# Washington Central Unified Union School District

***WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.***

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761

**WCUUSD Finance Committee**
**Meeting Agenda**
**10.14.25**
**8:30-9:30 AM**
**Central Office**
**1130 Gallison Hill Rd.**
**Montpelier, VT**

**Virtual Meeting Information**
**https://tinyurl.com/mvdehdjd**
**Meeting ID: 844 7315 8627**
**Password: 702309**
**Dial by Your Location: 1-929-205-6099**
**Virtual Only**

1. Call to Order
2. Approve Minutes of 9.9.25 – pg. 4
3. Informational Reports
   3.1. Monthly Reflections – pg. 6
4. Discussion/Action
   4.1. FY 2026-27 Budget Development Update – pg. 9
   4.2. FY 2026-27 Board Parameters – pg. 10
   4.3. IT Staffing Restructure – pg. 12
5. Future Agenda Items
   5.1. Next Regular Meeting: November 11, 2025

NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.

***WCUUSD Board Norms - Adopted 9.17.25***

· ***Public input*** *–Notify the community about public forums and opportunities for public comment at board meetings, and the ability to always submit written input.*

· ***Community involvement during regular meetings of the board*** *– Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the steering committee discuss and decide how the issue should be added to a future agenda.*

· ***Community dialogue*** *– The board will periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.*

· ***Stay on time*** *– Start and end on time. The chair may appoint a time-keeper.*

· ***Inclusive time for thoughtful decisions -*** *The chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.*

· ***Prepare for meetings and receive materials in advance-****Board members come prepared, having reviewed the agenda and materials in advance*

· ***Announcements in reports*** *– Announcements from the administration will appear in the reports and not as discussion items.*

· ***Respect each other*** *– Listen, allow others to be heard, share concerns, assume positive intentions, be present, focus on shared solutions and celebrate successes.*

· ***All voices will be heard-*** *Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.* Board members will address the topics up for debate and not the person.

· ***Governance Reflection -*** *At the end of each board meeting, reflect on whether the board adhered to agreed protocols, processes, and policies.*

· ***Reflection*** *–At the end of each board meeting, board members will be allowed time to share their general reflections on the meeting.*

**AGENDA KEY**

| Agenda Section | Examples | Role/ Responsibility | Description |
|---|---|---|---|
| Call to Order | n/a | Board Chair or designee | Formal opening to meeting. Superintendent calls to order during annual reorganization |
| Public Comment | | | Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting. |
| Executive Session | Personnel<br>Student Matter<br>Negotiations | | Only for discussion of items covered in VSA §313.<br>Formal actions not taken in Executive Session |
| Reports to the Board | Superintendent/<br>COLT<br>Student Report | Administration | Both regular/recurring reports and one-time reports happen here. One-time reports are determined by the Board workplan or requested by the will of the Board. Generally, reports invite clarifying questions but not formal discussion/action |
| Committee Reports | Finance<br>Policy<br>Education Quality | Board | Chair of the committee reports on substance of most recent committee meeting. Generally, reports invite clarifying questions; any discussion or action items would be listed in the respective section of the agenda |
| Discussion Items | | Board with input from administration | Items on the agenda specifically for discussion of the Board. Chair can seek input from audience during discussions. Generally not intended for action (although nothing prevents the Board from taking an action) |
| Action Items | Personnel approvals | Board | Items formally on the agenda for Board action. Discussion can occur after a motion is on the table |
| Consent Agenda | Board Orders<br>Minutes | Board | Designed for items that need proforma approval and/or are sufficiently routine. Board acts on all items in the Consent agenda and does not discuss any item unless it is pulled out during Agenda Adjustments |

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**WCUUSD Finance Committee**
**Meeting**
**9.9.25**
**Central Office**
**1130 Gallison Hill Rd**
**Montpelier, VT**
**Virtual**

**Present:** Susanne Gann, Rebecca Tatistcheff, Ursula Stanley, Steven Dellinger-Pate, Chris McVeigh, Zach Sullivan, Flor Diaz Smith, Daniel Keeney, Lila Richardson, David Rodgers

1. **Call to Order: Flor Diaz Smith called the meeting to order at 8:32 AM**

2. **Approve the minutes of 8.19.25: Ursula Stanley motioned to approve the minutes, seconded by Chris McVeigh. The minutes were approved unanimously.**

3. **Informational Reports**
   **3.1. Monthly Reflections:** Susanne provided a written report and highlighted the hiring of Patricia Canada as payroll specialist and the challenges faced during the first payroll week. Susanne also mentioned the summer data collections and the addition of 22 new contracted employees since July 1, detailing the work involved in setting them up in the HR setting them up in the HR and payroll systems.

4. **Discussion/Action**
   **4.1. Discuss Combined FY 26 Capital Improvement Project Scope & Budget:** Susanne provided a detailed memo. She recapped the scope and budget development process and mentioned the two options for the replacement project at Doty focusing on the interior boiler room. Susanne explained the risks associated with the boiler at Doty and the two options presented Option 1: Make the oil boiler a backup while installing a new room downstairs for a pellet boiler or Option 2: Replace the oil boiler with a pellet boiler and a gas backup in a new room downstairs. Flor confirmed the cost estimate for option one is $657,494 and option 2 is $445,620. Chris McVeigh asked if the cost for dismantling the oil boiler is included in Option 1 and not in Option 2. Susanne confirmed that was correct. Chris also

questioned the significant increase in the kitchen reconfiguration and the inclusion of contingency in the updated numbers. Ursula asked why the soft costs and contingency are different for each proposal. Susanne explained that the soft costs and contingency are distributed based on the percentage of each project from the total combined project cost. Ursula also asked about the history of oil leaks at Doty. Susanne advised a previous small leak was mitigated and there has been an ongoing concern from the Facilities Director, Chris O'Brien about the oil boiler's risk. Chris asked about the cost efficiency of installing both new boilers at once versus splitting the project. Daniel Keeney advised he was comfortable with both options but was leaning towards Option 2. Zach Sullivan agreed with Daniel and emphasized the need to balance risks across staffing and facilities. Flor Diaz Smith called for a show of hands to determine the preferred option, majority favored Option 2. **Daniel Keeney motioned to recommend that the Board authorize the completion of the recommended projects for an amount not to exceed $1,226,000. Zach seconded and the motion passed with one opposed.** Susanne will update the memo to include a paragraph summarizing the finance committee's recommendation on the Doty boiler project.

**4.2. Discuss FY 27 Budget Timeline:** Ursula Stanley suggests clarifying the board's steps in the budget timeline document. Susanne agreed to add a paragraph in the review section and focus on the recommended option in the final document. Daniel Keeney emphasized the need to define the baseline budget and its criteria, suggesting a more visionary and innovative approach. Susanne will include a separate document in the board packet that shows a full year round budgeting timeline, including the steps for the leadership team. Susanne and Steven will ensure the definition of "baseline budget" is covered in the budget training for the board.

5. **Public Comments:** Public comment was received from Lila Richardson.

6. **Future Agenda Items**
   **6.1. Next Regular Meeting:** October 14, 2025

7. **Adjourn: The meeting adjourned by consensus at 9:35 a.m.**

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Steven Dellinger-Pate
Superintendent

**TO: WCUUSD Finance Committee & School Board**
**FROM: Susanne D. Gann, WCUUSD Business Administrator**
**RE: Monthly Reflections**
**DATE: October 9, 2025**

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**Finance:**

Tom Hamlin, Financial Accountant, has been working to update the Fixed Asset system to reflect all assets added or deleted in FY 2024-25. This is time consuming and involves communicating with the schools to ensure that our records are correct. All of your work in this project is greatly appreciated, Tom!

**Child Nutrition:**

Fresh Fruit and Vegetable Program (FFVP) Grant Award

The District has been awarded $12,650.00 in Fresh Fruit and Vegetable Program (FFVP) funds for the 2025-2026 school year. These funds are allocated to:

- Berlin Elementary School: $9,600.00
- Doty Memorial School: $3,050.00

This program is designed to provide students with additional exposure to a wide variety of fresh fruits and vegetables, building healthy eating habits outside of the regular school meal programs.

U-32 Refrigerated Display Case

The District was awarded a 50% matching grant totaling $5,025 for a new open refrigerated display case at U-32. This equipment is essential for maximizing efficiency and food safety and streamlines the serving line by offering quick, grab-and-go access to chilled items and uses enhanced product visibility to encourage students to select healthy options like fresh fruits, salads, and dairy. Critically, it improves food safety by maintaining food temperatures, which is vital for preventing foodborne illness and ensuring strict compliance with meal safety regulations. This was installed at the beginning of the school year and has effectively improved service speed and efficiency during lunch periods at U-32. This addition has significantly reduced wait time for students and improved overall meal service flow, ensuring students can quickly access nutritious prepared foods.

Equipment Grant – Calais Oven

The District has been awarded a 50% matching equipment grant totaling $3,362.88 for the purchase of a new electric convection oven at Calais Elementary School. This essential upgrade will dramatically enhance the efficiency and safety of meal preparation in the limited kitchen space at Calais. The new convection oven provides quick, even heat distribution, which is crucial for reducing food waste and ensuring all meals consistently meet required nutritional and quality standards. This modern technology is vital for supporting our goals for healthier, scratch-cooked items. It also includes modern safety features like automatic shut-off and precise digital controls, ensuring the highest standards of food safety for our students.

Equipment Grant – Berlin Gas Range

The District has also successfully secured a grant totaling $2,417.75 for a new 6-burner gas range at Berlin Elementary School. This equipment provides immediate heat response and absolute temperature control, removing the guesswork from cooking. The versatility of the gas range allows staff to simultaneously bake, roast, sauté, and boil, significantly enhancing our capacity to achieve compliance with meal pattern requirements by preparing all five meal components. This investment directly supports our ongoing efforts toward scratch cooking and improving student participation by serving healthier, higher-quality meals, while features like flame failure devices and non-clog burners enhance food safety.

Thanks and congratulations to Ron Scholtz, Food Service Director for successfully applying for and securing these grants.

**Facilities:**

Doty Library Odor

An odor detected in the library at Doty Memorial Elementary School led to an investigation that found a leak in an old sink in the library area. The leak was promptly fixed, and the affected materials, including some drywall and cabinets, were removed. Mold testing was conducted, and the results were overwhelmingly negative, with the exception of a small, isolated spot found in an adjacent storage room (a former bathroom). The affected material in the storage room has also been removed. It is believed the original odor was likely caused by a dead animal in the wall, as the pervasive smell has now dissipated. This issue is now resolved.

U-32 PCB Update

We continue to monitor and contain PCBs at U-32, with the latest quarterly report from Stone Environmental received September 4, 2025 indicating that additional investigative work is required to fully characterize the presence and extent of PCBs in various building materials and indoor air. This work will focus on materials in areas not previously sampled. Future field activities are scheduled to proceed immediately, allowing Stone Environmental to gather the necessary data to inform next steps for remediation planning and long-term management of PCBs at the facility.

In a related development, following a meeting with Stone Environmental, the Department of Environmental Conservation (DEC) sent a letter regarding the proposed kitchen renovation scheduled for the summer of 2026. The DEC confirmed that building materials identified as containing PCBs (such as expansion joint, window, and door caulking) in the kitchen area would

need to be properly managed during the renovation. We are working with Stone Environmental to plan for the required identification and removal of these PCB-containing materials to ensure compliance with state and federal procedures. The DEC also noted that costs incurred for reviewed and approved work may be eligible for reimbursement should additional state funds be provided for the program, as long as the work is preapproved by the DEC and is tracked.

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Steven Dellinger-Pate
Superintendent

**TO: WCUUSD Finance Committee and School Board**
**FROM: Steven Dellinger-Pate, Superintendent**
**Susanne Gann, WCUUSD Business Administrator**
**RE: FY 2026-27 Budget Development Update**
**DATE: October 10, 2025**

**Summary:** The Leadership Team met on October 7th to begin development of the FY 2026-27 budget. The Team reviewed and discussed the plan for budget development, and specific requirements for building administrators. During this meeting, the Team discussed District programs, services and staffing needs, including areas such as food service, community connections, preschool programming, special education, and potential changes to grant funding. The Team reviewed the district's strategic plan and some of the programs that the district has focused on in previous years as part of the initial planning process.

**Connection to Strategic Plan (Goal #3):** As part of our commitment to transparency and community engagement, the Leadership Team elected to develop and distribute a survey to staff and community members. The survey will collect input on district priorities and funding considerations to help advise the Board's discussions on the budget.

**Next Steps:** The Board discuss the budget parameters to provide initial guidance for the FY 2026-27 Budget Draft #1 development.

Between now and November 5th, the Leadership Team will:

- Finalize and distribute the community and staff survey.
- Review survey responses and summarize results.

To: Finance Committee and WCUUSD Board
From: Flor Diaz Smith, WCUUSD Board Chair
Re: Draft Budget Parameters
Date: October 10,2025

Dear WCUUSD School Board Members,

The Finance Committee will be meeting on October 14th to discuss the following draft budget parameters. The Board will be meeting on the 15th and looking at the same memo. The Finance committee will provide feedback the day of the meeting.

Before we begin that work, I want to remind us that we have a strategic plan, and we are working diligently to build coherence across the system and operationalize that plan.

With that in mind and with a shared commitment to educational equity, please review the following parameters through an equity lens. See the definition of equity and our strategic plan goals below for context.

2024–2030 Prioritized Work (Strategic Plan Goals)

1. Build and nurture a culture of well-being and inclusivity.
2. Challenge, empower, and engage each student through evidence-based instructional strategies, curriculum, and varied educational opportunities.
3. Foster and commit to responsible leadership that engages the community and communicates transparently.

Equity Definitions and Considerations

*"Each student receives the resources and educational opportunities they need to learn and thrive."*
*"Equity is believing that each and every student is capable of success."*

- Equity means that a student's success is not predicted or predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity, or initial proficiencies.
- Equity means that every school provides and every student has access to: high-quality, culturally responsive curriculum, programs, teachers and administrators, extracurricular activities, and support services.
- Equity goes beyond formal equality, where all students are treated the same. Achieving equity may require an unequal (but intentional and necessary) distribution of resources and services.

- Equity involves acknowledging and disrupting inequitable practices, recognizing bias, implementing inclusive practices that reflect high expectations for all students, and creating multicultural school environments for both adults and children.

*Draft Budget Parameters*

1. *Continue to offer and further develop the Multi-Layered System of Supports (MLSS) across all schools, including robust professional development for all educators.*
2. *Identify and allocate resources necessary to support increased educational equity, including implementation of the Education Quality Standards and elevation of student voice.*
3. *Ensure spending remains under the excess spending threshold. As of the September 25th estimate, this is $16,331 per pupil (to be updated in November).*
4. *Bring the net impact of the expense budget in under X% (to be determined).*
5. *Develop contingency plans for expense reduction options, in the event that the Board determines that proposed spending leads to unfavorable tax implications.*
6. *Be creative and strategic in achieving educational outcomes across our district, considering student experiences, opportunities, and outcomes.*
    - *Are we structured in the best way to serve all students and achieve the goals of our strategic plan?*
    - *Bring in the work of the Configuration Committee to inform this reflection.*

We will review and discuss these parameters at our upcoming Finance Committee and Board meetings. This memo is intended to give you time to reflect ahead of those conversations. Once finalized, these parameters will guide our administrators as they develop the next budget draft.

Thank you for your thoughtful review.

Suggested Motion: I move to accept the Budget Parameters as presented with the following _____ % for Parameter 4.

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Steven Dellinger-Pate
Superintendent

**TO: WCUUSD Finance Committee & School Board**
**FROM: Susanne Gann, WCUUSD Business Administrator**
**David Rodgers, Director of Technology**
**RE: IT Staffing Restructure: Request to Create Specialized Network Positions**
**DATE: October 9, 2025**

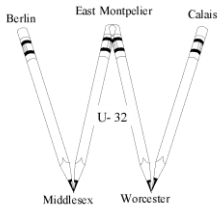
**Summary:** The District Technology Department is requesting Board approval to restructure its network operations by replacing two of the four current Network Administrator / Tech Support positions with two specialized technical positions: the Network Infrastructure Specialist and the Network Security Specialist (see job descriptions included). This separation of duties is a strategic and essential step to manage the increased complexity and demands of our digital environment. It ensures that the District can dedicate expert attention to both the reliable performance of our core network systems and the critical, ongoing defense against cybersecurity threats. This restructuring does not increase the overall FTE count within the Technology Department and does not increase the FY 2025-26 budget.

**Connection to Strategic Plan:** This proposal addresses Goal #3: WCUUSD leaders will establish structures, policies, procedures, and accountability frameworks that support the implementation of the strategic plan and report on progress. The integration of technology in school operations requires the District to ensure that technology is reliable, accessible, and secure to enhance learning and operational efficiency. It is critical that the structure of the technology department is able to manage the volume and complexity of both infrastructure maintenance and mission-critical cybersecurity duties simultaneously, and these two positions will be vital in ensuring the District is successful.

- Reliability & Performance: The Network Infrastructure Specialist will focus solely on the design, maintenance, and performance optimization of servers, switches, and wireless networks, ensuring the necessary reliability for instructional continuity across all schools.
- Security & Risk Mitigation: The Network Security Specialist will lead the District's defense strategies, handle incident response, and manage compliance efforts (such as CIPA and FERPA). This specialization is critical to mitigating the growing financial and operational risks associated with sophisticated cyberattacks.

The specialization of these roles is a necessary evolution to safeguard the District's educational mission and meet the heightened standards for technology management in public education today.

**Recommended Board Action:** The Board approve the creation of a Network Infrastructure Specialist and a Network Security Specialist position to replace two of the current Network Administrator / Tech Support positions.

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## Job Description

| | |
|---|---|
| **JOB TITLE:** | **Network Infrastructure Specialist** |
| **FLSA STATUS:** | **Exempt - Salaried** |
| **CONTRACT TYPE:** | **Non Bargaining ESP** |
| **WAGE SCALE:** | **None** |
| **UPDATED:** | |

**POSITION OBJECTIVE(S):** Reporting to the Director of IT, the Network Infrastructure Specialist is responsible for the design, implementation, maintenance, and performance of the Washington Central Unified Union School District (WCUUSD) network infrastructure. This position ensures the reliable and efficient operation of all network systems—including servers, switches, and wireless access points—to support the district's educational and administrative functions. As an integral member of the technology team, the Network Infrastructure Specialist will collaborate on maintaining a robust and resilient digital environment. This role also serves as the primary backup for the Network Security Specialist and other technical support positions.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Include the following. Other duties may be assigned.

**Primary Focus - Network Infrastructure:**

- Lead the design, configuration, and maintenance of the district's core network infrastructure, including routers, switches, servers, storage systems, and wireless access points.
- Administer the district's physical and virtual server environments, ensuring high availability and optimal performance for all critical systems and applications.
- Actively monitor network and server performance, analyzing traffic and utilization trends to proactively troubleshoot connectivity issues and implement necessary upgrades.
- Manage and test the district's data backup, business continuity, and disaster recovery plans to ensure data integrity and system resilience.
- Develop and maintain comprehensive documentation for all network configurations, hardware inventory, and infrastructure procedures.

**Collaborative Infrastructure Management:**

- In partnership with the Network Security Specialist, contribute to the administration and configuration of network security tools, including firewalls and content filters.
- Collaborate with the security team to implement and enforce security best practices across the network and server infrastructure.
- Assist in network incident response efforts by providing infrastructure-level analysis, containment, and recovery support.
- Partner on the management of Identity and Access Management (IAM) systems, including Active Directory and Google Workspace, to ensure secure and reliable user access.

**General Administration & Support:**

- Serve as a backup to the Network Administrators focused on endpoints, assisting with software deployment and device management as needed.
- Provide expert-level support for complex, infrastructure-related help desk escalations and assist with general network troubleshooting.
- Contribute to the research and evaluation of new technologies, with a primary focus on identifying opportunities for infrastructure and performance enhancements

**OTHER**

- Completes professional development, which may include courses, workshops or independent study, as approved by the Director of IT, to keep current with technological practices and requirements for school districts in Vermont.
- Performs other duties as assigned by the Director of IT.

**SUPERVISION RECEIVED:** This position reports to and receives general administrative direction from the Director of IT. The Network Infrastructure Specialist performs highly technical and administrative tasks that require the utmost level of confidentiality.

**SUPERVISORY RESPONSIBILITIES:** None.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience -** A Bachelor's degree in Computer Science, Information Technology or applicable concentration with a minimum of three years of relevant experience required; or an equivalent combination of experience and training.
- **Driver's License** - Valid Vermont driver's license required.
- **Mathematical/Reasoning Skills -** Advanced math skills, the ability to problem solve, and deal with complex numbers.
- **Computer Skills and Experience -** In-depth knowledge and skills related to information and educational technology, systems design, and programming. In-depth knowledge of both the administrative and instructional uses of information and educational technology in the school environment. Knowledge and experience with web design. Experience using a variety of

software programs, including but not limited to Microsoft Excel, Microsoft Word, Google email, calendar scheduling, document sharing, and help desk solutions.

- **Communication & Interpersonal Skills -** Excellent verbal and written communication skills. The ability to communicate courteously, efficiently, and effectively with a variety of individuals, including faculty, administrators, and outside organizations.
- **Dependability –** reliable, punctual, responsible, and fulfilling obligations.
- **Attention to Detail –**careful about detail and thorough in completing work tasks.
- **Integrity –**honest and ethical.
- **Adaptability/Flexibility –**open to change and to considerable variety in the workplace.
- **Independence –** guiding oneself with little or no supervision, and depending on oneself to get things done. This requires a considerable need for initiative, self-direction, the exercise of good judgment and discretion.
- **Additional Competencies.** The individual in this position must be able to work cooperatively and collaboratively in a team environment. The Network Administrator must be able to manage oneself as well as manage relationships with others, cultivating a high degree of intelligence in the following areas:
    - Self-Awareness and Self-Control – the ability to fully understand oneself and one's impact on others and to use that information to manage oneself productively. Recognize when a task exceeds the level of your current expertise and seek assistance.
    - Empathy – the ability to understand the perspective of others.
    - Social Expertness – the ability to build genuine relationships and bonds and express caring, concern, and conflict in healthy ways.
    - Personal Influence – the ability to positively lead and inspire others as well as oneself.

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| Frequency | Code | Description |
|---|---|---|
| **Sometimes** | **S** | activity may exist sporadically, but not on a consistent basis. |
| **Occasionally** | **O** | activity exists on a consistent basis for less than 1/3 of the time |
| **Frequently** | **F** | activity exists from 1/3 of the time up to 2/3 of the time |
| **Constantly** | **C** | activity exists for 2/3 or more of the time |
| **Not Applicable** | **NA** | activity is not present in the position |

**PHYSICAL EFFORT AND STRESS**. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

| | *Frequency Code* | | *Essential* | *Not Essential* |
|---|---|---|---|---|
| SITTING | F | | X | |
| STANDING | F | | X | |
| WALKING | F | | X | |
| SEEING | F | | X | |
| HEARING | F | | X | |
| TALKING | F | | X | |
| DEXTERITY (hands/fingers) | F | | X | |
| USE OF COMPUTERS AND EQUIPMENT | C | | X | |
| LIFTING | | | | |

| | | | | |
|---|---|---|---|---|
| up to 10 lbs. | F | | X | |
| 10-25 lbs. | O | | X | |
| 25-50 lbs. | O | | X | |
| 50-100 lbs. | S | | | X |
| 100+ lbs. | S | | | X |
| CARRYING | | | | |
| up to 10 lbs. | F | | X | |
| 10-25 lbs. | F | | X | |
| 25-50 lbs. | O | | | X |
| 50-100 lbs. | O | | | X |
| 100+ lbs. | O | | | X |
| BENDING/STOOPING | F | | X | |
| PUSHING/PULLING | F | | X | |
| TWISTING | F | | | X |
| CLIMBING | O | | | X |
| BALANCING | F | | | X |
| CROUCHING | F | | X | |
| KNEELING | F | | X | |
| CRAWLING | F | | X | |
| REACHING (i.e., overhead) | F | | X | |
| HANDLING | F | | X | |
| DRIVING | O | | X | |
| REPETITIVE MOVEMENTS (hands, feet) | F | | X | |
| MANAGING STRESS | C | | X | |
| RESOLVING CONFLICTS | F | | X | |

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** All conditions common to a construction site for residential housing, including, but not limited to, the following (Indicate appropriate code from above):

| | *Frequency Code* |
|---|---|
| EXPOSURE (dust, dirt) | C |
| EXPOSURE (extreme heat – non-weather, flames) | S |
| EXPOSURE (extreme cold – non-weather) | S |
| EXPOSURE (fumes, odors) | S |
| EXPOSURE (viruses, infectious diseases) | S |
| EXPOSURE (water) | S |
| EXPOSURE (hazardous equipment) | S |
| EXPOSURE (chemicals, hazardous materials) | S |
| UNEVEN TERRAIN | S |
| OUTDOOR WEATHER CONDITIONS | S |
| VIBRATION/NOISE | F |
| HEIGHTS | O |

**Definitions - Physical Demands**

**Sitting**: remaining in a seated position
**Standing**: remaining on one's feet in an upright position at a workstation without moving about
**Walking**: Moving about on foot
**Seeing**: Perceiving with the eye
**Hearing**: Perceiving or listening to sound by ear
**Talking**: Articulating, speaking, or discussing using spoken words
**Dexterity**: Skill in the use of hands and fingers
**Lifting**: Raising or lowering an object from one level to another (includes upward pulling)
**Carrying**: Transporting an object, usually holding it in the hands or arms or on the shoulder
**Bending/Stooping**: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
**Pushing**: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
**Pulling**: Exerting force upon an object so that the object moves toward the force (includes jerking).
**Twisting**: Rotating; moving to face in an alternate direction.
**Climbing**: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
**Balancing**: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
**Crouching**: Bending the body downward and forward by bending the legs and spine.
**Kneeling**: Bending the legs at the knees to come to rest on the knee or knees.
**Crawling**: Moving about on the hands and knees
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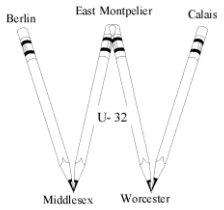


# Washington Central Unified Union School District

***WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.***

## Job Description

| | |
|---|---|
| **JOB TITLE:** | **Network Security Specialist** |
| **FLSA STATUS:** | **Exempt - Salaried** |
| **CONTRACT TYPE:** | **Non Bargaining ESP** |
| **WAGE SCALE:** | **None** |
| **UPDATED:** | |

**POSITION OBJECTIVE(S):** Reporting to the Director of IT, the Network Security Specialist is responsible for the design, implementation, maintenance, and security of the Washington Central Unified Union School District (WCUUSD) network infrastructure. This position ensures the reliable and efficient operation of all network systems—including servers, firewalls, and switches—to support the district's educational and administrative functions. As an integral member of the technology team, the Network Security Specialist will collaborate on protecting sensitive data and maintaining the integrity of all digital assets. This role also serves as the primary backup for the Network Infrastructure Specialist and other technical support positions.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Include the following. Other duties may be assigned.

**Primary Focus - Network Security:**

- Develop and lead the district's comprehensive network security strategy, ensuring all systems and procedures adhere to industry best practices and educational privacy regulations such as FERPA and CIPA.
- Direct all network incident response efforts, managing the full lifecycle from detection and analysis to containment, recovery, and post-incident review.
- Administer, configure, and optimize all network security tools, including firewalls and Security Information and Event Management (SIEM) systems, for proactive threat detection and prevention.
- Actively monitor network and user activity, assessing vulnerabilities and managing the remediation process to protect critical assets.
- Manage all Identity and Access Management (IAM) systems, including Active Directory and Google Workspace, to enforce the principle of least privilege and ensure secure user authentication (MFA).

- Collaborate in developing cybersecurity awareness training and professional development materials for staff and students to promote a culture of security.

**Collaborative Infrastructure Management:**

- In partnership with the Network Infrastructure Specialist, contribute to the design, configuration, and maintenance of core network hardware, including routers, switches, and wireless access points.
- Collaborate with the infrastructure team to monitor overall network performance, troubleshoot connectivity issues, and ensure the high availability of all critical systems.
- Partner on the administration of the district's physical and virtual server environments, storage systems, and data center infrastructure.
- Jointly manage and test the district's data backup, business continuity, and disaster recovery plans to ensure data integrity and resilience.

**General Administration & Support:**

- Create and maintain meticulous documentation for all security systems, incident response plans, network configurations, and inventory.
- Serve as a backup to the Network Administrators focused on endpoints, assisting with software deployment and device management as needed.
- Provide expert-level support for complex, security-related help desk escalations and assist with general network troubleshooting.
- Contribute to the research and evaluation of new technologies, with a primary focus on identifying opportunities for security enhancements.

**OTHER**

- Completes professional development, which may include courses, workshops or independent study, as approved by the Director of IT, to keep current with technological practices and requirements for school districts in Vermont.
- Performs other duties as assigned by the Director of IT.

**SUPERVISION RECEIVED:** This position reports to and receives general administrative direction from the Director of IT. The Network Security Specialist performs highly technical and administrative tasks that require the utmost level of confidentiality.

**SUPERVISORY RESPONSIBILITIES:** None.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience -** A Bachelor's degree in Computer Science, Information Technology, or applicable concentration with a minimum of three years of relevant experience required; or an equivalent combination of experience and training.
- **Driver's License** - Valid Vermont driver's license required.
- **Mathematical/Reasoning Skills -** Advanced math skills, the ability to problem solve, and deal with complex numbers.
- **Computer Skills and Experience -** In-depth knowledge and skills related to information and educational technology, systems design, and programming. In-depth knowledge of both the administrative and instructional uses of information and educational technology in the school

environment. Knowledge and experience with web design. Experience using a variety of software programs, including but not limited to Microsoft Excel, Microsoft Word, Google email, calendar scheduling, document sharing, and help desk solutions.

- **Communication & Interpersonal Skills** - Excellent verbal and written communication skills. The ability to communicate courteously, efficiently, and effectively with a variety of individuals, including faculty, administrators, and outside organizations.
- **Dependability –** reliable, punctual, responsible, and fulfilling obligations.
- **Attention to Detail –**careful about detail and thorough in completing work tasks.
- **Integrity –**honest and ethical.
- **Adaptability/Flexibility –**open to change and to considerable variety in the workplace.
- **Independence –** guiding oneself with little or no supervision, and depending on oneself to get things done. This requires a considerable need for initiative, self-direction, the exercise of good judgment, and discretion.
- **Additional Competencies.** The individual in this position must be able to work cooperatively and collaboratively in a team environment. The Network Administrator must be able to manage oneself as well as manage relationships with others, cultivating a high degree of intelligence in the following areas:
    - Self-Awareness and Self-Control – the ability to fully understand oneself and one's impact on others and to use that information to manage oneself productively. Recognize when a task exceeds the level of your current expertise and seek assistance.
    - Empathy – the ability to understand the perspective of others.
    - Social Expertness – the ability to build genuine relationships and bonds and express caring, concern, and conflict in healthy ways.
    - Personal Influence – the ability to positively lead and inspire others as well as oneself.

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| Frequency | Code | Description |
|---|---|---|
| **Sometimes** | **S** | activity may exist sporadically, but not on a consistent basis. |
| **Occasionally** | **O** | activity exists on a consistent basis for less than 1/3 of the time |
| **Frequently** | **F** | activity exists from 1/3 of the time up to 2/3 of the time |
| **Constantly** | **C** | activity exists for 2/3 or more of the time |
| **Not Applicable** | **NA** | activity is not present in the position |

**PHYSICAL EFFORT AND STRESS**. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

| | *Frequency Code* | | *Essential* | *Not Essential* |
|---|---|---|---|---|
| SITTING | F | | X | |
| STANDING | F | | X | |
| WALKING | F | | X | |
| SEEING | F | | X | |
| HEARING | F | | X | |
| TALKING | F | | X | |
| DEXTERITY (hands/fingers) | F | | X | |
| USE OF COMPUTERS AND EQUIPMENT | C | | X | |

| | | | | |
|---|---|---|---|---|
| LIFTING | | | | |
| up to 10 lbs. | F | | X | |
| 10-25 lbs. | O | | X | |
| 25-50 lbs. | O | | X | |
| 50-100 lbs. | S | | | X |
| 100+ lbs. | S | | | X |
| CARRYING | | | | |
| up to 10 lbs. | F | | X | |
| 10-25 lbs. | F | | X | |
| 25-50 lbs. | O | | | X |
| 50-100 lbs. | O | | | X |
| 100+ lbs. | O | | | X |
| BENDING/STOOPING | F | | X | |
| PUSHING/PULLING | F | | X | |
| TWISTING | F | | | X |
| CLIMBING | O | | | X |
| BALANCING | F | | | X |
| CROUCHING | F | | X | |
| KNEELING | F | | X | |
| CRAWLING | F | | X | |
| REACHING (i.e., overhead) | F | | X | |
| HANDLING | F | | X | |
| DRIVING | O | | X | |
| REPETITIVE MOVEMENTS (hands, feet) | F | | X | |
| MANAGING STRESS | C | | X | |
| RESOLVING CONFLICTS | F | | X | |

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** All conditions common to a construction site for residential housing, including, but not limited to, the following (Indicate appropriate code from above):

| | *Frequency Code* |
|---|---|
| EXPOSURE (dust, dirt) | C |
| EXPOSURE (extreme heat – non-weather, flames) | S |
| EXPOSURE (extreme cold – non-weather) | S |
| EXPOSURE (fumes, odors) | S |
| EXPOSURE (viruses, infectious diseases) | S |
| EXPOSURE (water) | S |
| EXPOSURE (hazardous equipment) | S |
| EXPOSURE (chemicals, hazardous materials) | S |
| UNEVEN TERRAIN | S |
| OUTDOOR WEATHER CONDITIONS | S |
| VIBRATION/NOISE | F |
| HEIGHTS | O |

**Definitions - Physical Demands**

**Sitting**: remaining in a seated position
**Standing**: remaining on one's feet in an upright position at a workstation without moving about
**Walking**: Moving about on foot
**Seeing**: Perceiving with the eye
**Hearing**: Perceiving or listening to sound by ear
**Talking**: Articulating, speaking or discussing using spoken words
**Dexterity**: Skill in the use of hands and fingers
**Lifting**: Raising or lowering an object from one level to another (includes upward pulling)
**Carrying**: Transporting an object, usually holding it in the hands or arms or on the shoulder
**Bending/Stooping**: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
**Pushing**: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
**Pulling**: Exerting force upon an object so that the object moves toward the force (includes jerking).
**Twisting**: Rotating; moving to face in an alternate direction.
**Climbing**: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
**Balancing**: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
**Crouching**: Bending the body downward and forward by bending the legs and spine.
**Kneeling**: Bending the legs at the knees to come to rest on the knee or knees.
**Crawling**: Moving about on the hands and knees
**Reaching**: Extending the hands and arms in any direction
**Handling**: Seizing, holding, grasping, turning, or working with hands.

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