

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Special Meeting

September 8, 2026

~~6:00~~ p.m. REVISED TIME: 6:30 pm

Windsor Locks High School Library Media Center

[Click Here for Zoom Registration](#)

Windsor Locks Board of Education

Alba Osorio, Chairwoman

Greg Guyette, Vice Chairman

Dennis Gragnolati

Lindsay Cutler

Amber Mortensen-Hurdle

Superintendent of Schools

Shawn Parkhurst

WLPS 2026-2031 Strategic Plan Priority Goal Areas:

Student Performance - ...will improve student performance through the consistent implementation of high-quality curriculum and personalized learning experiences at all grade levels, where students are engaged, empowered, and expected to achieve at the highest levels

Culture & Climate - ...will provide an equitable and safe school culture, developed through relationships, partnerships, and community connections, where all are free to be their best selves and pursue their dreams

Facilities and Operations - ...committed to a safe, sustainable, and forward-thinking infrastructure and operational system that enables student success in all learning environments; from classrooms and cafeterias to athletic fields and transportation services

**Board of Education
Town of Windsor Locks
Special Meeting - Agenda
September 8, 2026 ~~6:00 pm~~ REVISED TIME: 6:30 pm
Windsor Locks High School Library Media Center
[Click Here for Zoom Registration](#)**

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
- II. Board of Education and Superintendent Communications
- III. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views, and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- IV. Approval of Minutes: **Vote Needed** p. 3 Exhibit I
 - August 20, 2026 Regular Meeting
- V. Discussion of WLPS Long-Term Facilities Planning: **Vote Possible** p. 10 Exhibit II
- VI. Opening Professional Development Feedback p. 16 Exhibit III
- VII. School Improvement Plans Presentation p. 18 Exhibit IV
- VIII. Adjourn Meeting

For the Chairperson of the Board of Education
Shawn L. Parkhurst - Superintendent of Schools
Copy: Town Clerk - Please Post

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: SEPTEMBER 8, 2026

RE: APPROVAL OF MINUTES

- August 20, 2026 Regular Meeting

Board Motion: “**Move** that the Board of Education approve the minutes of the August 20, 2026 Regular Meeting.”

**Board of Education
Town of Windsor Locks
Regular Meeting - Minutes
August 20, 2026 5:00 pm**

Windsor Locks High School Auditorium

These minutes are not official until approved at a subsequent meeting.

Member Present: Alba Osorio, Greg Guyette, Amber Mortensen-Hurdle, Lindsay Cutler, Dennis Gragnolati (arrived at 5:10 pm)

Administrators: Shawn Parkhurst, Rebecca Bissonnette, and various members of the Leadership Team

Others: Members of the community (in person and online)

Call to Order

Chairwoman Osorio called the meeting to order at 5:06 pm in the Windsor Locks High School Auditorium.

Roll Call

Superintendent Parkhurst conducted roll call with four (4) Board members present at the time of roll call; Dennis Gragnolati arrived at 5:10 pm bringing total voting members to five (5).

Pledge of Allegiance

All stood for the Pledge of Allegiance

Added Agenda Items

Greg Guyette made motion to add two agenda items: *Superintendent and Board Comments, Discussion of 9/10 Board Meeting*; seconded by Lindsay Cutler; motion passed unanimously.

Board Comments

Chairwoman Osorio thanked all the new teachers for participating in the New Staff orientation today. She commented on a correspondence to be added to the minutes. She did highlight that much of the information in the correspondence was addressed by Superintendent Parkhurst's presentation and the Board at the August 5, 2026 Board meeting.

Vice Chair Guyette asked about discussing school consolidation. After some discussion and recommendation from Superintendent Parkhurst this will be a discussion and agenda item on the 9/8 Board of Education meeting.

Superintendent Comments

Superintendent Parkhurst thanked all the 12 month employees for their work to prepare us for the opening of the 26-27 school year; thanked all that have been working diligently on the budget and their patience throughout that process; thanked WLMS and WLHS for the recent student orientation events; expressed gratitude to Dr. Bissonnette for her work and finally wished all of the Graduates of 2026 good luck as they embark on their post high school plans in the coming days.

Discussion of 9/10/26 Board Meeting

The Board discussed the conflict that members have with that date. After discussion, the Board reached consensus to move the 9/10 Board meeting to Tuesday 9/8/26 at 6:30 pm.

Public Audience:

None

Community Recognition

Superintendent Parkhurst gave thanks and appreciation to Michelle Singh for her contributions to ensure that our student athletes had the opportunity to be a part of *She Got Next* Summer Basketball League. Superintendent Parkhurst presented her with a token of appreciation and the Board thanked her for her financial support of this program.

Approval of Minutes

Chairwoman Osorio shared that she wanted to clarify that the Board does have line item control of the Board of Education budget which may have been said slightly differently or interpreted differently at the last meeting. Amber Mortensen-Hurdle made a motion to approve the minutes of August 3, 2026 & August 5, 2026; seconded by Lindsay Cutler; motion passed unanimously.

Human Resources Report

Lindsay Cutler made a motion to accept the resignations of Melissa Adams, Grace Canon, Kari Percoski, and Ben Carroll; seconded by Dennis Gragnolati; motion passed unanimously.

Appointment of Director of Pupil Services

Superintendent Parkhurst made a recommendation to the Board to approve the appointment of Mr. Jeffrey Ferranti as the Director of Pupil Services, effective August 21, 2026. Motion was made by Greg Guyette; seconded by Lindsay Cutler to approve the appointment; motion passed unanimously. Mr. Ferranti made brief comments to the Board.

CABE/CAPSS Convention

Superintendent Parkhurst shared the Fall convention information with the Board

School Liaisons 26-27

After a brief discussion the following assignments were made for 26-27:

WLHS: Greg Guyette

WLMS: Lindsay Cutler

SES: Alba Osorio

NSS: Dennis Gragnolati

PMA: Amber Mortensen-Hurdle

RISE: Amber Mortensen-Hurdle

Policy:

Greg Guyette made a motion to approve the following Policies:

1330, 5111/5112, 5114, 5138 and 5144.1; seconded by Amber Mortensen-Hurdle; passed unanimously.

Legislative Update

Superintendent Parkhurst provided the Board with the latest legislative updates and what is on the horizon for the 26-27 year and beyond.

Community Outdoor Wellness & Athletic Center

Superintendent Parkhurst provided an overview of the kickoff meeting and the plans that

are underway to engage a larger committee to the work ahead. There will be forums for community engagement as the work begins and on 9/2. The Town Directors will be provided with an overview from the KBA Architectural Firm.

Opening Professional Development

Dr. Bissonnette provided an overview of the first three staff professional development days.

Public Audience

None

Executive Session

Greg Guyette made a motion to enter into Executive Session at 5:38 pm; seconded by Lindsay Cutler to include the Board and the Superintendent; motion passed unanimously.

The Board exited the Executive Session at 5:49 pm. A motion was made by Greg Guyette; seconded by Amber Mortensen-Hurdle to approve the out of town residency request as presented; motion passed unanimously.

Adjournment

Motion was made by Dennis Gragnolati to adjourn the meeting at 5:59 pm; seconded by Greg Guyette; passed unanimously; meeting adjourned at 5:59 pm.

Respectfully submitted,
Shawn Parkhurst

Dear Members of the Windsor Locks Board of Education,

We are writing as concerned Windsor Locks parents and taxpayers to respectfully request that the Board conduct a comprehensive review of district leadership, including Superintendent Shawn Parkhurst, the Assistant Superintendent, and the district's principals and other administrative leadership.

This request is not based on personal dislike or a single disagreement. We believe the district's leadership structure should be evaluated objectively based on measurable results, fiscal responsibility, communication with families and staff, administrative effectiveness, and whether the district is receiving appropriate value for the significant compensation being provided.

Windsor Locks is a relatively small school district, yet substantial taxpayer's resources are devoted to administrative salaries and benefits. The superintendent's current base salary is approximately \$223,000, with additional compensation and benefits bringing the overall package considerably higher. When the compensation of the Assistant Superintendent, principals, and other administrators is considered as well, the total cost of district administration represents a significant investment by Windsor Locks taxpayers.

Given the financial pressures facing our schools and community, We believe residents have a reasonable expectation that these substantial expenditures be accompanied by strong, effective, accountable, and measurable leadership at every level.

We are asking the Board to:

1. Conduct a thorough and objective evaluation of the superintendent's performance against the goals and responsibilities established in his contract.
2. Review the performance, responsibilities, and compensation of the Assistant Superintendent and each building principal in relation to their respective roles and the needs of the district.
3. Review the total cost of district administration, including salaries, benefits, stipends, allowances, annuities, and other forms of compensation, and compare those costs with similarly sized Connecticut school districts.
4. Evaluate whether the current administrative structure is appropriately sized and organized for a district of Windsor Locks' enrollment and financial circumstances.
5. Evaluate concerns raised by parents, staff, and community members regarding district leadership, communication, decision-making, accountability, and administrative effectiveness.
6. Establish and make clear what measurable goals and expectations each member of the district's administrative leadership is currently being held to, and how the Board determines whether those goals are being met.
7. Consider whether the district is receiving an appropriate level of performance and value from its administrative leadership relative to the compensation being provided.
8. If the Board determines that any member of the administrative team is not meeting the standards expected of their position, seriously consider what corrective action is appropriate, including whether a change in leadership is warranted.

We recognize that individual personnel matters may need to be discussed in executive session and that there are legal limitations on what the Board can publicly disclose regarding individual employees. We are not asking the Board to violate those requirements. We are asking the Board to fulfill its responsibility to independently evaluate district leadership and ensure that taxpayer-funded positions are being managed responsibly and effectively.

This is ultimately about more than any one individual. It is about whether Windsor Locks has the right leadership structure, the right level of administrative spending, and the level of accountability that our students, families, staff, and taxpayers deserve.

Our community deserves confidence that decisions involving hundreds of students and millions of dollars are being made with strong leadership, transparency, fiscal responsibility, and accountability.

We respectfully request written acknowledgment of receipt of this letter and confirmation that this request for a comprehensive review of district leadership and administrative compensation will be presented to the full Board.

Also respectfully request that this letter be entered into the public record.

Thank you for your consideration and for your service to the Windsor Locks community.

Sincerely,

Heather & Ryan Wilson

Concerned Windsor Locks Parents and Taxpayers

My name is Riley Wilson, and I am 10 years old and a student in Windsor Locks. I am writing this letter with the help of my parents because I am worried about the future of our schools and the students who go here.

I believe education is very important. School is not just about getting good grades. It is where we learn, make friends, play sports, join clubs, go to school events, and make memories that we will have for the rest of our lives. But I am worried that some of the things that make our school special may not be here in the future.

Sports, school activities, clubs, and school functions are important to kids. They give us something to be proud of and something to look forward to. If these things continue to disappear, what will we have to look forward to? What will our schools be like for the kids who come after us?

I am also worried that the people making decisions about our schools are not thinking enough about the future. We are the kids who will have to live with these decisions. I don't think the Board of Education should only be thinking about what works right now. They should be thinking about what our schools will look like 5, 10, and even 20 years from now.

I also feel like sometimes problems at school are not taken seriously enough. When students have concerns, we need to know that the adults in charge are listening. Our principals and school leaders should take student concerns seriously and make sure students feel heard and safe.

I am only 10 years old, but that doesn't mean my opinion doesn't matter. Kids are the ones sitting in these classrooms every day. We see what is happening in our schools. We know what we are losing, and we worry about what might be taken away next.

I am asking the Board of Education to really look at what is happening in our school system and ask if the decisions being made are truly in the best interest of the students. I think the entire Board of Education should be willing to look at what can be improved and listen to the people who are affected by these decisions—including students.

Please don't wait until there is nothing left to save. Please think about our future.

We deserve schools that we can be proud of. We deserve opportunities to learn, play sports, participate in activities, and make memories. Most importantly, we deserve adults who will listen to us and fight for our future.

Please take our schools and our future seriously.

Sincerely,
Riley Wilson
10-year-old Windsor Locks student

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: SEPTEMBER 8, 2026

RE: DISCUSSION OF WLPS LONG-TERM FACILITIES
PLANNING

This evening, I share with you a draft outline of the proposed Long-Term Educational and Facilities Planning Task Force for your review, discussion, and possible vote to move forward.

Purpose

The Windsor Locks Board of Education and Windsor Locks Public Schools propose the creation of a Long-Term Educational and Facilities Planning Task Force to examine the future needs of Windsor Locks students, schools, and facilities over the next 5–10 years.

The task force will review enrollment trends, educational programming, facility conditions and utilization, financial considerations, transportation, and other factors that may influence the long-term organization and delivery of educational services in Windsor Locks.

The goal of the task force is to provide the Board of Education with objective, data-informed options and recommendations that support high-quality educational opportunities for students while ensuring responsible and sustainable use of district resources.

The task force will consider a range of possibilities, including maintaining the current configuration of schools, modifying the use or configuration of facilities, repurposing existing space, making targeted facility investments, consolidating programs or services, or, if supported by the data, considering changes to the number or configuration of schools.

The formation of the task force does not predetermine any particular outcome.

Why Form a Task Force?

Windsor Locks Public Schools faces a number of long-term considerations that warrant thoughtful examination and planning, including:

- Changing and potentially declining student enrollment.
- Aging school facilities and future capital needs.
- Efficient and effective utilization of district buildings and instructional space.
- The future cost of maintaining and operating existing facilities.

- Opportunities to strengthen educational programming and services.
- Long-term fiscal sustainability.
- Transportation and operational considerations.
- Alignment of school facilities with future instructional and community needs.

Rather than making decisions based solely on individual circumstances or short-term pressures, the task force will provide a structured process for examining the long-term educational and facilities needs of the district.

The process will be transparent, data-driven, and inclusive of community perspectives.

Charge of the Task Force

The Long-Term Educational and Facilities Planning Task Force will:

1. Review Enrollment Trends

- Analyze historical enrollment patterns.
- Review current enrollment by grade and school.
- Examine projected enrollment over the next 5–10 years.
- Consider potential changes in enrollment based on demographic and community trends.
- Review class sizes and projected staffing implications.
- Examine building utilization in relation to current and projected enrollment.

2. Evaluate District Facilities

- Review the capacity of each school facility.
- Examine current building utilization.
- Review the condition and age of district facilities.
- Identify significant maintenance, renovation, and capital needs.
- Examine the long-term costs associated with maintaining existing facilities.
- Consider opportunities to improve the use of existing instructional and support spaces.

3. Examine Educational Considerations

- Evaluate the potential impact of different facility and organizational models on student learning.
- Consider opportunities to strengthen academic programming.
- Examine the delivery of special education and student support services.
- Consider extracurricular, athletic, arts, and other student opportunities.
- Evaluate how different organizational structures could affect students, staff, and families.
- Maintain educational quality and student outcomes as the primary consideration.

4. Analyze Financial Implications

- Review the current and projected costs of operating district facilities.

- Analyze potential costs and savings associated with various options.
- Examine transportation implications.
- Consider staffing and operational impacts.
- Review short-term transition costs and long-term financial implications.
- Consider the potential costs of maintaining, renovating, repurposing, or modifying existing facilities.

5. Consider a Range of Future Options

The task force will examine multiple potential approaches to the future organization and utilization of district schools and facilities.

Options may include, but are not limited to:

- Maintaining the current school configuration.
- Modifying grade configurations.
- Adjusting the use of existing facilities.
- Repurposing portions of facilities.
- Consolidating programs or services.
- Making targeted investments in existing schools.
- Consolidating schools, if supported by the data and determined to be an appropriate option.
- Other approaches identified through the study.

6. Engage the Community

The task force will provide meaningful opportunities for community input, including:

- Community forums.
- Surveys of families, staff, and residents.
- Opportunities for public comment.
- Engagement with civic leaders and community partners.
- Communication of findings and information throughout the process.

Community input will be considered alongside enrollment, educational, facility, operational, and financial data.

7. Develop Findings and Recommendations

The task force will:

- Identify key findings.
- Present multiple options for consideration.
- Identify the potential benefits, challenges, costs, and implications of each option.
- Identify areas requiring additional study.
- Provide recommendations to the Board of Education, if appropriate.

The task force is advisory to the Board of Education and will not make final decisions regarding school configuration, facilities, programming, or other district operations.

Guiding Principles

The task force will be guided by the following principles:

1. Students First

Educational quality, student experience, and student outcomes will remain the primary considerations.

2. Transparency

The process will be open, understandable, and based on clearly communicated information.

3. Community Engagement

The perspectives of students, families, staff, residents, and community partners will be actively sought and thoughtfully considered.

4. Data-Informed Decision Making

Recommendations will be grounded in reliable enrollment, educational, facility, operational, and financial information.

5. Fiscal Responsibility

The district must responsibly manage public resources while protecting and strengthening educational opportunities.

6. Equity

All students should have access to high-quality educational opportunities and services.

7. Long-Term Thinking

The task force will consider the needs of Windsor Locks students and the community not only today, but over the next 5–10 years and beyond.

Proposed Membership

The task force will consist of 22 members representing a broad range of perspectives and areas of expertise:

- 2 Board of Education members
- Superintendent of Schools
- Business Manager
- Director of Facilities
- 2 School Administrators — one elementary and one secondary
- 4 Teachers — two elementary and two secondary
- 4 Parents/Guardians

- 2 Student Representatives from the high school
- 1 Town Representative
- 1 Board of Finance Representative
- 1 Special Education Parent Community Representative
- 1 Community Member-at-Large

Membership should reflect the diversity of perspectives necessary to thoughtfully examine the future of Windsor Locks Public Schools.

Meeting Schedule & Proposed Timeline

The task force will conduct its work over the 2026–2027 school year.

Phase 1: Data Collection and Review

September – November 2026

- Enrollment analysis
- Enrollment projections
- Facility review
- Building utilization analysis
- Educational program review
- Financial and operational analysis
- Transportation considerations

Phase 2: Community Engagement

December 2026 – February 2027

- Community forums
- Staff engagement
- Family and community surveys
- Stakeholder feedback
- Presentation of preliminary findings

Phase 3: Option Development

March – April 2027

- Review findings
- Develop potential scenarios
- Analyze costs and benefits
- Examine educational and operational implications
- Identify strengths and challenges associated with each option

Phase 4: Final Findings and Recommendations

May – June 2027

- Finalize findings
- Develop recommendations, if appropriate
- Present findings to the Board of Education
- Issue a public report
- Identify potential next steps for Board consideration

Expected Deliverables

The task force will provide the Board of Education and community with:

1. Comprehensive Long-Term Planning Report
2. Enrollment and Enrollment Projection Analysis
3. School Capacity and Utilization Analysis
4. Facility Conditions and Capital Needs Review
5. Educational Program and Student Impact Analysis
6. Financial and Operational Impact Assessment
7. Transportation Impact Analysis
8. Community and Stakeholder Feedback Summary
9. Analysis of Potential Future Options
10. Final Findings and Recommendations

Desired Outcomes

Through this process, Windsor Locks Public Schools seeks to:

- Ensure the long-term educational success of Windsor Locks students.
- Plan responsibly for changing enrollment and community needs.
- Maximize the effective use of district facilities.
- Identify opportunities to strengthen educational programming.
- Understand the long-term financial implications of maintaining current facilities and services.
- Identify potential opportunities for operational efficiencies.
- Engage the community in thoughtful discussions about the future of public education in Windsor Locks.
- Provide the Board of Education with reliable information upon which future decisions can be based.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

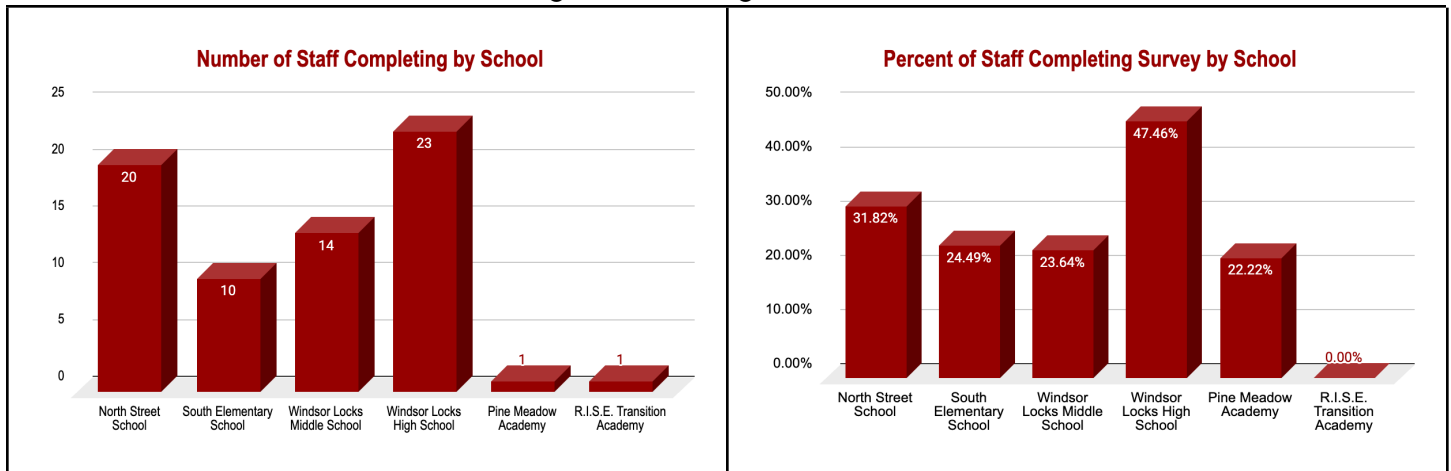
DATE: SEPTEMBER 8, 2026

RE: OPENING PROFESSIONAL DEVELOPMENT
FEEDBACK

The first three days of staff professional development provided a multitude of opportunities to prepare for the year ahead. The next page contains a summary of the feedback that will be used to plan future professional learning by the Professional Development and Evaluation Committee at the building and district level.

WLPS Professional Learning Feedback

August 24 – August 26, 2026



Overall Experience	Average Rating (Scale of 1 – 5)					
	Average Rating	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5
Relevance of content to my role	4.20	2	1	8	28	30
Quality of facilitation/presentation	4.29	1	2	7	25	34
Opportunities for collaboration	4.49	1	1	4	20	43
Practical strategies I can apply immediately	3.90	4	3	13	25	24
Overall satisfaction with the professional learning experience	4.17	1	3	7	30	28

Overall Feedback

Staff feedback reflected a generally positive response to the balance of professional learning, collaboration, and preparation time. The most consistently valued experiences were opportunities to work with teams, prepare classrooms and curriculum, analyze student data, and engage in learning directly connected to staff roles and current district initiatives.

Key Themes

- **Time matters:** Collaboration, curriculum planning, classroom preparation, and team-based work were among the most frequently identified strengths.
- **Relevance matters:** Staff responded positively to targeted learning such as Amplify Math, Science of Reading, Safety Care, curriculum development, and data analysis.
- **Specialized roles need greater attention:** Special education staff, paraprofessionals, tutors, and other specialized staff requested more

role-specific professional learning and dedicated team planning time.

- **Whole-group experiences were mixed:** Feedback on the opening convocation/pep rally varied significantly, particularly given the timing and context of recent budget challenges.
- **Staff want continued choice and application:** Future requests emphasized smaller groups, choice-based sessions, AI, behavior/mental health supports, restorative practices, and opportunities to immediately apply new learning.

Next Steps

Continue protecting collaborative and preparation time while increasing role-specific and choice-based professional learning. Future planning will also focus on reducing scheduling conflicts, strengthening opportunities for special education teams to collaborate, and ensuring districtwide sessions are purposeful, relevant, and responsive to staff feedback.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: SEPTEMBER 8, 2026

RE: SCHOOL IMPROVEMENT PLANS

In alignment with the 5-year Strategic Plan, each building has developed a 26-27 School Improvement Plan that focuses on the following three goal areas:

- Student Performance
- Culture and Climate
- Facilities & Operations

These plans are designed to move WLPS from strategic priorities to measurable action, with quarterly monitoring and an annual reflection on accomplishments, evidence of success, challenges, and priorities for the following year.

This evening, each building will present their School Improvement Plan for your review and discussion.

Windsor Locks Public Schools

www.wlps.org

Educational Leadership

Shawn Parkhurst

Superintendent of Schools 860-292-5000

sparkhurst@wlps.org

Rebecca Bissonnette

Executive Director of Curriculum, Instruction and Assessment 860-292-5793

rbissonnette@wlps.org

Giovanna Testani, Principal

North Street School 860-292-5027

gtestani@wlps.org

Monica Briggs, Principal

South Elementary School 860-292-5021

mbriggs@wlps.org

Matthew Warner, Principal, Jennifer Leveille, Assistant Principal

Windsor Locks Middle School 860-292-5012

mwarner@wlps.org jleveille@wlps.org

Jeffrey Bernabe, Principal, Kristen Krupa, Assistant Principal

Windsor Locks High School 860-292-5032

jbernabe@wlps.org kkrupa@wlps.org

Central Office

Amy Bosco

Human Resource Coordinator 860-292-5744

abosco@wlps.org

Jeffrey Ferranti

Director of Pupil Services 860-292-5707

jferranti@wlps.org

Megan Parrette

Coordinator of Pupil Services - Elementary

mparrette@wlps.org

Rachel March

Coordinator of Pupil Services - Secondary

rmarch@wlps.org

Larry Juhasz

Director of Finance and Grants Manager

ljuhasz@wlps.org