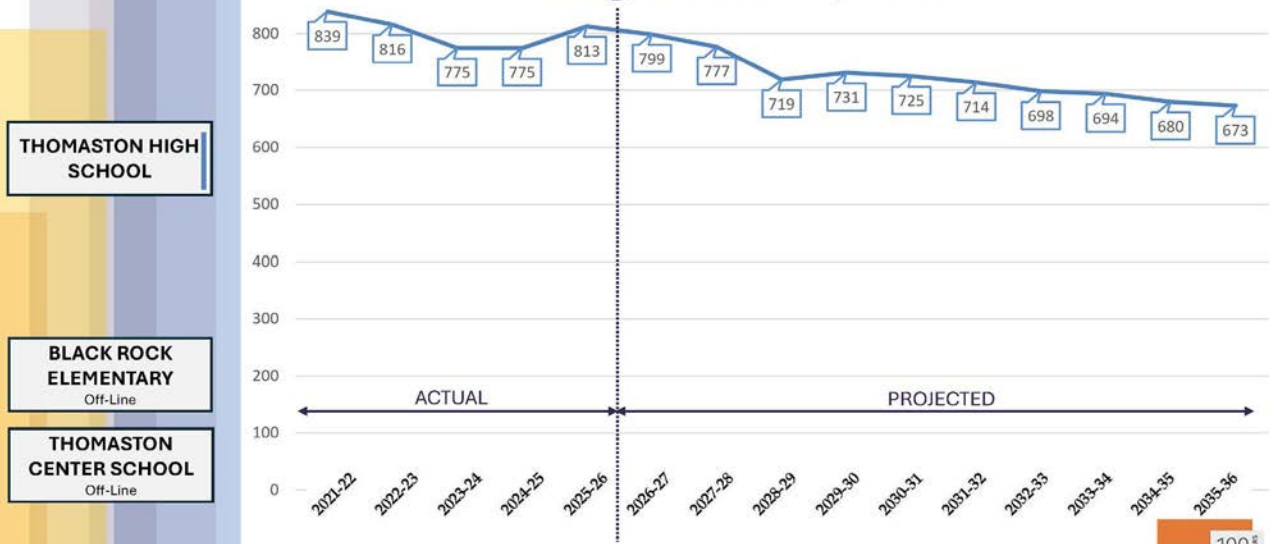
# Reduce Facilities | SF Footprint

## Alignment 5 | PK-6, 7-12

BLACK ROCK ELEMENTARY							THOMASTON HIGH SCHOOL						
PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PROJECTED 8-YEAR MAX ENROLLMENT <b>426 STUDENTS – 2033-'34</b>							PROJECTED 8-YEAR MAX ENROLLMENT <b>375 STUDENTS – 2026-'27</b>						
54,700sf – 410 – 457 student target capacity range Target CR 22 – 25 Students Target PK-K 13 – 15 Students <b>Over Capacity</b>							98,950sf – 720-792 student target capacity range Target CR 20 – 22 Students <b>Under Capacity</b>						
THOMASTON CENTER SCHOOL Off-Line													

# Reduce Facilities | SF Footprint

## Alignment 6 | PK-12



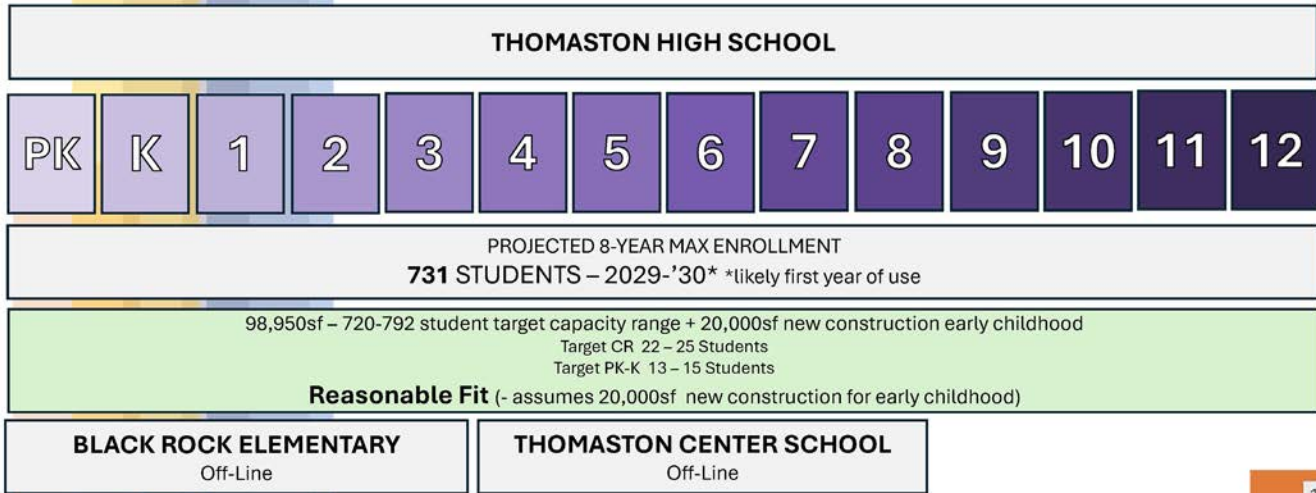
THOMASTON HIGH SCHOOL

BLACK ROCK ELEMENTARY  
Off-Line

THOMASTON CENTER SCHOOL  
Off-Line

# Reduce Facilities | SF Footprint

## Alignment 6 | PK-12

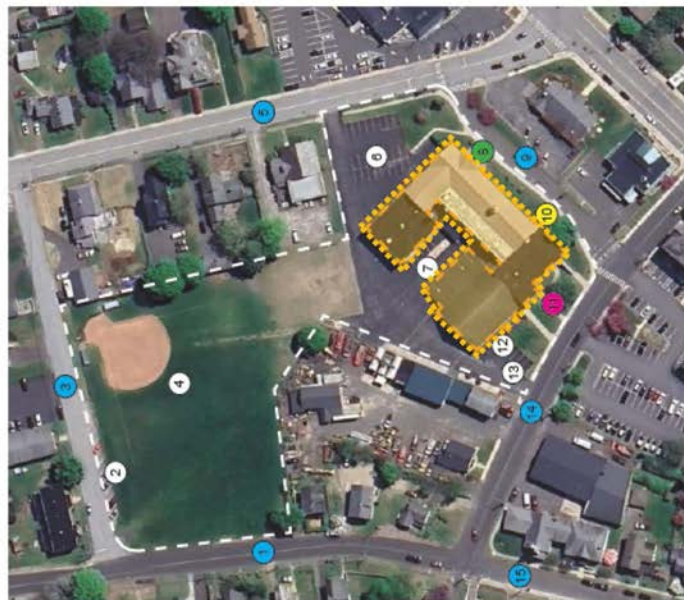


# Options | Thomaston Center School



**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938

- 1. RENOVATE | “As New” – OGA Standard**
  - Educational Disruption
- 2. RENO / ADDITION | Difficult Fit**
  - Challenging Site Configuration
  - Small Site - 4.2 Acre (OGA 13 Acre Target)
- 3. NEW CONSTRUCTION | Site Constraints**
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
- 4. TAKE OFF-LINE | Community Use?**
  - Housing? Town Office? Town Recreation



THOMASTON CENTER SCHOOL ↑

# Options | Thomaston Center School



**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938

1. **RENOVATE** | "As New" – OGA Standard
  - Educational Disruption
2. **RENO / ADDITION** | Difficult Fit
  - Challenging Site Configuration
  - Small Site - 4.2 Acre (OGA 13 Acre Target)
3. **NEW CONSTRUCTION** | Site Constraints
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
4. **TAKE OFF-LINE** | Community Use?
  - Housing? Town Office? Town Recreation



THOMASTON CENTER SCHOOL ↑ N

Thomaston | Public School District

Topic #2 – Reduce Existing Facilities

100%  
DRA

# Options | Thomaston Center School



**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938

1. **RENOVATE** | "As New" – OGA Standard
  - Educational Disruption
2. **RENO / ADDITION** | Difficult Fit
  - Challenging Site Configuration
  - Small Site - 4.2 Acre (OGA 13 Acre Target)
3. **NEW CONSTRUCTION** | Site Constraints
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
4. **TAKE OFF-LINE** | Community Use?
  - Housing? Town Office? Town Recreation



THOMASTON CENTER SCHOOL ↑ N

Thomaston | Public School District

Topic #2 – Reduce Existing Facilities

100%  
DRA

# Options | Thomaston Center School



**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938

1. **RENOVATE** | "As New" – OGA Standard
  - Educational Disruption
2. **RENO / ADDITION** | Difficult Fit
  - Challenging Site Configuration
  - Small Site - 4.2 Acre (OGA 13 Acre Target)
3. **NEW CONSTRUCTION** | Site Constraints
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
4. **TAKE OFF-LINE** | Community Use?
  - Housing? Town Office? Town Recreation



THOMASTON CENTER SCHOOL



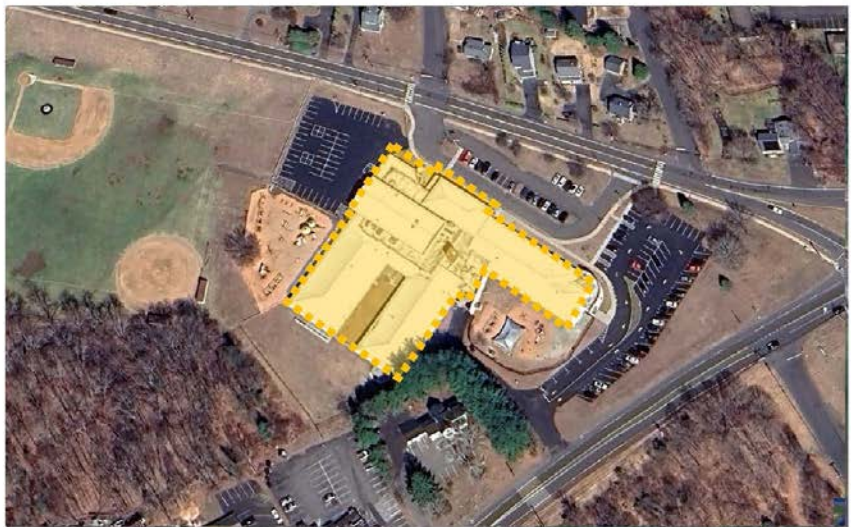
Thomaston | Public School District Topic #2 – Reduce Existing Facilities

# Existing Facilities | Black Rock School



**Black Rock School**  
Pre-Kindergarten Grade to Third Grade  
57 Branch Road  
54,700 Gross Square Feet, One Story  
20.7 Acre Site  
Originally Constructed: 1954

1. **RENOVATE** | "As New" – OGA Standard
  - Educational Disruption
2. **RENO / ADDITION** | Difficult Fit
  - Challenging Site Configuration
  - Gym / Café / Parking Undersized
  - Swing Space may be Required
3. **NEW CONSTRUCTION** | Site Constraints
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
4. **TAKE OFF-LINE** | Community Use?
  - Housing? Town Office? Town Recreation



**BLACK ROCK SCHOOL** ↑ The property lines extend northwest and southwest to Thomaston High School, which is included in the property.



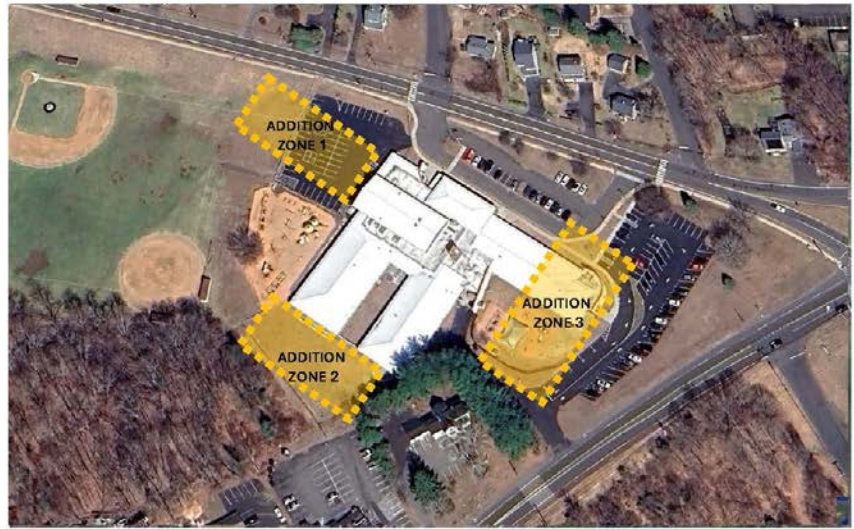
Thomaston | Public School District Topic #2 – Reduce Existing Facilities

# Existing Facilities | Black Rock School



**Black Rock School**  
Pre-Kindergarten Grade to Third Grade  
57 Branch Road  
54,700 Gross Square Feet, One Story  
20.7 Acre Site  
Originally Constructed, 1954

1. **RENOVATE** | "As New" – OGA Standard
  - Educational Disruption
2. **RENO / ADDITION** | Difficult Fit
  - Challenging Site Configuration
  - Gym / Café / Parking Undersized
  - Swing Space may be Required
3. **NEW CONSTRUCTION** | Site Constraints
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
4. **TAKE OFF-LINE** | Community Use?
  - Housing? Town Office? Town Recreation



**BLACK ROCK SCHOOL** ↑ N The property lines extend northwest and southwest to Thomaston High School, which is included in the property.

# Existing Facilities | Black Rock School



**Black Rock School**  
Pre-Kindergarten Grade to Third Grade  
57 Branch Road  
54,700 Gross Square Feet, One Story  
20.7 Acre Site  
Originally Constructed, 1954

1. **RENOVATE** | "As New" – OGA Standard
  - Educational Disruption
2. **RENO / ADDITION** | Difficult Fit
  - Challenging Site Configuration
  - Gym / Café / Parking Undersized
  - Swing Space may be Required
3. **NEW CONSTRUCTION** | Site Constraints
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
4. **TAKE OFF-LINE** | Community Use?
  - Housing? Town Office? Town Recreation



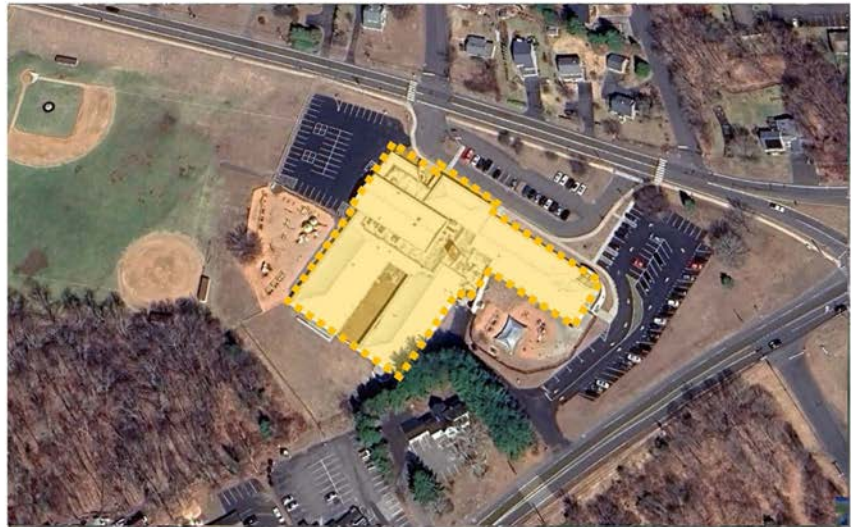
**BLACK ROCK SCHOOL** ↑ N The property lines extend northwest and southwest to Thomaston High School, which is included in the property.

# Existing Facilities | Black Rock School



**Black Rock School**  
Pre-Kindergarten Grade to Third Grade  
57 Branch Road  
54,700 Gross Square Feet, One Story  
20.7 Acre Site  
Originally Constructed: 1954

1. **RENOVATE** | "As New" – OGA Standard
  - Educational Disruption
2. **RENO / ADDITION** | Difficult Fit
  - Challenging Site Configuration
  - Gym / Café / Parking Undersized
  - Swing Space may be Required
3. **NEW CONSTRUCTION** | Site Constraints
  - Concurrent Build – Fields Off-Line
  - Reestablish Fields
4. **TAKE OFF-LINE** | Community Use?
  - Housing? Town Office? Town Recreation



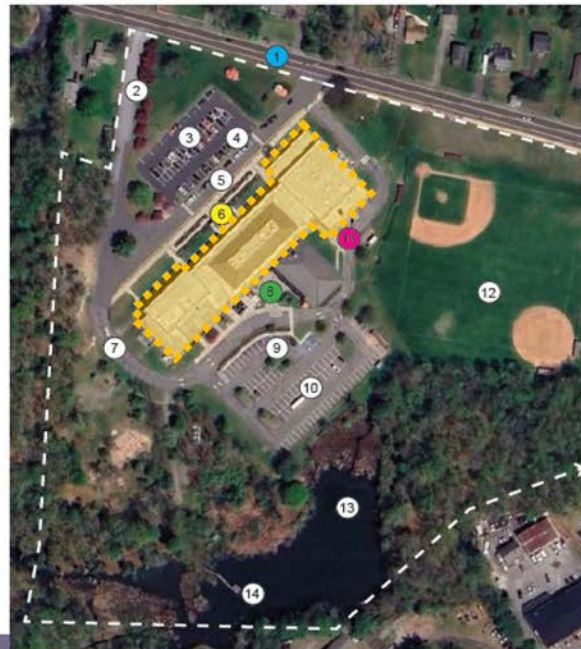
**BLACK ROCK SCHOOL** ↑ N The property lines extend northwest and southwest to Thomaston High School, which is included in the property.

# Existing Facilities | Thomaston High School



**Thomaston High School**  
Seventh Grade to Twelfth Grade  
185 Branch Road  
98,950 Gross Square Feet, Three Floors  
20.7 Acre Site  
Originally Constructed: 1978

1. **RENOVATE** | Address Maintenance Items
  - Educational Disruption
  - Limited OGA Grant Possibility
2. **RENO "As New"** | Addresses All Building Needs
  - Swing Space may be Required
  - OGA Grant Possibilities
3. **RENO / ADDITION** | Accommodate Early Grades
  - Swing Space may be Required
  - OGA Grant Possibilities



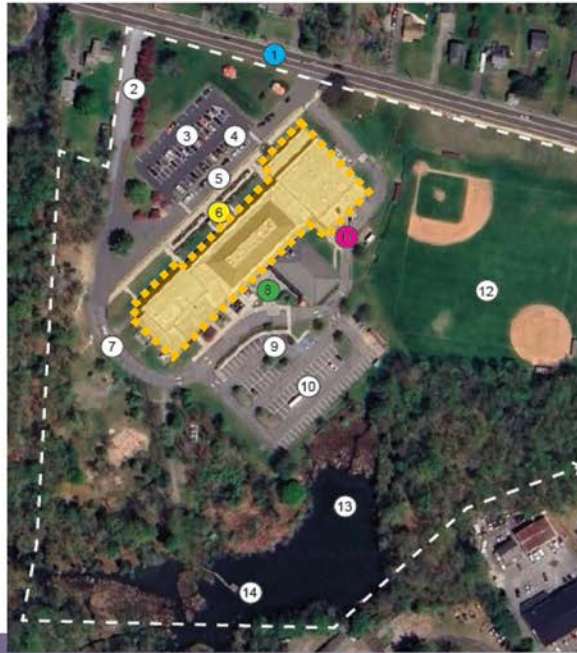
↑ N The property lines extend southeast and east and southwest to Black Rock School, which is included in the property.

# Existing Facilities | Thomaston High School



**Thomaston High School**  
Seventh Grade to Twelfth Grade  
185 Branch Road  
98,950 Gross Square Feet, Three Floors  
20.7 Acre Site  
Originally Constructed, 1978

1. **RENOVATE** | Address Maintenance Items
  - Educational Disruption
  - Limited OGA Grant Possibility
2. **RENO "As New"** | Addresses All Building Needs
  - Swing Space may be Required
  - OGA Grant Possibilities
3. **RENO / ADDITION** | Accommodate Early Grades
  - Swing Space may be Required
  - OGA Grant Possibilities



The property lines extend southeast and east and southwest to Black Rock School, which is included in the property.

Thomaston | Public School District

Topic #2 – Reduce Existing Facilities

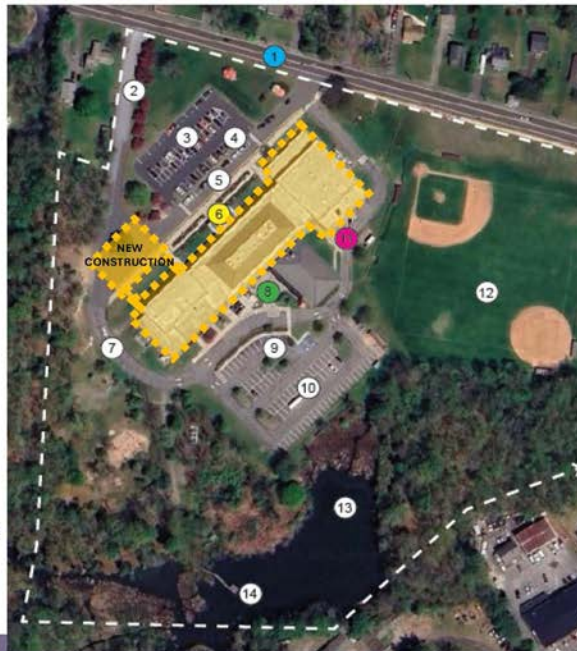


# Existing Facilities | Thomaston High School



**Thomaston High School**  
Seventh Grade to Twelfth Grade  
185 Branch Road  
98,950 Gross Square Feet, Three Floors  
20.7 Acre Site  
Originally Constructed, 1978

1. **RENOVATE** | Address Maintenance Items
  - Educational Disruption
  - Limited OGA Grant Possibility
2. **RENO "As New"** | Addresses All Building Needs
  - Swing Space may be Required
  - OGA Grant Possibilities
3. **RENO / ADDITION** | Accommodate Early Grades
  - Swing Space may be Required
  - OGA Grant Possibilities



The property lines extend southeast and east and southwest to Black Rock School, which is included in the property.

Thomaston | Public School District

Topic #2 – Reduce Existing Facilities



# Key Discussion Topics

## Topic #3 | **SHARE** - Operational Shared Services Potential

*CTGS Sec. 10-158a. Cooperative arrangements among towns. School building projects. Student transportation. (a) Any two or more boards of education may, in writing, agree to establish cooperative arrangements to provide school accommodations services, programs or activities, special education services, health care services, alternative education, as defined in section 10-74j, or administrative and central office duties to enable such boards to carry out the duties specified in the general statutes*

### Curricular

EdAdvance (RESC)  
30 students  
This is last year of funding  
Effective School Solutions (ESS)  
PATHS  
Family therapy clinicians  
Connecticut Junior Republic  
Provides a counselor  
Assists with family insurance coverage  
College Classes offered:  
THS campus  
UConn  
Eastern  
Southern  
Post  
Paralegal Program  
Subsidized post-secondary enrollment agreement

### Transportation

**Plymouth and Wolcott**  
Shared contract (not buses)

### Food Services

Sharing a director with **Wolcott**

### Athletics

Co-ops with several surrounding towns

### Previously

Shared Business Manager with town  
Shared Curriculum Director with **Plymouth**  
Insurance broker

### Future Possibilities

Cafeteria staff  
Copying machines contract  
Elevators  
Plowing  
Grounds maintenance  
Custodial services

# Key Discussion Topics

## Topic #4 | **REGIONALIZE** - Comprehensive Regionalization Potential

*CTGS Sec. 10-46. Regional board of education. (a) The affairs of the regional school district shall be administered by a regional board of education, which shall consist of not fewer than five members. Each member town shall elect at least one member. The committee report shall determine the number of members of such regional board and the representation of each town. The first members of such regional board of education shall be nominated and elected at a meeting of the legislative body of each town held within thirty days after the referendum creating the district.... Regional boards of education shall have all the powers and duties conferred upon boards of education by the general statutes....*

There are 169 municipalities in Connecticut.

There are 166 public school districts. Of that number, 144 are traditional (one town, one school district), 17 are regional, and 5 are unique (DCF, DOC, etc.).


Some regional school districts are only for secondary students (grades 7-12).

DRA and Thomaston Public Schools administrative personnel have had conversations about regionalization with superintendents from surrounding school districts. Only one had any interest in pursuing the issue, and further discussions resulted in a solution that was not in the best interest of the Thomaston school district.

Investigation of regional school districts in this part of Connecticut revealed a variety of configurations, that are long-standing with facilities and programs that seem to be working well. The one exception was the creation of Region 20 which took effect last year (2023-2024). This was a combination of Region 6 (3 elementary and 1 middle/high school) with Litchfield Public Schools (2 elementary and 1 middle/high school). While it is too early to assess the effects of that merger, it may be worth noting the first year ended with a \$2.3 million over-expenditure.

We are continuing to study the regionalization potential for Thomaston.

# Tonight's Agenda



**THOMASTON**  
Public Schools

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

---

**Community Meeting**  
Second Community Meeting  
November 13, 2025

---

**Proposed Agenda**

---

6:30 – 6:40	✓ <b>Walk-About</b> <i>light refreshments, informal introductions / questions</i>	TPS / DRA
6:40 – 6:45	✓ <b>Welcome</b> <i>where we've been, - where we're going</i>	TPS
6:45 – 6:50	<b>Study Overview</b> • goals of study process • work plan / study timeline overview • key discussion topics	DRA
6:50 – 7:05	<b>Study Progress Overview</b> ✓ demographics / enrollment study - recap ✓ community meeting 1 - recap	DRA
7:05 – 7:45	<b>Options / Alternatives</b> Group Presentation / Discussion • Retain / Reduce / Share / Regionalize • Discussion Lenses Facilities – Educational - Financial	TPS / DRA
7:45 – 7:55	✓ <b>Regroup / Recap</b> <i>brief recap of presentation / discussion session highlights</i>	DRA
7:55 – 8:00	<b>Concluding Comments</b>	TPS

7:45 – 7:55 Regroup / Recap

7:55 – 8:00 Concluding Comments

---

to view study information, visit the town website at <https://www.thomastonct.org/>  
click on **Government** and then click on **Thomaston Public Schools**

# THOMASTON *Public Schools*

## COMMUNITY MEETING 2

November 13, 2025

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

# Community Meeting #3

## PowerPoint Presentation

## COMMUNITY MEETING 3

December 4, 2025

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

Thomaston | Public School District



1

## Tonight's Agenda

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

---

**Community Meeting**  
Third Community Meeting  
December 4, 2025

---

*Proposed Agenda*

---

6:30 – 6:40	<p><b>Walk-About</b> ✓ light refreshments, informal introductions / questions</p>	TPS / DRA
6:40 – 6:45	<p><b>Welcome</b> ✓ where we've been, - where we're going</p>	TPS
6:45 – 6:50	<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <p><b>Study Overview</b></p> <ul style="list-style-type: none"> <li>• goals of study process</li> <li>• work plan / study timeline overview</li> <li>• key discussion topics</li> </ul> </div>	DRA
6:50 – 7:45	<p><b>Options / Alternatives</b> Group Presentation / Discussion</p> <ul style="list-style-type: none"> <li>• Retain / Reduce / Share / Regionalize</li> <li>• Preferred Grade Alignments</li> </ul>	TPS / DRA
7:45 – 7:55	<p><b>Regroup / Recap</b> ✓ brief recap of presentation / discussion session highlights</p>	DRA
7:55 – 8:00	<p><b>Concluding Comments</b></p>	TPS

---

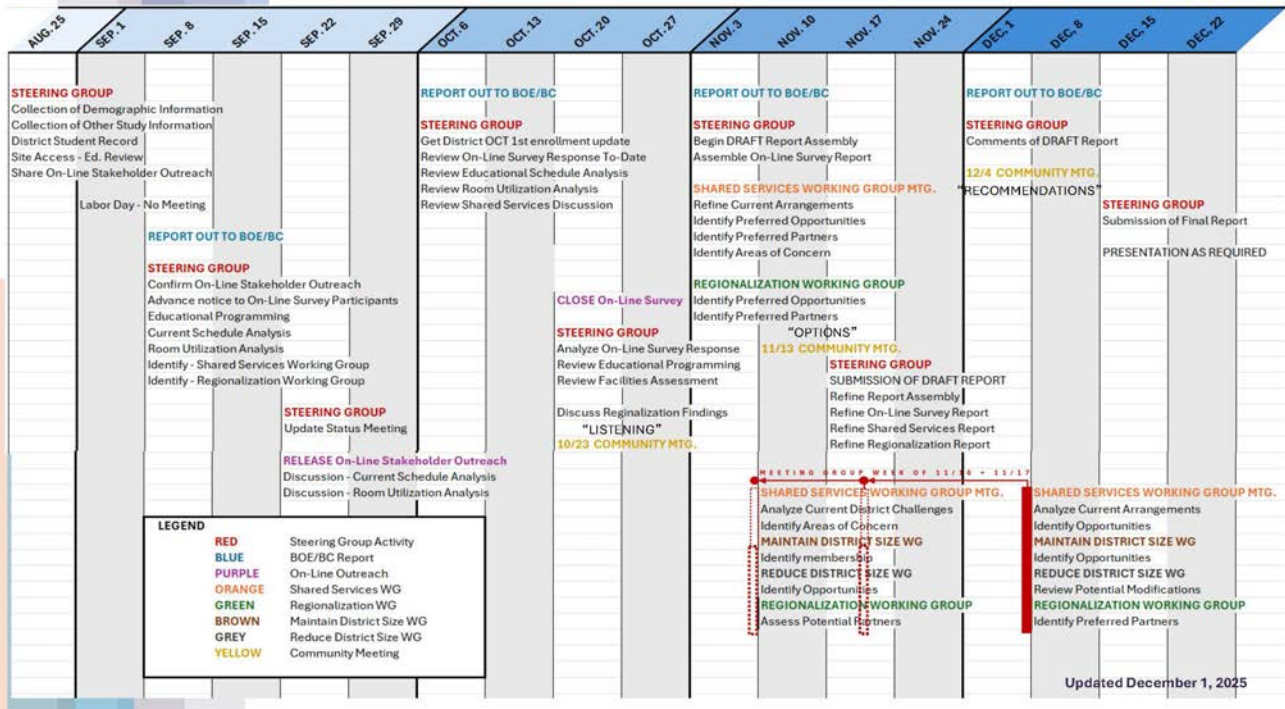
to view study information, visit the town website at <https://www.thomastonct.org/>  
click on **Government** and then click on **Thomaston Public Schools**

Thomaston | Public School District



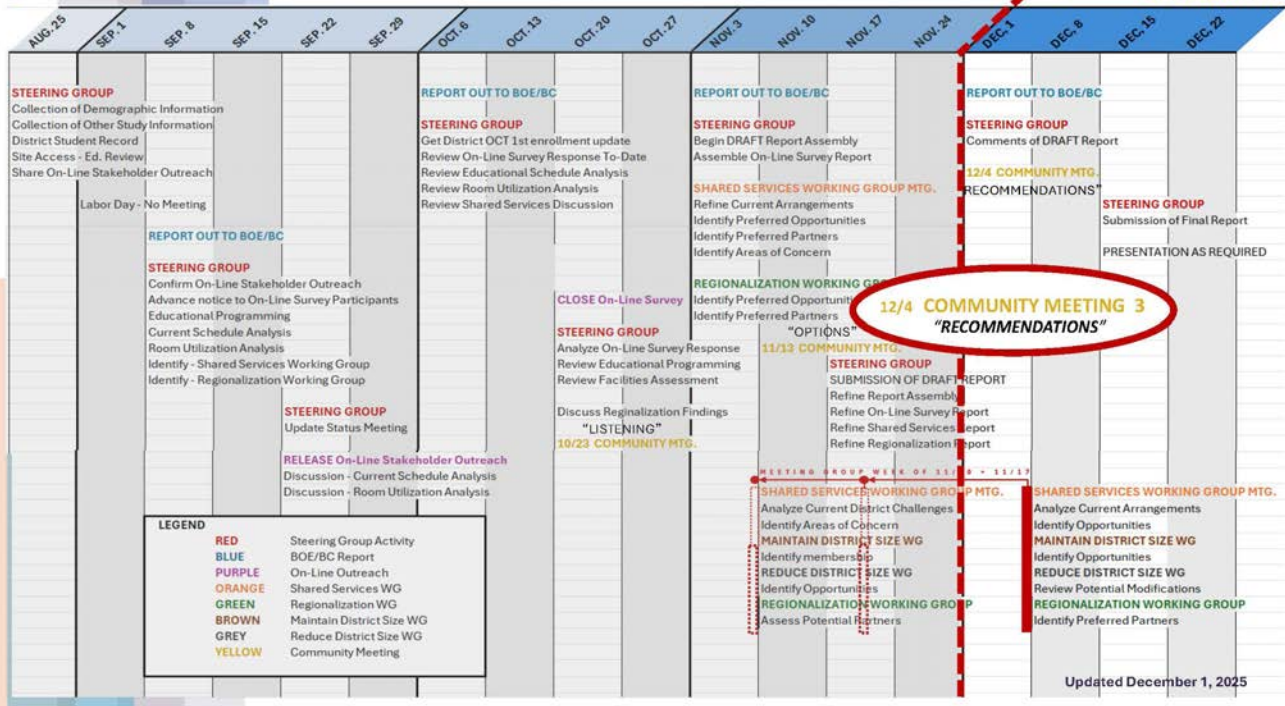
2

# Project Plan / Timeline | August - December 2025



3

# Project Plan / Timeline | August - December 2025




4

# Key Discussion Topics

- Topic #1 | **RETAIN** - *Retaining the Current Facilities*
- Topic #2 | **REDUCE** - *Reducing the Total Number of Facilities*
- Topic #3 | **SHARE** - *Operational Shared Services Potential*
- Topic #4 | **REGIONALIZE** - *Comprehensive Regionalization Potential*

# Tonight's Agenda



**THOMASTON**  
Public Schools

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

---

**Community Meeting**  
Third Community Meeting  
December 4, 2025

---

**Proposed Agenda**

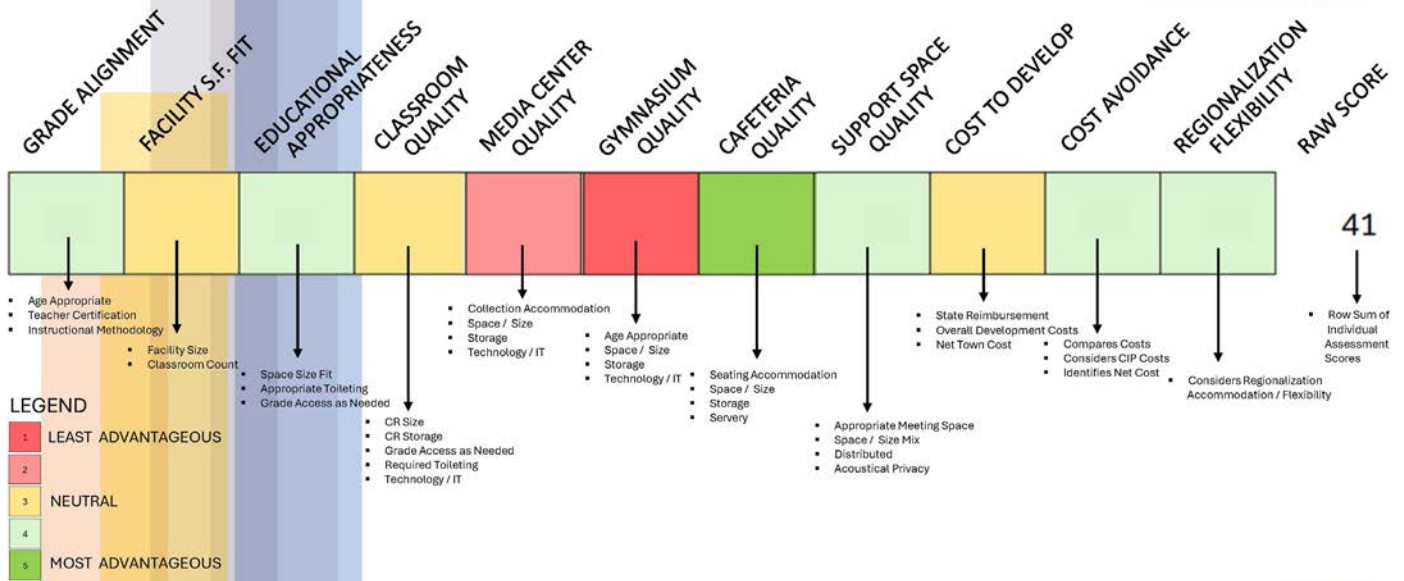
---

6:30 – 6:40	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	TPS / DRA
6:40 – 6:45	<b>Welcome</b> ✓ where we've been, - where we're going	TPS
6:45 – 6:50	<b>Study Overview</b> • goals of study process • work plan / study timeline overview • key discussion topics	DRA
6:50 – 7:45	<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <b>Options / Alternatives</b>                      Group Presentation / Discussion                      • Retain / Reduce / Share / Regionalize                      • Preferred Grade Alignments                 </div>	TPS / DRA
7:45 – 7:55	<b>Regroup / Recap</b> ✓ brief recap of presentation / discussion session highlights	DRA
7:55 – 8:00	<b>Concluding Comments</b>	TPS

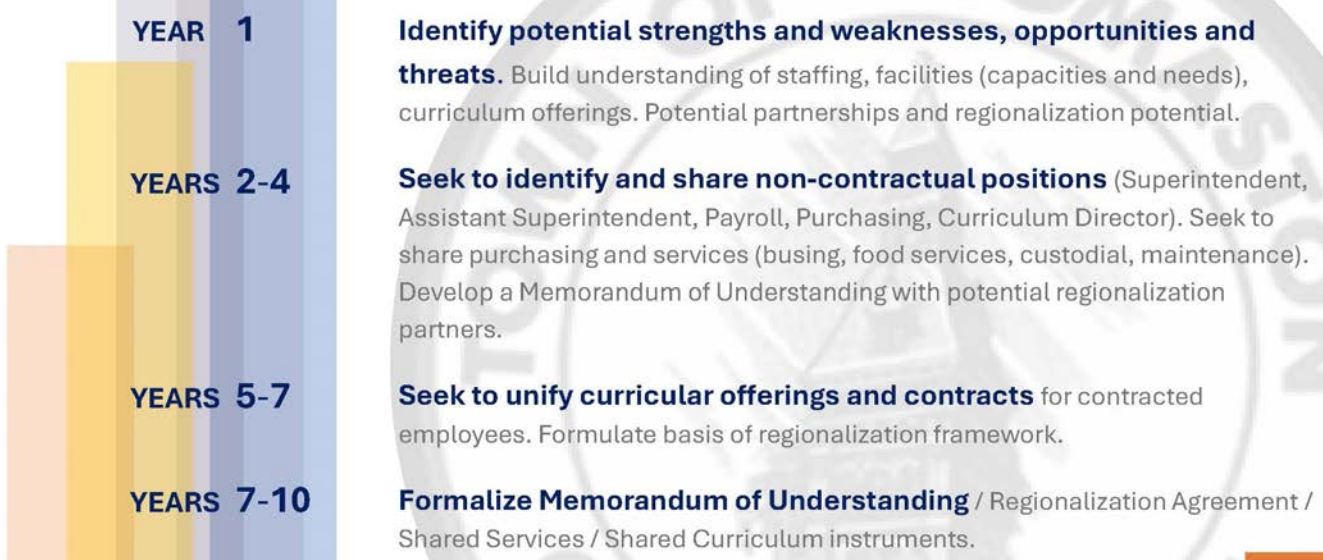
---

to view study information, visit the town website at <https://www.thomastonct.org/>  
click on **Government** and then click on **Thomaston Public Schools**

# Qualitative Assessment – Descriptive Key



## Regionalization | Potential Timeframe



# Projected Cost

**THOMASTON PUBLIC SCHOOLS**

**Grade Alignment C - Thomaston High School**  
**PRELIMINARY PROJECTION OF COSTS**

**Summary**

The following represents an order of magnitude projection of total project costs for construction, sitework, and other associated costs for additions to and the renovation to as-new condition of the Thomaston High School. This work includes additions and renovations to all areas of the building as well as replacement of furniture, fixtures, and equipment. The costs shown are conceptual and should be used for general planning and budgetary purposes only.

CONSTRUCTION COSTS				\$102,801,640
<b>SITE DEVELOPMENT</b>				
Site Development & Improvements	8.0 Acres	\$500,000	\$4,000,000	
Site Development Contingency	12%		\$480,000	
<b>Subtotal for Site Development</b>				\$4,480,000
<b>BUILDING</b>				
Building Demolition	500 sf	\$28	\$14,000	
Major Renovation	98,950 sf	\$600	\$59,370,000	
New Construction	35,600 sf	\$625	\$32,930,000	
<b>Subtotal Construction</b>				\$96,794,000
Program/Design Contingency	6%		\$5,807,640	
<b>CONSTRUCTION COSTS ESCALATION</b>				\$15,390,300
Escalation to mid-point of Construction	5.0%	3.0 yrs	\$15,390,250	
<b>TOTAL CONSTRUCTION COST</b>				\$117,991,890
Construction Contingency	10%		\$9,679,400	
<b>Total Construction Budget</b>				\$127,671,290
<b>EQUIPMENT</b>				\$2,998,200
Technology Program		\$400,000	\$240,000	
Furniture, Furnishings & Equipment		\$20,000	\$2,697,000	
FFETechnology Contingency			\$47,300	
<b>PROJECT DEVELOPMENT</b>				\$18,874,350
Architectural/Engineering Fees	8.0%		\$10,453,567	
City/Town Permits	0.5%		\$638,356	
Construction Management Fees	1.5%		\$1,769,878	
Construction Management Costs	4.0%		\$5,106,852	
Specifications & Testing	0.3%		\$383,014	
Reimbursable Expenses	5.0%		\$852,678	
A/E On-Site Representation	0.00%		\$0	
<b>OTHER COSTS</b>				\$343,200
Site Acquisition	0 acres	\$0	\$0	
City/Town Permit Fees (assumed waived)	0.000		\$0	
State Permit Fees			\$21,200	
Bonding/Legal Fees			\$50,000	
Builders Risk Insurance, Utilities, Staff			\$98,950	
Printing, Mailing, Advertising			\$118,000	
Moving Expenses			\$95,000	
Premium Work Time	1 allow		\$-	
	1 allow		\$-	
<b>TOTAL PROJECT COST</b>				\$149,900,000

Thomaston | Public School District

100  
DRA

9

# Quantitative Assessment – Cost Analysis

**THOMASTON**  
*Public Schools*

	TOTAL COST	STATE GRANT	NET TO TOWN
<b>DEVELOPMENT COSTS</b>			
<b>State Grant - Approach A</b>			
BLACK ROCK SCHOOL (RENOV) 10%+/- State Grant	\$ XX	\$ 10%	\$ XX-10%
THOMASTON HIGH SCHOOL (ADD/RENO) 68%+/- 2025-26 State Grant	\$ XX	\$ 68%	\$ XX-68%
<b>TOTAL</b>	\$ XX	\$ XX%	\$ XX
<b>State Grant - Approach B</b>			
BLACK ROCK SCHOOL (NEW) 68%+/- 68%+/- 2025-26 State Grant	\$ XX	\$ 68%	\$ XX-68%
THOMASTON HIGH SCHOOL (ADD/RENO) 68%+/- 68%+/- 2025-26 State Grant	\$ XX	\$ 68%	\$ XX-68%
<b>TOTAL</b>	\$ XX	\$ XX%	\$ XX
<b>AVOIDANCE COSTS</b>			
BLACK ROCK SCHOOL (CIP*) 10%+/- State Grant	\$ XX	\$ 10%	\$ 10%
CENTER SCHOOL (CIP*) 10%+/- State Grant	\$ XX	\$ 10%	\$ 10%
THOMASTON HIGH SCHOOL (CIP*) 10%+/- State Grant	\$ XX	\$ 10%	\$ 10%
* CIP - Capital Improvement Plan			
<b>TOTAL</b>	\$ XX	\$ XX	\$ XX
<b>Minimal State Grant - Cost Avoidance Projection</b>			\$ XX M
<b>Potential State Grant - Cost Avoidance Projection</b>			\$ XX M

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities

100  
DRA

10

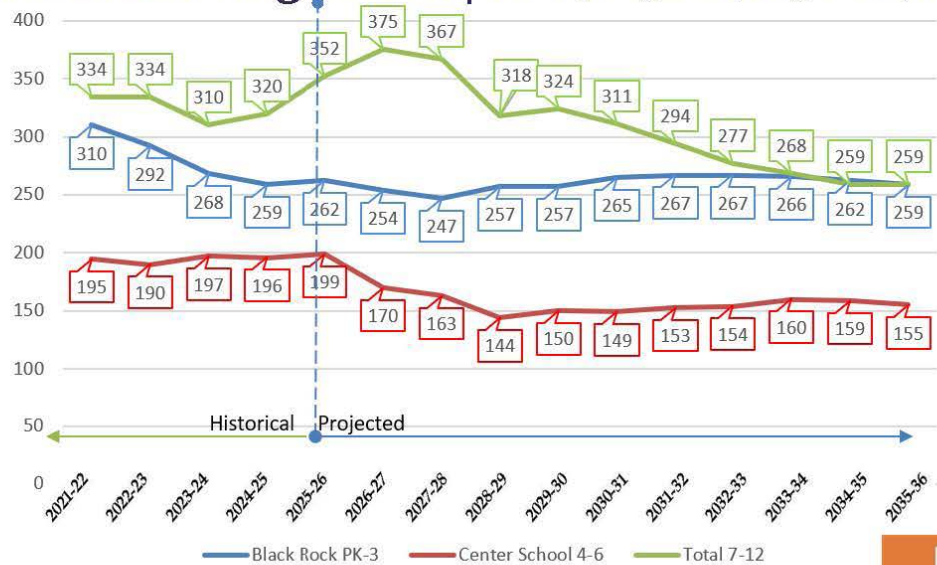
# Key Discussion Topics

- Topic #1 | **RETAIN** - Retaining the Current Facilities
- Topic #2 | REDUCE - Reducing the Total Number of Facilities
- Topic #3 | SHARE - Operational Shared Services Potential
- Topic #4 | REGIONALIZE - Comprehensive Regionalization Potential

## Retain Existing Facilities

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

- THOMASTON HIGH SCHOOL
- BLACK ROCK ELEMENTARY
- THOMASTON CENTER SCHOOL



# Retain Existing Facilities

## Current Grade Alignment | PK-3, 4-6, 7-12

BLACK ROCK ELEMENTARY					THOMASTON CENTER SCHOOL			THOMASTON HIGH SCHOOL					
PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PROJECTED 8-YEAR MAX ENROLLMENT <b>267 STUDENTS – 2031-'32</b>					PROJECTED 8-YEAR MAX <b>170 STUDENTS – '26-'27</b>			PROJECTED 8-YEAR MAX ENROLLMENT <b>375 STUDENTS – 2026-'27</b>					
54,700sf 410 – 457 student target capacity range Target CR 20 – 22 Students Target PK-K 13 – 15 Students <b>Reasonable Capacity Fit</b>					105,800sf – 520 – 572 capacity Target CR 20 – 22 Students Includes Auditorium <b>Under Capacity</b>			98,950sf – 720-792 student target capacity range Target CR 20 – 22 Students <b>Under Capacity</b>					

# Retain Existing Facilities

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

LEGEND

- 1 LEAST ADVANTAGEOUS
- 2
- 3 NEUTRAL
- 4
- 5 MOST ADVANTAGEOUS

	GRADE ALIGNMENT	FACILITY S.F. FIT	EDUCATIONAL APPROPRIATENESS	CLASSROOM QUALITY	MEDIA CENTER QUALITY	GYMNASIUM QUALITY	CAFETERIA QUALITY	SUPPORT SPACE QUALITY	COST TO DEVELOP	COST AVOIDANCE	REGIONALIZATION FLEXIBILITY	RAW SCORE
<b>BLACK ROCK SCHOOL</b> GRADES PK-3	4	3	4	2	4	4	3	3	1	2	2	32
<b>CENTER SCHOOL</b> GRADES 4-6	4	3	3	2	3	4	3	3	1	2	2	30
<b>THOMASTON HIGH SCHOOL</b> GRADES 7-12	4	2	4	3	4	4	4	3	1	2	4	35

# Retain Existing Facilities

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

## Maintain Existing Buildings | No Significant Educational Improvements

	PROJECTED COST	POTENTIAL GRANT	PROJECTED NET COST
BLACK ROCK SCHOOL (CIP*) 10%+/- State Grant	\$ 29.6 M	\$ 3	\$ 27 M
CENTER SCHOOL (CIP*) 10%+/- State Grant	\$ 31.1 M	\$ 3	\$ 28 M
THOMASTON HIGH SCHOOL (CIP*) 10%+/- State Grant	\$ 56.2 M	\$ 6	\$ 51 M
<b>TOTAL</b>	<b>\$ 116.9 M</b>	<b>\$ 12</b>	<b>\$ 105 M</b>

\* CIP - Capital Improvement Plan

# Retain Existing Facilities

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

## ADVANTAGES

- Known Alignment for Community
- Addresses Code Upgrades
- Addresses All CIP Items
- Provide numerous great programs

## DISADVANTAGES

- No Educational Improvement to System
- Continues Operation of Excess Space
- Does Not Maximize State Grants
- Does Not Encourage Regionalization

# Key Discussion Topics

Topic #1 | **RETAIN** - Retaining the Current Facilities

Topic #2 | **REDUCE** - Reducing the Total Number of Facilities

Topic #3 | **SHARE** - Operational Shared Services Potential

Topic #4 | **REGIONALIZE** - Comprehensive Regionalization Potential

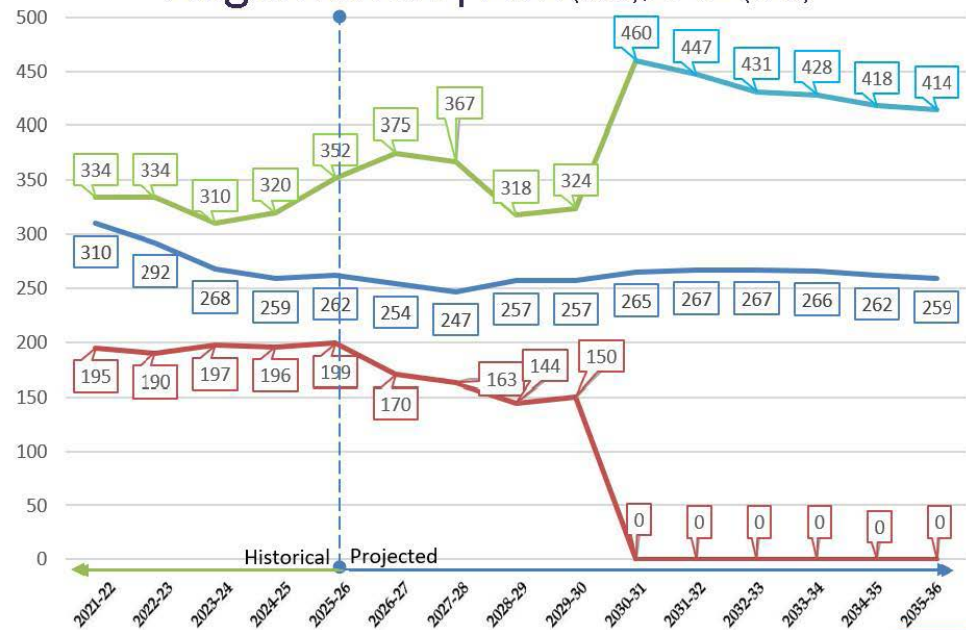
# Reduce Facilities

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

# Reduce Facilities | SF Footprint

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

- THOMASTON HIGH SCHOOL
- BLACK ROCK ELEMENTARY
- THOMASTON CENTER SCHOOL  
*Off-Line*



# Reduce Facilities | SF Footprint

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

BLACK ROCK ELEMENTARY					THOMASTON HIGH SCHOOL								
PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PROJECTED 8-YEAR MAX ENROLLMENT <b>267 STUDENTS – 2032-'33</b>					PROJECTED 8-YEAR MAX ENROLLMENT <b>460 STUDENTS – 2030-'31</b>								
54,700sf – 410 – 457 student target capacity range Target CR 22 – 25 Students Target PK-K 13 – 15 Students <b>Reasonable Capacity Fit</b>					98,950sf – 720-792 student target capacity range Target CR 20 – 22 Students <b>Reasonable Capacity Fit</b>								
THOMASTON CENTER SCHOOL <i>Off-Line</i>													

# Reduce Facilities

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



	GRADE ALIGNMENT	FACILITY S.F. FIT	EDUCATIONAL APPROPRIATENESS	CLASSROOM QUALITY	MEDIA CENTER QUALITY	GYMNASIUM QUALITY	CAFETERIA QUALITY	SUPPORT SPACE QUALITY	COST TO DEVELOP	COST AVOIDANCE	REGIONALIZATION FLEXIBILITY	RAW SCORE
BLACK ROCK SCHOOL (Repair) GRADES PK-3	4	3	4	2	4	4	3	3	1	2	2	32
BLACK ROCK SCHOOL (New) GRADES PK-3	4	4	5	5	5	5	5	5	4	4	2	48
THOMASTON HIGH SCHOOL GRADES 7-12	4	2	4	3	4	4	4	3	1	2	4	35

# Reduce Facilities

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

	TOTAL COST	STATE GRANT	NET TO TOWN
<b>DEVELOPMENT COSTS</b>			
<b>State Grant - Approach A</b>			
BLACK ROCK SCHOOL (RENOV) 10%+/- State Grant	\$ 26 M	\$ 3 M	\$ 24 M
THOMASTON HIGH SCHOOL (ADD/RENO) 68%+/- 2025-26 State Grant	\$ 116 M	\$ 79 M	\$ 37 M
<b>TOTAL</b>	<b>\$ 142 M</b>	<b>\$ 82 M</b>	<b>\$ 61 M</b>
<b>State Grant - Approach B</b>			
BLACK ROCK SCHOOL (NEW) 68%+/- 68%+/- 2025-26 State Grant	\$ 37 M	\$ 25	\$ 12 M
THOMASTON HIGH SCHOOL (ADD/RENO) 68%+/- 68%+/- 2025-26 State Grant	\$ 116 M	\$ 79	\$ 37 M
<b>TOTAL</b>	<b>\$ 153 M</b>	<b>\$ 104</b>	<b>\$ 49 M</b>
<b>AVOIDANCE COSTS</b>			
BLACK ROCK SCHOOL (CIP*) 10%+/- State Grant	\$ 29.6 M	\$ 3	\$ 27 M
CENTER SCHOOL (CIP*) 10%+/- State Grant	\$ 31.1 M	\$ 3	\$ 28 M
THOMASTON HIGH SCHOOL (CIP*) 10%+/- State Grant	\$ 56.2 M	\$ 6	\$ 51 M
<b>TOTAL</b>	<b>\$ 116.9 M</b>	<b>\$ 12</b>	<b>\$ 105 M</b>
* CIP - Capital Improvement Plan			
<b>Minimal State Grant - Cost Avoidance Projection</b>			<b>\$ 44 M</b>
<b>Potential State Grant - Cost Avoidance Projection</b>			<b>\$ 56 M</b>

# Reduce Facilities

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

## ADVANTAGES

- Better SF / Student Fit
- Cost Avoidance Potential
- Uses State Grants
- Addresses All CIP Items

## DISADVANTAGES

- Unfamiliar HS Alignment
- Modification to Address Student Ages
- 
- 

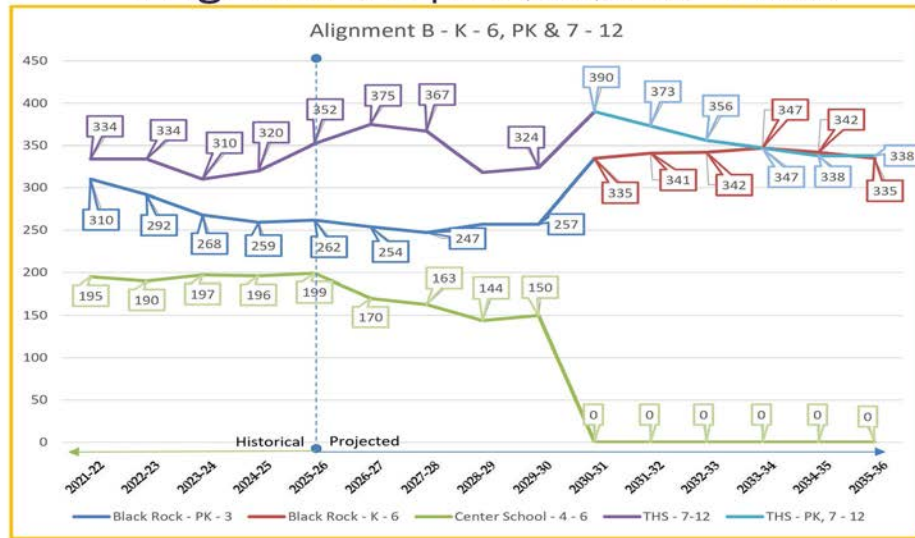
# Reduce Facilities

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

# Reduce Facilities | SF Footprint

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

- THOMASTON HIGH SCHOOL
- BLACK ROCK ELEMENTARY
- THOMASTON CENTER SCHOOL  
Off-Line



# Reduce Facilities | SF Footprint

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

BLACK ROCK ELEMENTARY							THOMASTON HIGH SCHOOL						
K	1	2	3	4	5	6	7	8	9	10	11	12	PK
PROJECTED 8-YEAR MAX ENROLLMENT <b>347 STUDENTS – 2033-'34</b>							PROJECTED 8-YEAR MAX ENROLLMENT <b>390 STUDENTS – 2030-'31</b>						
54,700sf – 410 – 457 student target capacity range Target CR 22 – 25 Students Target PK-K 13 – 15 Students <b>Reasonable Capacity Fit</b>							98,950sf – 720-792 student target capacity range Target CR 20 – 22 Students <b>Reasonable Capacity Fit</b>						
THOMASTON CENTER SCHOOL Off-Line													

# Reduce Facilities

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

**LEGEND**

1	LEAST ADVANTAGEOUS
2	
3	NEUTRAL
4	
5	MOST ADVANTAGEOUS

	GRADE ALIGNMENT	FACILITY S. F. FIT	EDUCATIONAL APPROPRIATENESS	CLASSROOM QUALITY	MEDIA CENTER QUALITY	GYMNASIUM QUALITY	CAFETERIA QUALITY	SUPPORT SPACE QUALITY	COST TO DEVELOP	COST AVOIDANCE	REGIONALIZATION FLEXIBILITY	RAW SCORE
<b>BLACK ROCK SCHOOL</b> GRADES K-6	4	4	4	4	4	4	4	3	3	3	4	41
<b>THOMASTON HIGH SCHOOL</b> GRADES 7-12 + PK + GROSS MOTOR + DINING	4	4	4	5	5	4	4	3	3	3	4	43

# Reduce Facilities

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

	TOTAL COST	STATE GRANT	NET TO TOWN
<b>DEVELOPMENT COSTS</b>			
<b>State Grant - Approach B</b>			
BLACK ROCK SCHOOL (ADD/NEW) 68%+/- 68%+/- 2025-26 State Grant	\$ 62	M \$ 42	\$ 20 M
THOMASTON HIGH SCHOOL (ADD/RENO) 68%+/- 68%+/- 2025-26 State Grant	\$ 96	M \$ 65	\$ 31 M
<b>TOTAL</b>	<b>\$ 158</b>	<b>M \$ 107</b>	<b>\$ 51 M</b>
<b>AVOIDANCE COSTS</b>			
BLACK ROCK SCHOOL (CIP*) 10%+/- State Grant	\$ 29.6	M \$ 3	\$ 27 M
CENTER SCHOOL (CIP*) 10%+/- State Grant	\$ 31.1	M \$ 3	\$ 28 M
THOMASTON HIGH SCHOOL (CIP*) 10%+/- State Grant	\$ 56.2	M \$ 6	\$ 51 M
* CIP - Capital Improvement Plan	<b>TOTAL \$ 116.9</b>	<b>M \$ 12</b>	<b>\$ 105 M</b>
<b>Potential State Grant - Cost Avoidance Projection</b>			<b>\$ 55 M</b>

# Reduce Facilities

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

## ADVANTAGES

- Familiarity w/ current THS Alignment
- Potential Early Childhood Program
- Traditional Elementary Alignment
- Addresses All CIP Items
- MS Students can access HS courses
- Combined campus could be safer

## DISADVANTAGES

- Site Constraints at Black Rock
- Scope of Addition at THS

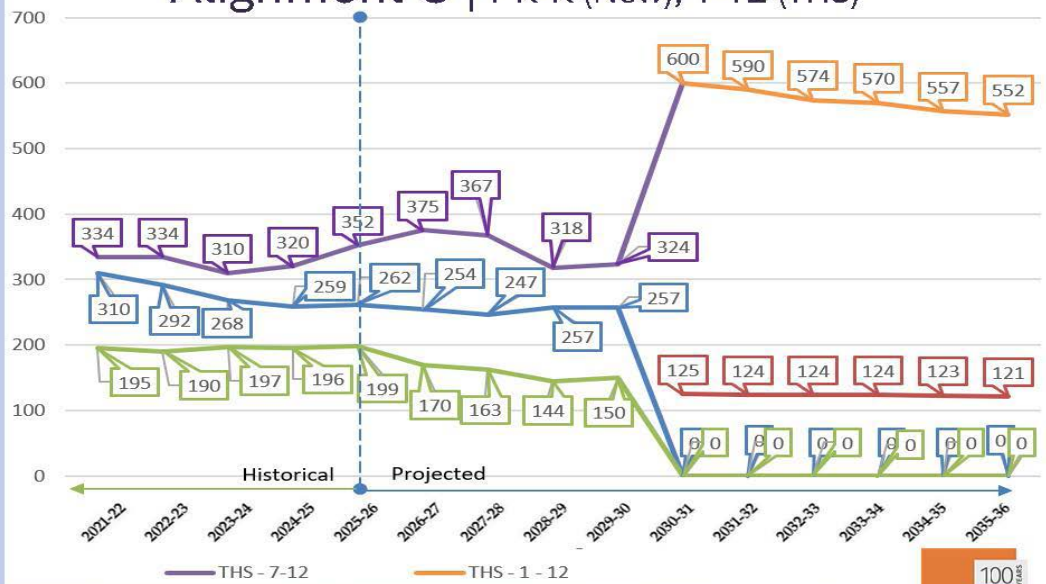
# Reduce Facilities

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

# Reduce Facilities | SF Footprint

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

- THOMASTON HIGH SCHOOL**
- NEW PK-K FACILITY**
- BLACK ROCK ELEMENTARY**  
Off-Line
- THOMASTON CENTER SCHOOL**  
Off-Line



# Reduce Facilities | SF Footprint

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

<b>NEW BUILDING</b>	<b>THOMASTON HIGH SCHOOL</b>												
PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PROJECTED 8-YEAR MAX ENROLLMENT 125 STUDENTS - '29-'30		PROJECTED 8-YEAR MAX ENROLLMENT <b>606 STUDENTS – 2029-'30*</b> *likely first year of use											
Build Facility To Meet Student Population <b>Reasonable Fit</b>		98,950sf – 720-792 student target capacity range + 20,000sf new construction early childhood Target CR 22 – 25 Students Target PK-K 13 – 15 Students <b>Reasonable Fit</b> (- assumes 20,000sf new construction for early childhood)											
<b>THOMASTON CENTER SCHOOL</b> <small>Off-Line</small>													

# Reduce Facilities |

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

**LEGEND**



	GRADE ALIGNMENT	FACILITY S.F. FIT	EDUCATIONAL APPROPRIATENESS	CLASSROOM QUALITY	MEDIA CENTER QUALITY	GYMNASIUM QUALITY	CAFETERIA QUALITY	SUPPORT SPACE QUALITY	COST TO DEVELOP	COST AVOIDANCE	REGIONALIZATION FLEXIBILITY	RAW SCORE
<b>NEW BUILDING</b> GRADES PK-K	5	5	5	5	5	5	5	5	3	4	2	49
<b>THOMASTON HIGH SCHOOL</b> GRADES 1-12 <sup>2</sup>	4	3	4	4	4	4	4	4	3	4	4	42

# Reduce Facilities |

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

	TOTAL COST	STATE GRANT	NET TO TOWN	
<b>DEVELOPMENT COSTS</b>				
<b>State Grant - Approach B</b>				
BLACK ROCK SCHOOL (ADD/NEW) 68%+/- 68%+/- 2025-26 State Grant	\$ 21	M \$ 14	\$ 7	M
THOMASTON HIGH SCHOOL (ADD/RENO) 68%+/- 68%+/- 2025-26 State Grant	\$ 150	M \$ 102	\$ 48	M
<b>TOTAL</b>	<b>\$ 171</b>	<b>M \$ 116</b>	<b>\$ 55</b>	<b>M</b>
<b>AVOIDANCE COSTS</b>				
BLACK ROCK SCHOOL (CIP*) 10%+/- State Grant	\$ 29.6	M \$ 3	\$ 27	M
CENTER SCHOOL (CIP*) 10%+/- State Grant	\$ 31.1	M \$ 3	\$ 28	M
THOMASTON HIGH SCHOOL (CIP*) 10%+/- State Grant	\$ 56.2	M \$ 6	\$ 51	M
<b>TOTAL</b>	<b>\$ 116.9</b>	<b>M \$ 12</b>	<b>\$ 105</b>	<b>M</b>
<b>Potential State Grant - Cost Avoidance Projection</b>			<b>\$ 50</b>	<b>M</b>

# Reduce Facilities |

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

## ADVANTAGES

- Improved Curriculum Alignment
- Most Efficient Use of District SF
- Affords Widest Curricular Offering

## DISADVANTAGES

- Uncommon Grade Alignment

# Tonight's Agenda

**THOMASTON**  
Public Schools

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

---

**Community Meeting**  
Third Community Meeting  
December 4, 2025

---

**Proposed Agenda**

---

6:30 – 6:40	<b>Walk-About</b> ✓ light refreshments, informal introductions / questions	TPS / DRA
6:40 – 6:45	<b>Welcome</b> ✓ where we've been, - where we're going	TPS
6:45 – 6:50	<b>Study Overview</b> • goals of study process • work plan / study timeline overview • key discussion topics	DRA
6:50 – 7:45	<b>Options / Alternatives</b> Group Presentation / Discussion • Retain / Reduce / Share / Regionalize • Preferred Grade Alignments	TPS / DRA
7:45 – 7:55	<b>Regroup / Recap</b> ✓ brief recap of presentation / discussion session highlights	DRA
7:55 – 8:00	<b>Concluding Comments</b>	TPS

---

to view study information, visit the town website at <https://www.thomastonct.org/>  
click on **Government** and then click on **Thomaston Public Schools**

## COMMUNITY MEETING 3

December 4, 2025

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

Thomaston | Public School District



37

38

# Joint Board of Selectmen / Board of Education Meeting PowerPoint Presentation

## BOE / BOS JOINT MEETING

January 22, 2026

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

Thomaston | Public School District



1

## STUDY OVERVIEW

Thomaston | Public School District



2

# STUDY OVERVIEW | Key Deliverables

1. Existing Facilities Assessment
2. Demographic and Enrollment Analysis
3. On-Line Surveys
4. Community Meetings

Thomaston | Public School District

100%  
DRA

3

## Existing Facilities | Thomaston Center School

**THOMASTON**  
*Public Schools*



**Thomaston Center School**  
Fourth Grade to Sixth Grade  
1 Thomas Avenue  
105,800 Gross Square Feet, Three Floors  
4.2 Acre Site  
Originally Constructed: 1938



\$31.1 M Capital Improvements Over 20-Years

- 1 Clay Street
- 2 Parking Area for Field
- 3 Sanford Avenue
- 4 Field
- 5 High Street
- 6 Main Parking Area
- 7 Secondary Park
- 8 Main Entrance
- 9 Thomas Avenue
- 10 Secondary Entrance
- 11 Tertiary Entrances
- 12 (1) Accessible Park
- 13 Secondary Park
- 14 Clay Street
- 15 Grove Street



THOMASTON CENTER SCHOOL

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities

100%  
DRA

4

100%

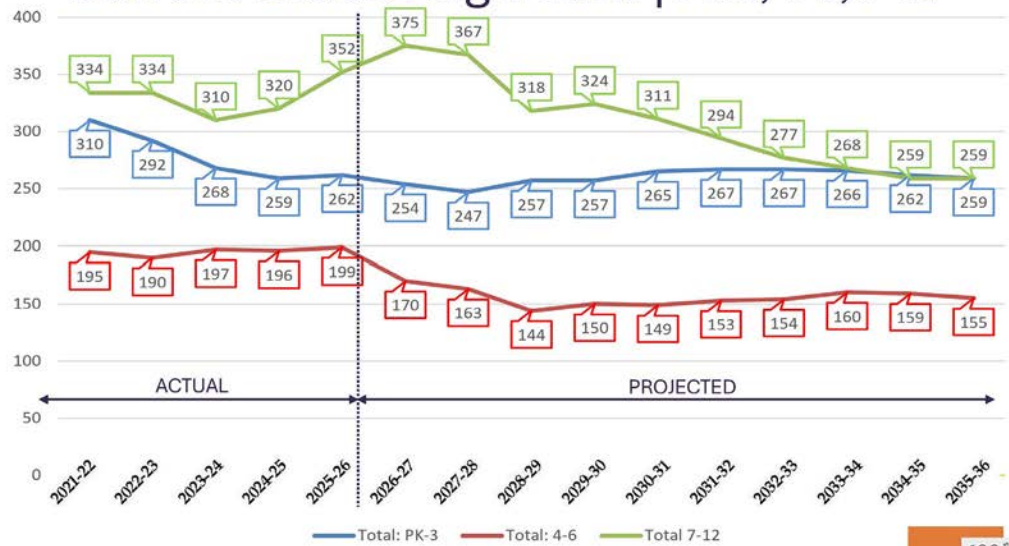
DRA

# Demographic and Enrollment

## Current Grade Alignment | PK-3, 4-6, 7-12

- THOMASTON HIGH SCHOOL
- BLACK ROCK ELEMENTARY
- THOMASTON CENTER SCHOOL

CropperGIS



# On-Line Survey | response results summary



Town of Thomaston & Thomaston Public Schools  
Residents & Businesses  
129 responses  
**4.82**



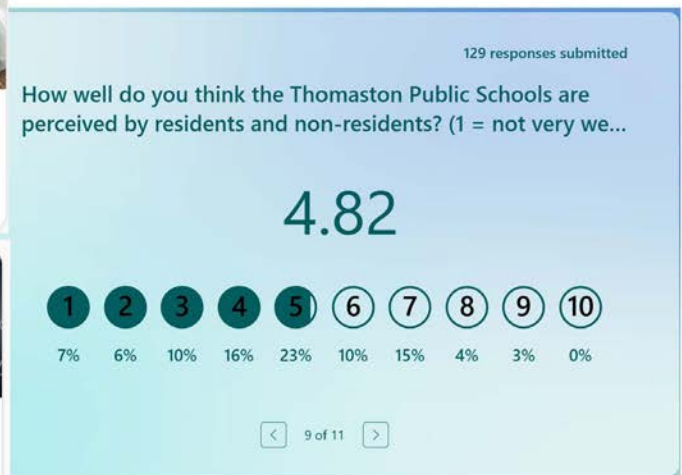
Town of Thomaston & Thomaston Public Schools  
Parents & Guardians  
65 responses  
**5.58**



Town of Thomaston & Thomaston Public Schools  
Teachers & Staff  
72 responses  
**7.79**



Town of Thomaston & Thomaston Public Schools  
Students  
143 responses  
**6.42**





100%

DRA

Thomaston | Public School District

7

# WORKING GROUP MEETING



100%

DRA

Thomaston | Public School District

8



# ALIGNMENT OPTIONS

## Grade Alignment | options summary

Option	Grade Configuration			Scope of Work			Projected Schedule			Projected Costs (overall / town / state)				Funding
	Black Rock	Center School	THS	Black Rock	Center	THS	Black Rock	Center	THS	Total	Black Rock	Center School	THS	
Retain Current	PK - Grade 3	Grades 4 - 6	Grades 7 - 12	Repairs to existing	Repairs to existing	Repairs to existing	2026 - 2046	2026 - 2046	2026 - 2046	\$116.9 / 116.9 / 0	\$29.6mil / 29.6 / 0	\$31.1mil / 31.1 / 0	\$56.2mil / 56.2 / 0	Entirely Town funded
Retain Current	PK - Grade 3	Grades 4 - 6	Grades 7 - 12	Repairs to existing	Repairs to existing	Repairs to existing	2026 - 2046	2026 - 2046	2026 - 2046	\$116.9 / 104.9 / 12.0	\$29.6mil / 26.6 / 3.0	\$31.1mil / 28.1 / 3.0	\$56.2mil / 50.2 / 6.0	Combination of State grants and Town funding.
Option A	PK - Grade 3	Unused	Grades 4 - 12	Repairs to existing	None	Renovation to New and Addition of Space	2027 - 2030	Not Applicable	2027 - 2031	\$142mil / 61 / 82	\$26mil / 3	\$0 / 0	\$116mil / 37 / 79	Combination of State grants and Town funding.
Option A - 1	PK - Grade 3	Unused	Grades 4 - 12	Replacement with a new building	None	Renovation to New and Addition of Space	2030 - 2034	Not Applicable	2027 - 2031	\$153mil / 104 / 49	\$37mil / 25	\$0 / 0	\$116 mil / 79 / 37	Combination of State grants and Town funding.
Option B	K - Grade 6	Unused	PK & Grades 7 - 12	Renovation to New and Addition of Space	None	Renovation to New and Addition of Space	2027 - 2031	Not Applicable	2027 - 2031	\$158mil / 107 / 51	\$62mil / 42 / 20	\$0 / 0	\$96mil / 65 / 31	Combination of State grants and Town funding.
Option C	PK - K	Unused	Grades 1 - 12	Replacement or Renovation to As New	None	Renovation to New and Addition of Space	2031 - 2033	Not Applicable	2027 - 2031	\$171mil / 116 / 55	\$21mil / 14 / 7	\$0 / 0	\$150mil / 102 / 48	Combination of State grants and Town funding.
Option D	K - Grade 5	Unused	PK & Grades 6 - 12	Renovation to New and Addition of Space	None	Renovation to New and Addition of Space	2027 - 2031	Not Applicable	2027 - 2031	\$158mil / 107 / 51	\$62mil / 42 / 20	\$0 / 0	\$96mil / 65 / 31	Combination of State grants and Town funding.

## BOE / BOS JOINT MEETING

January 22, 2026

### DISTRICT-WIDE STUDY

assessment and recommendations on the educational and operational efficiency of Thomaston Public Schools.

Thomaston | Public School District



13

## Retain Existing Facilities



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

#### LEGEND

- 1 LEAST ADVANTAGEOUS
- 2
- 3 NEUTRAL
- 4
- 5 MOST ADVANTAGEOUS

GRADE ALIGNMENT    FACILITY S.F. FIT    EDUCATIONAL APPROPRIATENESS    CLASSROOM QUALITY    MEDIA CENTER QUALITY    GYMNASIUM QUALITY    CAFETERIA QUALITY    SUPPORT SPACE QUALITY    COST TO DEVELOP    COST AVOIDANCE    REGIONALIZATION FLEXIBILITY    RAW SCORE

BLACK ROCK SCHOOL  
GRADES PK-3

4	3	4	2	4	4	3	3	1	2	2	32
---	---	---	---	---	---	---	---	---	---	---	----

CENTER SCHOOL  
GRADES 4-6

4	3	3	2	3	4	3	3	1	2	2	30
---	---	---	---	---	---	---	---	---	---	---	----

THOMASTON HIGH SCHOOL  
GRADES 7-12

4	2	4	3	4	4	4	3	1	2	4	35
---	---	---	---	---	---	---	---	---	---	---	----

Thomaston | Public School District

Topic #1 – Retaining Existing Facilities



14





# THOMASTON

*Public Schools*

100 YEARS

DRA

Drummey Rosane Anderson, Inc.  
225 Oakland Road, Studio 205  
South Windsor, CT 06074  
860.644.8300  
[www.draws.com](http://www.draws.com)

