

**STATE OF WISCONSIN  
CLASSIFICATION SPECIFICATION**

**SUPERINTENDENT ADMINISTRATIVE ASSISTANT**

**I. INTRODUCTION**

Purpose of This Classification Specification

This classification specification is the basic authority under Wis. Admin. Code ER 2.04 for making classification decisions relative to present and future professional positions which provide interpreting services and administrative support to the School Superintendent located in either the Wisconsin School for the Deaf (WSD) or the Wisconsin School for the Visually Handicapped (WSVH). This classification specification is not intended to identify every duty, which may be assigned to positions, but is intended to serve as a framework for classification decision making in this occupational area.

Classification decisions must be based on the “best fit” of the duties within the existing classification structure. The “best fit” is determined by the majority (i.e., more than 50%) of the work assigned to and performed by the position when compared to the class concepts and definition of this specification or through other methods of position analysis. Position analysis defines the nature and character of the work through the use of any or all of the following: definition statements; listing of areas of specialization; representative examples of work performed; allocation patterns of representative positions; job evaluation guide charts, standards or factors; statements of inclusion and exclusion; licensure or certification requirements; and other such information necessary to facilitate the assignment of positions to the appropriate classification.

**II. DEFINITION**

The positions in this classification are professional positions located within the Department of Public Instruction at either the Wisconsin School for the Visually Handicapped or Wisconsin School for the Deaf. Positions allocated to this classification are responsible for performing Braille or American Sign Language (ASL) interpreting services **and** professional administrative support activities for the superintendent of the school. Positions in this classification also meet the definition of “confidential” as defined in s. 111.81 (7)(a), Wis. Stats.

Positions in this classification series provide professional administrative support to the School Superintendent along with providing interpreter services (i.e. American Sign Language or Braille). Administrative support job duties include, but are not limited to, participating and assisting in special projects, budgetary requests, employe development needs and training, labor management issues and policy and procedure development. The work is performed under general supervision.

**III. QUALIFICATIONS**

The qualifications required for these positions will be determined at the time of recruitment. Such determinations will be made based on an analysis of the goals and worker activities performed and by an identification of the education, training, work, or other life experience which would provide reasonable assurance that the knowledge and skills required upon appointment have been acquired. Typically a well qualified candidate for these positions would have extensive knowledge of state and federal rules and

regulations affecting special education with administrative experience/training in educational or public administration. In addition, specialized knowledge and mastery of the relevant alternative language, i.e. ASL or Braille, such as would be obtained through work as an interpreter and educational experience or training on issues and factors affecting residential schools for the handicapped.

#### **IV. ADMINISTRATIVE INFORMATION**

This classification was created effective April 11, 1999 and announced in Bulletin CLR/SC-98 to describe positions which provide professional administrative support and Braille or ASL interpreting services for the school superintendent at either the Wisconsin School for the Deaf or the Wisconsin School for the Visually Handicapped. This classification was created as a result of the Professional Program Support Personnel Management Survey.

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