FY 2028
Budget



Kansas State School for the Deaf
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September 15, 2026

Adam Proffitt, Chief Budget Officer
Landon State Office Bldg.
900 SW Jackson Street, Room 504
Topeka, KS 66612

Dear Mr. Proffitt:

The Kansas State School for the Deaf (KSSD) sincerely appreciates your continued support and leadership. Your commitment plays a vital role in ensuring that Deaf and Hard of Hearing students throughout Kansas have access to a language-rich educational environment where they develop the academic knowledge, communication and language skills, and self-confidence needed to succeed.

Because of your support, our students are equipped to excel academically, engage meaningfully in their schools and communities, and prepare for future educational and career opportunities. Your investment helps provide the resources and opportunities they need to reach their goals and realize their full potential.

As we begin planning for the next budget cycle, I would like to highlight several key priorities that are critical to maintaining and strengthening the services we provide to Deaf and Hard of Hearing children and their families:

FY 2027 & FY 2028 SUPPLEMENTAL & ENHANCEMENT

FY 2027 Supplemental - Restoration of cut funding to support instructional coach position - $100,000

KSSD is requesting the restoration of funding for the Instructional Coach position, which was eliminated as part of the statewide 1.5% budget reduction. KSSD serves students who are Deaf and Hard of Hearing (DHH), many of whom arrive at school with significant language delays or without a fully developed first language. Establishing a strong first language is foundational to students' academic, social, and cognitive development and is essential for successful acquisition of additional languages and content-area knowledge. Because language development is central to educational access and student achievement, KSSD staff must be well-versed in language acquisition, bilingual language development, and evidence-based instructional methodologies specifically designed to meet the needs of DHH learners.

Restoring the Instructional Coach position will provide critical support in building and sustaining staff expertise in these areas. The Instructional Coach can help ensure that teachers have access to ongoing professional learning, coaching, modeling, and feedback related to language acquisition and effective instructional practices. This support is particularly important as KSSD works to address the diverse language backgrounds and individual needs of students entering the school.

Restoring the Instructional Coach position will strengthen instructional consistency across campus, enhance teacher effectiveness, and ensure continued academic growth for DHH students. This position plays a critical role in supporting teachers through instructional coaching, professional development, curriculum implementation, and the use of evidence-based instructional practices that improve student outcomes. Reinstating this position represents an important investment in educational quality and aligns with KSSD's commitment to providing DHH students with the highest level of instruction and support.

FY 2027 Supplemental - Restoration of cut funding to support overnight security position - $84,438

KSSD is requesting the restoration of funding for overnight security services to ensure the safety and security of students, staff, and campus facilities. KSSD serves DHH students from across the state of Kansas. Students who attend from a distance and can not commute home daily take advantage of our residential student life program. This program allows students to have a home away from home during the school week. KSSD has unique security and supervision needs that require a consistent security presence beyond regular school hours since we run a 24-hour program.

Overnight security is particularly important due to the nature of KSSD's campus operations and the presence of students and staff on campus during evening and overnight hours. A dedicated overnight security presence provides an immediate response to safety concerns, unauthorized access, emergencies, and other incidents that may occur when regular administrative and instructional staff are not present. It also provides an important layer of protection for campus buildings and equipment.

Restoring funding for overnight security will strengthen KSSD's overall campus safety plan by providing continuous security coverage and increasing the ability to identify and respond to potential concerns before they escalate. The presence of trained security personnel also supports a safe and secure environment in which students can live, learn, and participate in residential and extracurricular activities.

Reinstating funding for overnight security represents a necessary investment in campus safety, student well-being, and the protection of state property. Maintaining appropriate

overnight security coverage will help KSSD fulfill its responsibility to provide a safe, secure, and supportive environment for students and staff at all times.

FY 2027 Supplemental - Restoration of funding lost to general operations budget due to bill posting error - $300,000

KSSD respectfully requests a supplemental appropriation of $300,000 for FY 2027 to address a bill-posting error that resulted in an unintended reduction to the school's general operations budget. This reduction was not the result of a programmatic decision or identified cost savings, but rather an administrative posting error that created a significant funding shortfall for KSSD.

These funds are essential to maintaining the day-to-day operations of the school and ensuring that KSSD can continue to provide the educational, residential, safety, and support services necessary to meet the needs of DHH students. The loss of $300,000 places additional pressure on an already limited operating budget and may require reductions or deferrals in areas that directly support students and campus general operations.

Restoring these funds will help prevent an unintended budget reduction from negatively affecting services and resources available to students and staff. Providing this supplemental funding will allow KSSD to maintain fiscal stability while continuing to fulfill its mission of providing high-quality services to DHH students.

FY2027 Supplemental - Superintendent Search Firm - $50,000

KSSD is requesting a supplemental appropriation of $50,000 to retain the services of a professional executive search firm to assist with the recruitment and selection of the agency's next Superintendent. Engaging a search firm will support a comprehensive national recruitment effort, help identify highly qualified candidates with experience in Deaf education and educational leadership, and provide expertise throughout the search and selection process. This investment will help ensure a successful leadership transition and position KSSD for continued growth and success.

FY 2027 Supplemental -Teacher Salary Miscalculation - $113,168

KSSD is requesting a supplemental appropriation of $113,168 for FY 2027 to address a shortfall in the annual teacher salary allocation. During the previous year's appeal process, the budget calculation for the 2.5% teacher salary increase contained a miscalculation, resulting in an underfunding of $113,168 required to fulfill the full salary adjustment for instructional personnel.

Securing this supplemental funding will bridge the funding gap, ensure full compliance with the approved 2.5% salary increase, and maintain competitive compensation for KSSD's teaching staff. This investment is essential to supporting educator retention and sustaining high-quality instruction across all student programs.

FY 2028 Enhancement - Capitol Improvement and Construction Projects - $600,000

KSSD has requested $600,000 in State Building Improvement Fund (SBIF) support to address critical infrastructure needs within Emery Hall. Of this amount, $600,000 is designated to replace the Emery Hall atrium, which has experienced numerous leaks over the years.

ADDITIONAL REQUESTS

Extension and Threshold Adjustments of Procurement Proviso (House Bill 2513, Sec. 92(c))

KSSD requests the extension of the procurement proviso authorized in House Bill 2513, Sec. 92(c) for an additional fiscal year. KSSD further requests an adjustment to the threshold limits within the proviso, increasing the approval threshold for specialized devices from $5,000 to $10,000, and the delegation limit for emergency repairs from $20,000 to $50,000 per occurrence.

The Legislature recognized the specialized operational and educational needs of state schools by granting procurement flexibilities under House Bill 2513. Extending this proviso ensures KSSD can continue to efficiently acquire specialized equipment and address emergency facility repairs without unnecessary administrative delays that directly affect student safety and educational access.

Updating the proviso's monetary thresholds reflects current economic conditions, rising material and labor costs, and the specialized nature of the technology required for Deaf and Hard of Hearing (DHH) students:

- Specialized Medical, Educational, and Assistive Technology ($10,000 Limit): Modern specialized equipment, assistive hearing technology, and accessible instructional devices carry high unit costs. Increasing the pre-approval bidding exemption threshold to $10,000 ensures licensed professionals can obtain the exact, clinical-grade tools necessary for a student's educational plan in a timely manner while maintaining State Board of Education oversight.

- Emergency Repair and Mitigation Authority ($50,000 Limit): Facility or equipment damage requiring immediate mitigation to safeguard students or prevent school closures often exceeds $20,000 under current repair and labor rates. Adjusting the Superintendent's delegated emergency expenditure authority to $50,000 allows KSSD to act immediately to maintain campus safety and operational continuity, with full written disclosure and procurement documentation submitted to the State Board of Education at the next scheduled meeting.

KSSD respectfully requests the continuation of this statutory authorization and the adjustment of these monetary thresholds for the upcoming fiscal year to preserve operational efficiency, safeguard state resources, and ensure uninterrupted, high-quality services for DHH students across Kansas.

Inclusion on the State Agency Budget Reduction Exemption List

KSSD requests that the Kansas State School for the Deaf be included among the state agencies and institutions exempt from future across-the-board budget reductions. The State of Kansas has recognized that certain agencies and institutions have unique operational responsibilities that warrant protection from uniform reductions, including state hospitals, correctional facilities, and institutions within the Board of Regents. KSSD requests similar consideration based on the unique and essential nature of its mission.

KSSD is not solely an educational institution. As a statewide residential school serving DHH students, KSSD provides a comprehensive system of educational, residential, student support, safety, language, extracurricular opportunities, and statewide outreach services. Students may live on campus during the school week and depend on KSSD for services that extend well beyond the traditional school day. KSSD must provide residential supervision, campus security, student activities, transportation, and other services necessary to support students who live and learn on campus. The school's operating budget therefore supports essential services that cannot simply be reduced or deferred without directly affecting students.

The Kansas Division of the Budget identifies KSSD as a state agency within the Education function. Approximately 77% of KSSD's operating budget is dedicated to instructional services, including direct services to students on campus and services provided to students throughout Kansas. The remaining operating resources support the administration and infrastructure necessary to deliver those services.

Across-the-board reductions can have a disproportionate impact on these essential services. Reductions to KSSD's operating budget may result in the loss of positions, professional development, language acquisition supports, extracurricular opportunities, campus security, and other services that directly contribute to student safety and

educational success. Unlike discretionary programs, many of these services are fundamental to KSSD's ability to fulfill its statutory and educational responsibilities.

KSSD respectfully requests that the Legislature recognize the school's unique role within state government and include KSSD on the list of agencies exempt from future statewide budget reductions. Such an exemption would acknowledge that KSSD's services are essential, specialized, and directly connected to the safety, language access, education, and well-being of Deaf and Hard of Hearing students across Kansas.

These funding priorities directly support our mission and strategic goals of providing Deaf and Hard of Hearing students across Kansas with equitable access to high-quality, accessible educational opportunities. Your continued investment enables us to strengthen our workforce, enhance our programs, and ensure that every student has the support and resources necessary to achieve success.

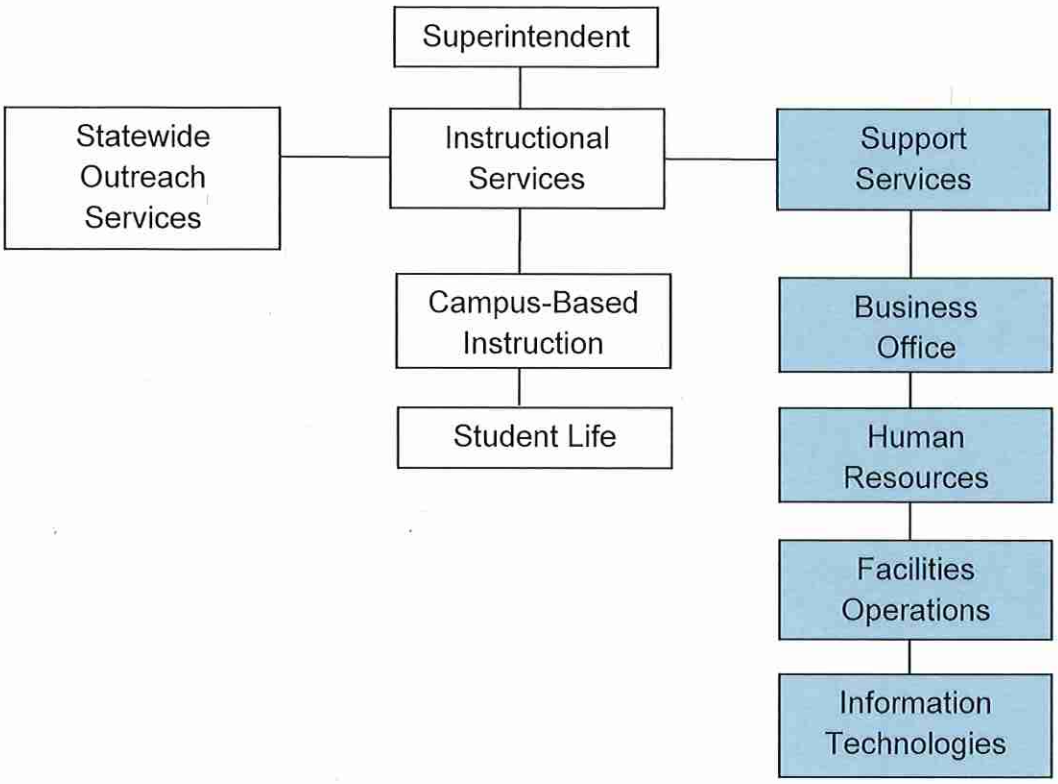
Thank you for your ongoing partnership and commitment. We sincerely appreciate your leadership and unwavering support of the Kansas State School for the Deaf, as well as the students and families who depend on the services we provide.

Sincerely,

Joelle Allen Joan Macy

Joelle Allen & Joan Macy, Interim Superintendents
Kansas State School for the Deaf

KSSD ORGANIZATIONAL CHART



Shaded areas indicated shared staff with KS State School for the Blind (KSSB)

Kansas State School for the Deaf

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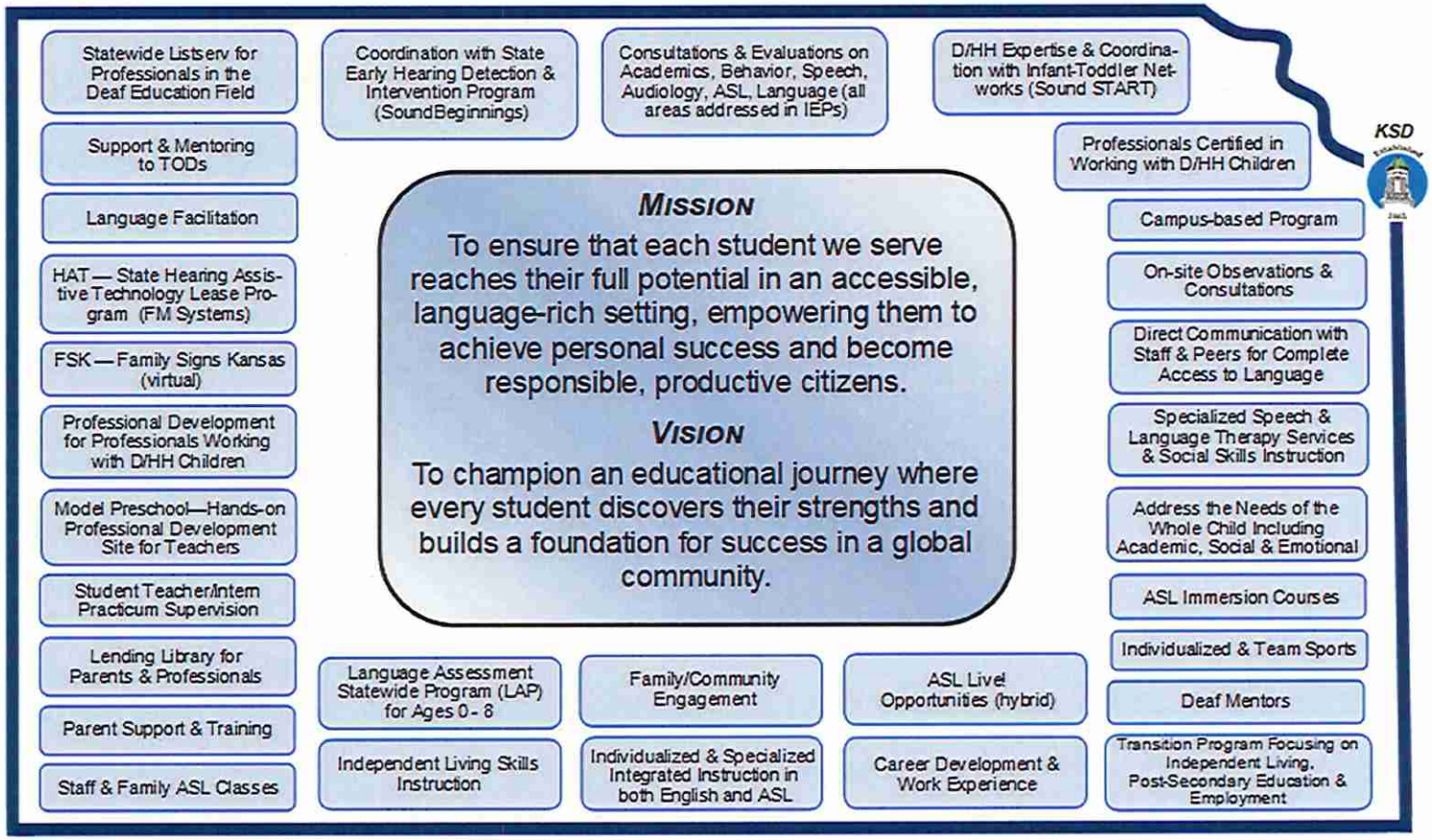

ASL - American Sign Language
D/HH - Deaf and Hard-of-Hearing
IEP - Individualized Education Program
TOD - Teacher of the Deaf

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BACKGROUND INFORMATION

The Kansas State School for the Deaf (KSSD) is the oldest state educational institution in Kansas. KSSD was established in 1861 in Baldwin City, Kansas, and moved to Olathe in 1866, where it remains today. The Kansas School for the Deaf continues to serve as a comprehensive center school for deaf and hard of hearing (DHH) children throughout Kansas and remains a source of pride for Kansans across the state. Its history reflects a longstanding commitment to providing a quality education and comprehensive support services for deaf and hard of hearing children in Kansas. As a state agency, KSSD receives the majority of its funding through the State General Fund and operates under the oversight of the Kansas State Board of Education.

Headquartered in Olathe, Kansas, KSSD delivers a tuition-free, fully and dually accredited (State of Kansas and national accreditation) public education tailored for DHH students statewide. Recognized nationally as a premier American Sign Language (ASL)/English bilingual institution, KSSD maintains rigorous academic standards that meet all state and federal accountability guidelines. Its specialized staff regularly contribute regional and national leadership to the field of deaf education.

KSSD operates both as a centralized educational facility and a broader statewide outreach resource network:

- Campus & Local Community: Embedded within a region housing one of the largest Deaf populations in the country, the Olathe campus partners closely with municipal, county, and state leaders to support local DHH initiatives.
- Outreach Services: KSSD's expanding Outreach Department provides direct expertise, guidance, and specialized resources to early intervention networks, local school districts, families, and partner agencies across Kansas.

STATUTORY HISTORY & MILESTONES

2026 - House Bill 2513 granted KSSD—under the supervisory oversight of the State Board of Education—the authority to utilize school district procurement guidelines (K.S.A. 72-1151) for construction, remodeling, and goods/materials purchases, rather than standard state agency procurement laws (K.S.A. Chapter 75, Article 37).

2023 – The Kansas Legislature approved the inclusion of Birth-3 Language Assessment Program (LAP) funding in the base budget providing continued financial support for the program's ongoing operations and services.

2022 – The Kansas Legislature approved funding for the KSSD Birth-3 Language Assessment Program (LAP) through the American Rescue Plan Act (ARPA) for FY 2023 and authorized the program to become part of the base budget beginning in FY 2024. Additionally, KSSD was authorized to assess and collect fees from unified school districts, special education cooperatives, and interlocals to support the operations of the language assessment program as authorized under KSA 75-5397e. The proviso language specifies that expenditures from the Language Assessment Program Fee Fund may only be used for the operation of the language assessment program.

2018 – KSSD was designated as the lead agency for implementation of the Language Assessment Program for Deaf and Hard of Hearing children (LAP-D/HH) through a partnership with the Kansas State Department of Education (KSDE), Kansas Department of Health and Environment (KDHE), and Kansas Commission for the Deaf and Hard of Hearing (KCDHH).

KSSD VISION STATEMENT

To champion an educational journey where every student discovers their strengths and builds a foundation for success in a global community.

KSSD MISSION STATEMENT

To ensure that each student we serve reaches their full potential in an accessible, language-rich setting, empowering them to achieve personal success and become responsible, productive citizens.

CORE BELIEFS

- Every student deserves a safe and supportive educational environment.
- Every student has the right to access both ASL and English.
- Every student and their family should have the opportunity to engage with and experience Deaf culture while also respecting and appreciating other cultures and language(s).
- Every student will understand, appreciate, and learn from individuals with cultures, perspectives, and experiences different from their own, fostering an inclusive and enriching community.
- Every student deserves quality outreach services that engage with families, educators, and communities to provide clear, unbiased information about the unique needs of deaf/hard of hearing students.
- Every student and their family have the right to education/knowledge about the student's needs, access to available resources, and the opportunity to make the most of programs that support their educational journey and future goals.

- Every student will develop independence and self-advocacy skills, empowering them to confidently express their needs and make informed choices about their education and future.
- Every student is empowered to achieve their aspirations as a bilingual or multilingual individual through partnerships with parents and communities.

WHAT YOU NEED TO KNOW ABOUT DEAF AND HARD OF HEARING CHILDREN

Early childhood sets the foundation for a lifetime of learning, and for Deaf and Hard of Hearing (DHH) children, early language access is where that journey begins. Extensive research confirms that DHH children thrive when given the opportunity to acquire both American Sign Language (ASL) and English simultaneously. Rather than causing delay or confusion, dual-language exposure builds a stronger cognitive foundation, boosts literacy, and supports overall social-emotional health.

When children lack consistent access to language—both through direct learning and everyday background conversations—they risk falling behind before they even step into a kindergarten classroom. Over time, these early gaps can compound into broader academic and personal challenges, including increased rates of mental health challenges, underemployment, and long-term reliance on public services. Investing in language-rich environments early in a child's life changes that trajectory completely, giving students the tools to enter school confident, graduate prepared, and navigate the world with independence.

THE EARLY LANGUAGE JOURNEY

Nearly 95% of DHH infants are born to hearing parents who may have no prior knowledge or experience with visual language or Deaf culture. Discovering that a child is deaf or hard of hearing can feel overwhelming, and families often find themselves navigating an unfamiliar world of choices. Parents are often uninformed about the unique developmental needs of DHH children, particularly in the area of language.

Decades of research confirm and highlight why early intervention, family education, and accessible bilingual language environments (ASL and English) are essential. The first months and years can be both challenging and overwhelming as families adjust. To ensure the best outcomes, it is critical that parents receive support as well as clear, compassionate, and evidence-based information so that they can foster their child's development.

Language is fundamental to all learning and directly impacts literacy development, including for DHH students. Early diagnosis of hearing loss and subsequent intervention

are crucial for normal language development and improved reading outcomes. A strong foundation in language, whether spoken or signed, is essential for reading success.

ASL is recognized by linguistic experts as a complete, grammatically rich language that provides immediate, barrier-free access to communication, even when auditory technology like hearing aids or cochlear implants is in use. It is a fully accessible visual language that aligns with the strengths of a DHH child. Introducing ASL from birth, or as soon as a child's DHH status is confirmed, is essential for ensuring that the child has full access to language in a visual modality. Early and consistent access to a visual language like ASL supports the effective and efficient development of linguistic and literacy skills.

Early sign language exposure does not hinder spoken language development; instead, it reinforces cognitive pathways that support reading comprehension and literacy. Language acquisition happens most naturally in early childhood. Research findings from Gallaudet University's Science of Learning Center underscores that early exposure to visual language helps prevent developmental delays and builds lasting language mastery. Every child deserves a strong start. With the right early intervention, family support, and accessible communication, the possibilities for a DHH child are unlimited.

WHY KSSD SUPPORTS BILINGUALISM FOR STUDENTS WHO ARE D/HH

For over thirty years, the Kansas State School for the Deaf (KSSD) has been at the forefront of national research on effective educational practices for DHH students. Our participation in these research projects has positioned KSSD as a leader in deaf education and as a model program for schools across the United States.

Children arrive at KSSD with varied language backgrounds. The pace of each child's language development varies, influenced by the age at which they acquired language(s) and their frequency of use in social and academic contexts. Our programs—offered both at our Olathe campus and through statewide Outreach services—are designed to meet each child's unique developmental pace.

As an ASL/English bilingual institution, KSSD creates an environment where students develop proficiency in both a visual language and written/spoken language, unlocking the distinct social and cognitive advantages that true bilingualism offers. By combining structured instruction with rich opportunities for informal, everyday language learning, we help bridge gaps for students who enter with language delays.

Assistive hearing technology plays a valuable role for many of our families. Over 60% of KSSD students utilize personal amplification or cochlear implants, and our staff works alongside parents to maximize both visual access and auditory potential.

At KSSD, our outreach, instructional, student life, and support teams share a single mission: providing every student with the linguistic foundation, academic tools, and encouragement they need to flourish in school and beyond.

Empowering Deaf and Hard of Hearing Students Statewide

For more than 160 years, the Kansas School for the Deaf (KSSD) has served as the state's dedicated center of expertise, guiding students who are deaf or hard of hearing (DHH) from birth through age 21. From our foundational campus programs to far-reaching statewide initiatives, our mission remains constant: adapting to evolving educational needs while empowering thousands of alumni to lead vibrant, independent, and productive lives.

KSSD's core educational programs combine tailored academic instruction with rich extracurricular activities, nurturing each student's academic progress alongside their personal and social growth.

Beyond the school day, our residential program offers a supportive home-away-from-home for students living beyond daily commuting distance. By integrating ASL and English language development with essential daily living skills, Student Life prepares young adults for postsecondary education, meaningful careers, and confident community living.

Learning extends well beyond our campus. Partnering directly with families, early intervention networks, local schools, and community professionals across Kansas, our Outreach services deliver high-quality resources, early intervention, and specialized expertise to D/HH children wherever they call home.

EARLY INTERVENTION & FAMILY OUTREACH (AGES 0-3)

Guiding Families from the Very First Steps

The years between birth and age three represent a critical window for language, cognitive, and social development. When a child is identified as deaf or hard of hearing (DHH), parents often find themselves navigating a new and unfamiliar path. Through specialized outreach programs, the Kansas State School for the Deaf (KSSD) partners with families right from the start, offering unbiased guidance, specialized resources, home visits, and a compassionate community of support before children ever step into a classroom.

Operated in collaboration with Kansas Early Childhood Developmental Services, our Outreach Sound START program pairs families with trained specialists in early DHH

development. The mission of Sound START is to ensure that families of infants and toddlers who are DHH receive comprehensive, unbiased information and support. Whether a family chooses ASL, spoken English, or a combination of communication modes, our team provides the tools needed to help infants and toddlers reach milestones right alongside their hearing peers.

Because DHH diagnoses are relatively rare, families can initially feel isolated and do not typically have support opportunities in their already established community. In partnership with SoundBeginnings, KSSD supports the PATHS initiative—a statewide network led by parents who have walked this exact path. Through informal gatherings and educational events, families share experiences, encourage one another, and build lasting community ties.

Early and fluent communication is crucial for typical cognitive, social, and emotional development and should be pursued with the utmost dedication, utilizing the most effective methods or modes for each individual child. To support this, the Legislature enacted K.S.A. 75-5397e in July 2016, mandating that all children in Kansas who are deaf or hard of hearing (DHH), ages birth through eight, receive annual language assessments. The assessments are designed to ensure that these children meet language milestones comparable to their hearing peers. The goal is to monitor language acquisition, evaluate the effectiveness of current interventions, and determine if alternative strategies are needed. The Kansas Commission for the Deaf and Hard of Hearing coordinates this program, which is operated by KSSD's Outreach Department.

On July 1, 2018, following recommendations from an Advisory Committee, KSSD launched the statewide Language Assessment Program-Deaf/Hard of Hearing (LAP-DHH). Our certified specialists conduct regular, standardized language evaluations for children ages 0–3. These detailed assessments give parents and specialists actionable insights into each child's language trajectory, ensuring interventions are timely, effective, and tailored to individual needs. The results of the LAP-DHH are applied directly to improving both individual outcomes as well as programmatic improvements to better support children who are deaf/hard of hearing and their families. Annual reports are submitted to the Senate Committee on Education and the House K-12 Education Committee. The FY 2025 report, submitted on January 31, 2026, revealed that 90% of the children assessed did not meet their language milestones.

While KSSD fully funded the program's initial launch, sustainable operations have expanded through collaborative state support and legislative authorization. Today, the birth-to-three program is permanently integrated into KSSD's base budget with support

from the Kansas Department of Health and Environment, while the program for ages 3–8 is sustained through state education grants and a fee-for-service model with local school districts.

Grounded in research showing the profound value of adult role models, the Deaf Mentor program connects families with trained Deaf adults. These mentors serve as fluent sign language models, share cultural insights, and offer parents an inspiring vision of their child's potential for a vibrant, independent future. The Deaf Mentor Program was created by the SKI-HI Institute and is made possible through collaboration with SoundBeginnings. The program currently provides families with 30 sessions. Depending on the family's location, this may include a combination of both in person and virtual visits, although in person sessions are ideal. The recent study from KECDS highlighted the lack of expertise of KECDS providers in supporting families with children who are deaf/hard of hearing in learning American Sign Language (ASL). It was recommended that the Deaf Mentor program be fully funded and expanded to better serve families across the state of Kansas and allow families to receive 60 sessions so that they learn ASL more fully.

EDUCATIONAL OPTIONS FOR SCHOOL-AGE CHILDREN (AGES 3-21)

FLEXIBLE LEARNING PATHS TAILORED TO EVERY STUDENT

When a Deaf or Hard of Hearing (DHH) child turns three, families reach an exciting milestone: transitioning into formal school programming. Because no two children have the same learning style or linguistic needs, the Kansas State School for the Deaf (KSSD) provides options across a complete continuum of placement choices. Whether learning on our campus, combining environments, or attending a local home district, every student receives the individualized support necessary to build language, succeed academically, and prepare for adulthood.

Families, together with their Individualized Education Program (IEP) team, can choose from three primary educational settings:

- Campus-Based Program at KSSD: Located in the deaf-friendly community of Olathe, KSSD offers full visual and auditory access in a language-rich environment. Our campus provides a supportive space where DHH students interact daily with peers and fluent role models, encouraging visual communication, visual culture, and academic growth.
- Dual Placement Options: Students can divide their school day between KSSD and Olathe Public Schools (USD 233) or their home school district. This model offers the benefits of an inclusive environment alongside hearing peers while maintaining

access to KSSD's specialized instruction, deaf education expertise, and support services.

- Local District with Outreach Support: For families who choose to keep their child in their local district school, KSSD's Outreach team collaborates directly with district staff. We provide technical assistance, professional development, and resources to help local educators maintain an accessible, high-quality learning environment.

CAMPUS-BASED PROGRAM

Campus Setting

Nestled in the vibrant suburban community of Olathe, Kansas, the KSSD campus is surrounded by a thriving, deaf-friendly culture. For many of our students coming from small or rural towns across the state, arriving in Olathe is their first experience being part of a larger deaf community. This welcoming backdrop allows students to feel instantly included, helping them build confidence as they learn to navigate both the deaf and hearing worlds. By connecting with diverse peers and neighbors, students gain vital social and real-world skills that prepare them for long-term success in any personal or professional setting.

An Accessible, Bilingual Educational Environment

At KSSD, we are committed to building an accessible, welcoming environment across our academic classrooms, residential life, and extracurricular activities. By bringing together dedicated interdisciplinary teams, we design personalized learning plans that nurture every student's intellectual, physical, and emotional well-being—ensuring they feel safe, supported, and continuously inspired to reach their full potential.

Language is the master key to all learning. At KSSD, American Sign Language (ASL) and English are used as primary tools for instruction and campus life. We treat both ASL and English as distinct, robust languages. Our curriculum builds receptive and expressive ASL skills alongside written and spoken English literacy, ensuring students gain equal access to grade-level concepts. Hearing children constantly absorb information from surrounding conversations. To offer DHH students that same advantage, KSSD creates a visually accessible setting where staff use fluent ASL throughout the school day—in hallways, lunchrooms, and extracurricular activities—turning everyday moments into natural learning experiences. Many children arrive at KSSD with delayed formal instruction in both ASL and English. Our staff excels at language immersion and rapidly bridging developmental gaps. Instructional staff are required to have academic-level ASL skills, while non-instructional staff are encouraged to communicate in ASL with deaf staff and

students. Non-instructional staff receive ASL training until they achieve conversational proficiency.

Children who transfer to KSSD at a later age frequently face significant academic and social-emotional delays compared to their peers – both DHH peers and hearing peers. Having had limited exposure to formal ASL or structured English instruction, many arrive reading and writing below grade level. To bridge these gaps, KSSD immerses students in a rich ASL environment to immediately unlock classroom learning, while simultaneously offering targeted support to build English proficiency. For students navigating additional needs—such as autism, behavioral challenges, or developmental delays—our team provides dedicated small-group and one-on-one instruction to help them achieve meaningful academic, linguistic, and personal growth.

Accountability and Accreditation

Under the federal Every Student Succeeds Act (ESSA), the Kansas State Department of Education (KSDE) holds all schools accountable for serving every child effectively. At KSSD, we fully embrace these expectations, aligning our goals with the state's *Kansans Can* vision to ensure our graduates leave equipped with the academic knowledge, technical expertise, work readiness, and civic awareness needed to thrive. Recognizing that strong language and communication are the foundation of all learning—especially for students who arrive with academic delays—building language fluency remains our highest priority across our campus and statewide outreach programs.

To demonstrate continuous growth and academic excellence, KSSD holds dual accreditation through both state and national governing bodies. Through Kansas Education Systems Accreditation (KESA), we participate in annual state evaluations to maintain full accreditation status under KSDE's updated oversight model. Complementing this, we undergo rigorous specialized reviews through the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), which measures our academic and residential life against national best practices in deaf education every five years. In tandem with these, KSD has finalized a forward-looking, strategic plan. This roadmap ensures our organization adapts and grows alongside our community, continuously refining how we support students, families, and partners statewide. Driven by these high standards, our ongoing strategic planning, and the Kansas Integrated Accountability System (KIAS), KSSD remains deeply committed to continuous improvement, transparency, and lifelong student success. Our academic curriculum aligns with the Kansas State Department of Education's College and Career Readiness Standards. Students participate in all grade-appropriate state and local assessments.

Early Childhood & Peer Model Program

The Early Childhood Center (ECC) at KSSD provides a strong educational foundation for students aged 3 to 5, utilizing an ASL/English bilingual framework that builds literacy and critical thinking within an accessible environment. Our play-based curriculum encourages children to explore at their own pace, fostering essential social, emotional, and cognitive growth. To support expanding enrollment, we have added teaching staff and adjusted programming to guarantee personalized, direct instruction.

Communication development is further enhanced by our Peer Model Program, which welcomes hearing siblings and Children of Deaf Adults (CODAs) into the classroom to strengthen family-wide sign language skills while offering natural spoken-English interactions for students who use hearing technology. Through this family-centered approach, we partner with parents to provide the resources and support needed to nurture every child's development.

Elementary School Instruction Program

KSSD's elementary school offers a comprehensive K–6 program designed for DHH students, fully aligned with the Kansas College and Career Readiness Standards. Rather than fitting students into a one-size-fits-all model, we adapt our instruction to meet individual capabilities. Core academics—including Language Arts, Math, Science, Social Studies, ASL, Deaf Studies, Library/Media, Art, Physical Education, and Technology—are tailored to match each student's unique learning profile. In Language Arts and Math, students are grouped by ability and language proficiency, allowing teachers to deliver targeted instruction that both supports and challenges them. Through this individualized approach, students build confidence and skills across reading, writing, language, socioemotional development, and physical growth, with experiential field trips bringing classroom learning to life.

Middle School Instruction Program

As part of KSSD's secondary program, our middle school provides a comprehensive 7th–8th grade education tailored to the individual needs of DHH students. Aligned with Kansas College and Career Readiness Standards, the curriculum covers core academics alongside specialized courses in ASL, Deaf Studies, Career Exploration, Life Planning, and Physical Education. Core classes are grouped by language proficiency and academic level, allowing teachers to deliver targeted instruction that appropriately challenges every learner. Dedicated ASL Immersion classes are also available for students building foundational fluency or learning ASL as a second language, while specialized Unique

Learning curricula support students with additional needs. Beyond core studies, students choose from a rich array of electives—ranging from STEM, robotics, and woodworking to leadership, digital media, and home improvement—designed to build soft skills and foster personal interests.

High School Instruction Program

KSSD's high school (grades 9–12) delivers a robust, standards-aligned education customized for DHH students. Core instruction spans required academics alongside specialized courses in ASL, Deaf Studies, STEM, Communications, Health, and Financial Literacy. Core classes are grouped by language proficiency and academic level, ensuring every student receives tailored, challenging instruction. Specialized ASL Immersion tracks support students developing sign fluency, while Attainment and Project Life curricula serve students with additional needs.

To prepare students for future success, KSSD offers an extensive selection of Career and Technical Education (CTE) and elective courses—including auto repair, construction, culinary arts, graphic design, animation, game design, and entrepreneurship. To graduate, students complete a senior portfolio and community service hours, with strong encouragement to finish an internship or JCCC course before earning their diploma.

KSTAR Instruction Program

The Kansas Student Transition and Academic Readiness (KSTAR) program serves deaf young adults ages 18–21 who have met high school diploma requirements but require additional support transitioning to adult life. Based on IEP team determination, students typically spend one year developing personalized goals across three key areas:

- Career & Employment: Students master essential hard and soft workplace skills through on- and off-campus internships, volunteer roles, and job opportunities, supported by fading job-coach models that foster independence.
- Education & Training: Learners prepare for future careers by enrolling in online courses, earning industry certifications, or taking classes at Johnson County Community College or local technical schools (students cover their course tuition).
- Independent Living: Eligible participants live in partially supervised on-campus apartments where staff coach them on meal planning, cooking, healthy relationships, household safety, and public transit (such as RideKC and MicroTransit). Dormitory residents requiring additional supervision can still participate in evening independent-living lessons.

The KSTAR wing features six apartments accommodating up to eleven students, along with a spacious central lobby for group instruction, meetings, and activities. Guided by a certified teacher, three job coaches, and an evening apartment coordinator, students navigate individualized schedules with increasing independence to prepare for a successful return to their home communities.

College, Career Readiness & Transition Planning

Preparing students for a successful transition into postsecondary education, meaningful employment, and independent living is central to the mission at KSSD. While federal guidance requires transition planning to begin by age 16, KSSD initiates this collaborative process early—typically between ages 12 and 14—so students and families can establish a clear vision for the future. Every student, starting in seventh grade, creates an Individual Plan of Study (IPS) that is reviewed and updated annually alongside their Individualized Education Program (IEP). Recommended as a state best practice, the IPS helps align high school coursework with long-term goals, bridging the gap between secondary education and postsecondary goals while supporting state accreditation standards for career guidance.

Career readiness coursework builds sequentially throughout a student's time at KSSD. In middle school, students take activity-based classes focused on career exploration, personal strengths, and industry clusters to guide their high school planning. High schoolers build on this foundation through specialized courses such as Career and Life Planning, Community Connections, and Career Connections, where they learn resume writing, job interview strategies, and workplace ethics. By graduation, every senior compiles a comprehensive professional portfolio containing vital records, including audiograms, resumes, cover letters, and academic transcripts. Complementing classroom instruction, KSSD provides hands-on career experiences through regional job fairs, college and trade school expos, on- and off-campus internships, job shadowing, and direct guidance from dedicated job coaches.

KSSD also offers extensive academic and technical pathways to help students prepare for postsecondary success. Through dual-placement options, students can take coursework in Olathe Public Schools or local home districts, while high schoolers can also earn college credits through partnerships with Johnson County Community College (JCCC) and the National Technical Institute for the Deaf (NTID).

Related Services

KSSD provides a full spectrum of IEP-mandated related services, including audiology, speech and language therapy, counseling, social work, occupational therapy, physical therapy, and student health care. For students with specialized or multiple needs, additional supports are tailored within their individual education plans. To ensure continuous alignment with student growth, all services are regularly reviewed and evaluated in full compliance with special education regulations.

Student Life Program

The Student Life program at KSSD offers a rich residential experience for students who live too far from campus to attend as daily commuters. By living on campus, students expand their world knowledge while developing leadership abilities, athletic interests, and social skills through structured organizations and sports teams. The residential setting provides continuous support in each student's most accessible language, ensuring accessible academic help and an immersive communication environment that accelerates language development beyond the regular school day. Furthermore, living on campus establishes a consistent routine that fosters age-appropriate social behaviors while maximizing peer interactions and extracurricular involvement.

DUAL PLACEMENT OPTIONS

Integrating Deaf and Hard of Hearing (DHH) students with their hearing peers opens a broader horizon of academic, vocational, and social opportunities. When determined by the Individualized Education Program (IEP) team to be the least restrictive environment, KSSD students can participate in dual placement by taking classes both on our campus and through Olathe Public Schools (OPS), our neighboring public school system. Depending on geographical proximity and individual goals, students may enroll in courses through OPS or their home local school district. High school juniors and seniors also have the option to apply for specialized, hands-on technical training through the Olathe Public Schools Innovation Center (OPSIC).

Every dual placement decision is rooted in a collaborative process centered around the student's unique needs, preferences, and academic goals. During IEP meetings, classroom teachers, school administrators, local education agency representatives, parents, and the student evaluate potential coursework to ensure it aligns with the child's development and established school guidelines.

Dual enrollment with OPS is structured through a formal Memorandum of Understanding (MOU) jointly managed by KSSD's Transition Coordinator and the OPS Deaf and Hard

of Hearing Consultant. To ensure seamless communication and full access to instruction, educational interpreter coverage is clearly designated: Olathe Public Schools provides interpreters for students living within OPS boundaries, while KSSD covers all interpreter costs for dual-placement students attending from outside district lines.

OUTREACH SUPPORT SERVICES

KSSD's Outreach Team delivers comprehensive support, services, and resources to deaf and hard of hearing (DHH) children from birth to age 21 across Kansas. Working in close partnership with families, early intervention networks, local school districts, and community professionals, the team provides a wide array of services. Serving both KSSD campus families and students enrolled in local public schools statewide, these in-demand services ensure that every DHH learner and their support system have access to expert guidance.

Evaluations and Consultations

To support local school districts and families across Kansas, KSSD's Outreach Program offers specialized consultations and evaluations tailored to each child's unique learning needs. Initial consultations are provided at no cost to the district, ensuring local teams have immediate access to expert guidance when questions arise. During this process, at least two members of the Outreach Team conduct a records review, classroom observations and interview the educators working directly with the student before meeting with the school team and parents. Following this collaborative discussion, the team provides a detailed written summary filled with actionable recommendations, strategies, and state resources for both the school and the family. Beyond direct student assessments, the Outreach Program also provides ongoing mentoring support for local Teachers of the Deaf, empowering educators across Kansas to deliver high-quality, accessible instruction in every classroom.

Hearing Assistive Technology

Through the Hearing Assistive Technology (HAT) leasing program, KSSD provides local school districts across Kansas with essential digital remote microphone systems. Designed specifically for DHH students, these technologies bridge distance and cut out background noise by sending an educator's voice directly to a child's hearing aid or cochlear implant. Managed by a dedicated audiologist who balances statewide travel with on-campus support, the HAT program delivers expert training, technical assistance, and equipment coordination to ensure DHH students have clear, reliable auditory access whether learning in their hometown classrooms or at KSSD.

ASL LIVE!

Kansas stands out for officially recognizing American Sign Language as a distinct world language, with the State Board of Education awarding world language credit for ASL coursework. Guided by K.S.A. 72-1120 and 72-1121, KSSD remains dedicated to partnering with the State Board, the Governor, and the Legislature to broaden ASL learning opportunities for both DHH students and their hearing peers statewide.

To drive language equity across Kansas, KSSD launched the ASL Live! initiative in 2019. This program delivers real-time, online ASL instruction to non-KSSD students in school districts that lack local visual language courses. Complementing this virtual learning, the Teacher of the Deaf who leads this course travels across the state focusing on ASL Live! students, mostly in rural communities with sparse resources, to provide in-person support, ASL story signing, and dual-language instruction in both ASL and English for students and district staff alike.

LANGUAGE ASSESSMENT PROGRAM

Early and fluent communication is vital for typical cognitive, social, and emotional growth. To ensure children who are DHH stay on track with their hearing peers, state law (K.S.A. 75-5397e) mandates annual language monitoring for DHH youth from birth through age eight. Operated by KSSD in partnership with the Kansas Commission for the Deaf and Hard of Hearing, the Language Assessment Program-Deaf/Hard of Hearing (LAP-DHH) conducts regular, standardized evaluations to track language milestones, evaluate intervention success, and tailor learning strategies to individual needs.

The program, in addition to serving infants and toddlers ages 0-3, also serves children ages 3 to 8, supporting both on-campus KSSD students and DHH students in school districts statewide. A dedicated team of LAP-DHH specialists and support staff travel and work across the state to deliver these critical services, assessing and monitoring 284 students annually to ensure every child gets the language foundation they need to thrive. The number of students enrolled in the LAP-DHH program grows every year.

FAMILY ASL IMMERSION CAMP

Every June, Kansas families with DHH children gather on KSSD's Olathe campus for the Family ASL Immersion Camp—a unique opportunity to learn American Sign Language together. Welcoming an average of approximately 125 campers each year, the program sees most participating families stay on campus in the dormitories to fully submerge themselves in the experience, while local families have the option to commute daily. During the camp, participants are organized into age-appropriate classes focused on

expanding practical ASL vocabulary while strengthening core grammatical structures that Language Assessment Program research identifies as common areas for growth in DHH children.

Designed to enhance practical communication, classroom instruction builds family members' confidence in using expressive and receptive ASL around everyday activities and shared field trips. The program fosters meaningful progress in signed communication between parents, children, and siblings, boosting the social-emotional well-being of the whole family. Over the years, participation has expanded significantly to include more grandparents and extended family members. After celebrating its 10th anniversary in June 2025, the Family ASL Immersion Camp continues to grow as a cherished tradition for Kansas families.

FAMILY SIGNS KANSAS (FSK)

To help families who face barriers like busy work schedules, long travel distances, or a lack of local offerings, KSSD provides flexible distance learning through Family Signs Kansas (FSK). This innovative program uses video conferencing to deliver personalized, one-on-one ASL instruction directly into the home at times that fit each family's routine.

Matching parents with a dedicated instructor, FSK focuses on practical vocabulary and everyday communication strategies designed specifically for the home environment. Available free of charge to any family of a DHH child in Kansas—regardless of where the student attends school—the program has seen strong enthusiasm. Entire households, including extended family members, frequently join the virtual sessions together, creating a sign-rich home environment that fosters natural, inclusive daily conversations.

DEAF MENTOR PROGRAM

KSSD's Deaf Mentor Program continues to provide essential support to families raising DHH children up to eight years of age. By pairing families with trained deaf adult mentors, the program offers parents a unique, firsthand perspective on visual communication, deaf culture, and effective language acquisition strategies in the home. These mentors serve as positive role models for young children while helping parents build confidence in their communication choices and navigation of their child's developmental journey. By extending these services through age eight, KSSD ensures that families receive consistent, grounded guidance during critical early learning and elementary school years.

EXTENDED SCHOOL YEAR PROGRAM

KSSD's three-week Extended School Year (ESY) Program delivers targeted summer instruction for DHH students as specified in their IEPs. The program helps students retain and build upon key academic, social, behavioral, and communication skills during the summer break. As enrollment has expanded to welcome more students from surrounding districts, KSSD continues to broaden these educational and social opportunities—with ongoing plans to extend transition services for older students to serve a wider population across the state.

PROFESSIONAL DEVELOPMENT

KSSD is dedicated to fostering an environment of ongoing professional growth that directly enhances student achievement. Through continuous professional development opportunities, our educators regularly collaborate and stay at the forefront of the latest research in bilingual language acquisition for DHH learners, emerging classroom technologies, and innovative curriculum resources. Every teacher maintains an Individual Professional Development Plan (IPDP) to target their growth, supported by administrators who prioritize applying new learning directly to the classroom.

Looking beyond our campus, KSSD collaborates with universities and statewide organizations to co-host regional conferences and training sessions for Teachers of the Deaf, early intervention specialists, special education directors, interpreters, speech-language pathologists, and families. KSSD's Outreach Program empowers educators, professionals, and families across Kansas by offering a broad range of specialized workshops, training sessions, and conferences. Designed to address the unique developmental needs of DHH children, these educational events focus on critical topics such as language acquisition milestones, classroom accessibility strategies, and social-emotional growth. By sharing expert knowledge and evidence-based practices, the Outreach Team equips local school districts and communities with the tools needed to foster inclusive, supportive environments for DHH youth statewide.

To maintain a fully accessible educational and workplace environment, KSSD requires all staff members to possess sign language proficiency tailored to their role, with the highest fluency standards set for those working directly with students. To support a seamless bilingual culture across all departments, ASL classes are provided for employees who are new to the language or developing their skills. KSSD has worked to expand and strengthen staff ASL instruction by increasing course frequency, diversifying instructional methods, and ensuring accessible communication throughout our entire school community.

RETENTION AND RECRUITMENT OF QUALIFIED STAFF

Educating DHH students requires highly specialized expertise given the profound and multifaceted impact of hearing loss on language development and learning. To be fully qualified, Teachers of the Deaf (TODs) must hold dual endorsements in deaf education alongside general or special education. Because Kansas does not currently have a university offering a dedicated deaf education preparation program, KSSD must actively recruit specialized talent nationwide or help local licensed educators earn their deaf education certification through online programs.

Kansas faces a critical shortage of Teachers of the Deaf (TODs), an issue that is especially acute in rural communities. To build a stronger educator workforce, the Kansas Department of Education (KSDE) awarded KSSD a Technical Assistance Support Network (TASN) contract dedicated to expanding teacher preparation statewide. Through partnerships with institutions like Valdosta State University (Georgia), KSSD facilitates online training pathways for prospective Kansas TODs while providing essential ongoing mentorship and professional development to ensure these crucial educators succeed.

Through the TASN TOD Project, KSSD and the KSDE collaborate to expand the state's specialized educator workforce using targeted recruitment, online training, professional development, and mentorship. The initiative is delivering tangible results across Kansas: 18 Teachers of the Deaf have completed the program and are currently teaching, 13 additional participants are enrolled in coursework, and program graduates and candidates are now actively serving students across 17 school districts statewide.

To strengthen its recruitment pipeline, KSSD partners with university teacher preparation programs to host student teachers for 8- to 16-week on-site practicums. This hands-on experience introduces prospective educators to our campus, attracting dually endorsed talent to serve at KSSD and in school districts across Kansas.

CAMPUS-BASED SUPPORT SERVICES

SUPPORT SERVICES

KSSD's operational success relies on the seamless collaboration of its Support Services team—including the Business Office, Human Resources, Information Systems, and Facility Operations (encompassing maintenance, security, housekeeping, and dietary services). Together, these departments maintain a safe, secure, healthy, and comfortable campus environment designed to maximize student learning.

KSSD shares several management-level Support Services positions with the Kansas State School for the Blind (KSSB). While dietary and housekeeping services operate whenever students are on campus, core functions such as security, maintenance, IT, and administrative support run year-round. This continuous infrastructural support provides the foundation KSSD needs to deliver its educational programs smoothly and effectively.

INTERPRETING SERVICES

KSSD's Interpreting Services coordinates high-quality ASL and English interpreting in compliance with the Americans with Disabilities Act (ADA) for on- and off-campus meetings involving staff, parents, families, guest speakers, and external professionals. To support our diverse school community, the department also coordinates translation and interpreting for various spoken languages as needed. Centralizing interpreting services maximizes cost efficiency, optimizes scheduling, and ensures adherence to professional best practices across campus. Coverage is delivered by three full-time staff interpreters alongside a pool of part-time staff, with contracted local agencies handling overflow needs. All ASL/English interpreters on staff are registered with the Kansas Commission for the Deaf and Hard of Hearing (KCDHH) and hold National Interpreter Certification (NIC) or Board of Evaluation for Interpreters (BEI) credentials.

SECURITY

KSSD prioritizes campus security by providing 24/7 coverage whenever students are on campus to ensure a safe and protected learning and residential environment. To build on this commitment, the school is actively refining and strengthening its overall emergency and safety plans. This comprehensive effort includes deepening partnerships with local School Resource Officers (SROs) and community emergency services, alongside targeted upgrades to physical infrastructure and security protocols. Specifically, KSSD is continuously advancing campus safety by retention-focused training for security personnel, retrofitting doors with high-security locks and electronic access card systems, upgrading video surveillance and emergency notification lighting, and maintaining integrated fire and mass notification systems. Ongoing facility enhancements ensure a fully modern, responsive security ecosystem.

TECHNOLOGY

KSSD remains committed to full compliance with state information security and confidentiality practices recommended by the Kansas Information Security Office. Recent appropriations for IT personnel and external consultants are enabling comprehensive upgrades to align campus network architecture with modern security standards.

Modernizing these systems strengthens KSSD's reputation and enhances its capacity to serve as a high-performing statewide resource.

Unlike standard public-school districts that deploy uniform technology platforms, KSSD must support an exceptionally diverse technology ecosystem to meet individual student IEP requirements and align with the varying technology environments of districts statewide. Consequently, the campus operates a multi-platform infrastructure across cloud and on-premises environments.

To maximize operational efficiency, KSSD uses a single, highly robust network infrastructure to handle all educational access, security surveillance, mass notification, and environmental control systems. To streamline oversight, resources are currently being reorganized into a unified Information Systems Department. The school is currently in the process of an overhaul plan that transitions campus network architecture toward a rolling upgrade cycle for predictable annual costs. This new model emphasizes redundancy and fault tolerance—including weather-proof equipment enclosures to prevent outages from aging building infrastructure—ensuring critical systems remain operational during single-location disruptions.

Wireless infrastructure upgrades are following a similar forward-looking strategy. KSSD is implementing campus-wide WiFi 7 technology with built-in flexibility to incrementally adopt WiFi 8 standards over time, avoiding full system replacements while simplifying user access to deter insecure workarounds. Additionally, local server workloads have been systematically migrated to scalable cloud environments, allowing computing capacity and costs to adjust dynamically around the academic calendar.

Finally, because continuous 24/7 internet connectivity is vital for instructional programs, campus residential life, safety, and facility systems, KSSD is restructuring its internet infrastructure. By replacing costly specialized provider contracts with redundant commodity connections and on-premises failover systems, KSSD projects up to a 60% annual savings beginning in FY28. These savings will be reinvested into bolstering overall technology resiliency, ensuring safe, flexible, and uninterrupted learning tools for teachers, students, and families across Kansas.

Information Technology Direct Support

Due to a complete restructuring of the technology services under an Information Technology Department within Support Services, expected outcomes and measures are being reevaluated to determine new baselines, expectations, and projections. Under the new Information Technology Department model, technology staff are scheduled into rotating roles ensuring approximately 58% of their time is spent directly supporting end-users. Over 1000 hours (10%) of the total technology staff schedule will be committed to

obtaining and providing professional development training regarding technology systems. The combination of direct support and professional development is 70% of the time spent by full time members of the joint technical team.

KSD recently discontinued the use of its prior ticketing system, first adopted in 2018. The department has temporarily reverted to more simplistic mechanisms for capturing support requests. A reassessment of the needs in a ticket management system is already underway.

Information Technology Infrastructure and Indirect Support

Under the new Information Technology Department model, technology staff are scheduled into rotating roles ensuring approximately 32% of their time is spent on indirect support activities, including deploying, maintaining, and decommissioning infrastructure and facilities systems. Infrastructure and indirect support take place primarily in the form of projects. The agency continues to evaluate project management tools to improve efficiency.

Over the past year, the Agency has completely upgraded the infrastructure in one of its thirteen campus buildings, and has achieved significant progress in modernizing infrastructure across the entire campus. The management of upgrades and modernization efforts have been shifted from large, comprehensive campus-wide efforts to ongoing rolling upgrades, to ensure more sustainability of the infrastructure in terms of consistent budgeting and staffing levels.

Hardline infrastructure coverage through modernized systems has been achieved at 100% of occupied rooms in the Roberts instructional building, and approximately 25% of the Emery instructional building. Coverage has been extended into other buildings as a stop gap during transitions from failing end-of-life systems, but coverage is still being assessed. Our target remains at 75% coverage of occupied rooms campus-wide.

Active usage of edge ports on modernized infrastructure is currently at 24% due to transitions still underway. Greater than 50% is anticipated during FY27. Our target is to get to 80% usage campus-wide. Redundant failover connectivity options are necessary for the school to sustain emergency communications and full classroom connectivity during sustained outages experienced by telecommunications providers, which have occurred multiple times while buildings were occupied by students. Wireless coverage currently exceeds 60% coverage in the Roberts, Emery, Roth, and Parks-Bilger buildings. Exterior areas on the campus have not yet been addressed for adequate wireless

coverage. Our target is to achieve 100% coverage of all interior and exterior areas campus-wide.

Digital Information Security

Under the new Information Technology Department model, technology staff are scheduled into rotating roles ensuring their familiarity with all systems and the security requirements associated with each component. While there will still be team members who specialize in certain areas due to experience or training, information security must involve all members of the team. All members of the technology department are scheduled to spend 10% of their time on professional development, which includes individualizes skill development and cross-training.

KSD has worked in coordination with the Kansas Information Security Office to improve endpoint security deployments, obtaining the latest solutions and eliminating costs of obtaining this functionality as a separate agency. This also automatically makes relevant endpoint security reporting data directly available to KISO.

Significant efforts are underway to improve ransomware-proof backups. At present, 100% of staff have access to ransomware-proof data storage systems that automatically create backups and comply with data retention requirements. In the core identity management platform used by the agency, 100% separation of elevated privilege accounts has been achieved and maintained.

The Agency has performed account audits, removing hundreds of accounts deemed to be security risks. Multi-factor authentication is now enforced agency wide for staff accounts. Student accounts remain the exception, due to multi-factor authentication practices introducing accessibility concerns and conflicting with other legal mandates (like the recent bell-to-bell cell phone ban). KSD aspires to achieve 100% ransomware-proof backups of mission critical data, 100% separation of elevated privileges in systems which support this feature, and 100% of systems having no fewer than two active administrators clearly documented and systematically verified.

PARTNERING WITH LOCAL, STATE, AND HIGHER EDUCATION COMMUNITIES

KSSD serves as a statewide hub and anchor institution, leading advocacy, policy alignment, and educational standards for deaf and hard of hearing (DHH) individuals from birth through age 21. By actively engaging with local, state, and national networks, KSSD expands opportunities for students, families, and professionals across Kansas.

To guide policy, streamline early intervention, and enhance special education delivery statewide, KSSD collaborates closely with key state agencies and administrative networks. These inter-agency partnerships include the Kansas State Department of Education (KSDE), Kansas Department of Health and Environment (KDHE), Kansas Technical Assistance System Network (TASN), Kansas Early Childhood Developmental Services (KECDS), Kansas Commission for the Deaf and Hard of Hearing (KCD/HH), Kansas Association of Special Education Administrators (KASEA), Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), Deaf-Blind Project, and the Kansas State School for the Blind (KSSB).

To drive teacher preparation, advanced student placement, and research, KSSD maintains robust ties with colleges and universities across the nation. Regional higher education pathways include Johnson County Community College (JCCC), the University of Kansas–Edwards Campus, Wichita State University, and USD #233 Olathe Public Schools for dual placement and technical training. On a national level, KSSD collaborates with Valdosta State University, University of Massachusetts, Vanderbilt University, Temple University, Sacramento State University, Rochester Institute of Technology / National Technical Institute for the Deaf (RIT/NTID), Gallaudet University's VL2 Science Foundation, and the Association of College Educators - Deaf & Hard of Hearing (ACE-D/HH).

Olathe and its surrounding municipalities are home to one of the largest deaf concentrations in the nation, allowing KSSD to work in close harmony with local municipal, healthcare, and civic leaders to embed accessibility into the fabric of the broader community. The University of Kansas Health System and local hospital networks provide 24-hour on-site and Virtual Remote Interpreting (VRI) for DHH patients, families, and community wellness programs. Furthermore, all five Olathe public high schools offer ASL as a world language, and the City of Olathe fully integrates deaf leadership by providing ASL interpreters at City Council meetings and appointing deaf representatives to local municipal boards, including the Police Advisory Board and the Persons with Disabilities Advisory Board.

Located minutes from campus, Johnson County Community College (JCCC) provides KSSD high school students and transition-age students (KSTAR) with direct post-secondary pathways and dual credit opportunities. Through the Transition into Post-Secondary (T.I.P.S.) program, students complete JCCC's College Success Strategies course to master college-level study skills, exam preparation, and career readiness. Students also access tuition-free vocational courses via Kansas's Excel in CTE initiative, supported by JCCC's ASL-fluent academic counselors, certified interpreters, personal FM systems, and public videophones. Additionally, JCCC's two-year ASL/Deaf Studies

program bridges directly into a full Bachelor's degree pathway through the University of Kansas–Edwards Campus, offering students and community members a clear route to earn undergraduate degrees and graduate certificates in Deaf Studies.

KSSD is further supported by vibrant cultural and community institutions located directly in its neighborhood. Located across the street, the Museum of Deaf History, Arts & Culture (MDHAC) houses the Marra Museum—the nation's only independent public museum dedicated to deaf history—providing KSSD students with tailored educational tours, interactive learning, and volunteer opportunities. Meanwhile, the KSD Alumni Association (KSDAA) plays an active role in campus life by providing student scholarships, career mentorship, and funding for specialized student needs, while hosting annual reunions and Hall of Fame honors to preserve the school's rich heritage.

EXTERNAL & INTERNAL FACTORS AFFECTING AGENCY PERFORMANCE

The Kansas State School for the Deaf (KSSD) continually evaluates its practices to ensure seamless alignment with state special education systems and the evolving needs of local school districts. By offering a comprehensive spectrum of educational services through diverse delivery models, KSSD optimizes support for DHH children and youth across Kansas. The key organizational, programmatic, and economic factors influencing KSSD's mission and agency performance are outlined below.

ORGANIZATIONAL LEADERSHIP & STRATEGIC RESOURCE ALLOCATION

Following a 2017 personnel study by the Kansas Association of School Boards (KASB) and subsequent recommendations from the State Board of Education, KSSD restructured its leadership model under a single Superintendent. This position directly oversees campus-based academic programs, student life, statewide outreach, and support operations. Through this streamlined structure, KSSD has strategically reallocated internal resources to expand birth-to-three early intervention, early childhood education, family engagement, distance learning, and the ASL/English bilingual program.

In partnership with SoundBeginnings, KSSD secured a federal grant that funds a part-time Parent-to-Parent Support Coordinator, supports the Deaf Mentor program for family ASL instruction, and covers educational resources and conference access for parents.

CRITICAL EARLY INTERVENTION SERVICE GAPS & STATE AGENCY RECOMMENDATIONS

Data from the Language Assessment Program (LAP-DHH) and an evaluation of Kansas Early Childhood Developmental Services (KECDS) capacity revealed a critical statewide gap in specialized provider capacity for DHH infants and toddlers (ages 0–3). Existing

staffing levels for KSSD's Sound START and Deaf Mentor programs are currently insufficient to deliver the intensity of service required for optimal language acquisition. In response, the Kansas Department of Health and Environment (KDHE) issued an Issue Paper for FY 2026 recommending dedicated state funding for KSSD to fully staff and operate both Sound START and the Deaf Mentor program. Fully funding these initiatives ensures families receive the high-dosage support necessary to reverse language delays during foundational developmental years.

Economic Impact: Building a Skilled Kansas Workforce

KSSD's educational and outreach mission directly strengthens the long-term economic stability of Kansas by cultivating a self-sufficient, highly skilled workforce. By prioritizing early language acquisition and kindergarten readiness, KSSD prevents long-term developmental disparities, significantly reducing the future state costs associated with costly remedial interventions. Furthermore, KSSD's rigorous academic, career, and college-preparatory programs empower DHH youth to successfully transition into higher education, vocational training, and the competitive job market. Investing in specialized education for DHH youth directly feeds the Kansas economy with competent, job-ready adults, fulfilling critical workforce demands across the state.

AGENCY GOALS

Our 2025–2028 strategic plan serves as the primary compass for all operations, decisions, and initiatives at the Kansas School for the Deaf (KSSD). Everything we do at KSSD is driven by our four core strategic planning goals:

Goal 1 - Whole Student Success: To empower every student to reach their full potential by developing a strong personal identity and essential life skills, ensuring their preparedness for independence, lifelong learning, and active citizenship within and beyond KSSD.

- Provide equal opportunities in ASL and English to be successful
- Develop cultural and self-awareness to thrive in a diverse society
- Increase transition and advocacy skills
- Increase vocational and CTE opportunities

Goal 2 - Staff Recruitment and Retention: To ensure the success and growth of our students by recruiting, retaining, and developing a highly qualified and committed staff, while providing consistent, high-quality programing and maintaining organizational efficiency.

- Develop a culture of support and growth
- Develop opportunities for cross-department collaboration and teamwork
- Develop and strengthen onboarding program for all staff, including mentoring
- Develop a comprehensive recruitment plan for KSD
- Develop relevant and meaningful professional development for all staff

Goal 3 - Operations and Resources: To maintain and enhance the infrastructure, resources, and facilities necessary to provide a safe, healthy, and supportive environment that ensures high-quality services for both students and staff, while supporting the school's long-term viability and mission.

- Evaluate and develop technology long range plan for needs and use
- Increase communication with budget, technology, and resources
- Review and enhance school safety

Goal 4 - Parent and Community Engagement: To foster a culture of meaningful engagement with parents and the community, strengthening relationships, collaboration, and support to enhance student outcomes and promote long-term success for both families and the school.

- Develop a culture where parents and families feel welcome, engaged, and supported
- Identify strategies to engage the community and business partners with students and staff
- Increase ASL and educational resources for families

EXPENDITURE JUSTIFICATION FOR AGENCY

PREVIOUS YEAR - FY 2026

Total actual expenditures from all sources were $17,752,304. Operating expenditures for FY 2026 were $13,806,735. Approximately 76% of the operating budget was spent on Instructional Services, which are direct services to students on campus, as well as students throughout the state who receive contracted services and other instructional services. Administration and Support Services equaled 24% of operating expenses.

Revenue from the State General Fund (SGF) was $12,412,556, which is 90% of our operating expenditures. This includes $2,000 for Official Hospitality, $402,248 designated for the Language Assessment Program, and $300,000 designated for three resource teachers. The remaining operating expenses were funded with federal grant revenue and fee funds.

Capital Improvements were $3,945,569, funded by the State Institution Building Fund (SIBF).

CURRENT YEAR - FY 2027

Total approved from all sources is $20,647,452. The operating budget is $16,042,927. Approximately 77% of the operating budget is allocated for Instructional Services, which are direct services to students on campus, as well as students throughout the state who receive contracted services and other instructional services. Administration and Support Services equal 23% of operating expenses.

The SGF share of the operating budget is $13,291,345 including $2,000 for Official Hospitality, $553,781 to fund the Language Assessment Program and $203,797 for three Resource Teachers. SGF is 83% of the operating budget.

The total appropriation for the Capital Improvement Budget is $5,252,131 and is funded from the State Institutional Building Fund (SIBF).

Approved Enhancements for FY 2027

A number of appropriations were granted last year to address several areas of critical need, amounting to a total of $774,201. Funding provided includes:

Pay for certified teachers and support staff for six additional school days	$447,300
Restoration of 1.5% cut made to Language Assessment Program	$94,880
ASL proficiency stipends and supplemental contracts	$102,450
Repairs and maintenance inflation costs	$129,571

Approved Reductions for FY 2027

A number of reductions were made for this fiscal year, amounting to a total of $554,634. Reductions include:

Olathe USD parity adjustment	$70,196
Bill posting error regarding resource teacher pay	$300,000
1.5% budget reduction cut to Instructional Coach and Overnight Security positions	$184,438

BUDGET YEAR - FY 2028

The total budget from all sources is $19,819,950. The operating budget is $16,285,151. Approximately 77% of the operating budget is allocated for Instructional Services, which are direct services to students on campus, as well as students throughout the state who receive contracted services and other instructional services. Administration and Support Services equal 23% of operating expenses.

The SGF share of the operating budget is $14,402,716 including $2,000 for Official Hospitality, $506,338 for the Language Assessment Program and $203,797 for three Resource Teachers. SGF is 88% of the operating budget.

The requested Capital Improvement Budget is $3,454,943 and is funded from the State Institutional Building Fund (SIBF).

TEACHER SALARY INCREASE FY 2028

In accordance with K.S.A. 76-11a16, each person employed or to be employed as a teacher or licensed personnel by the Kansas State School for the Deaf during a school year must be paid at a compensation rate not less than the compensation rate paid to any teacher or licensed personnel with a comparable education background and experience employed by Olathe School District, USD 233, as of September 1 of the preceding school year. Olathe USD 233 in conjunction with the Olathe USD chapter of the Kansas National Education Association (KNEA) updated their 2026-2027 school year teacher salary schedule, resulting in a new salary schedule developed for KSD.

FY 2028	Salary	Fringe	Total
Teacher Salary Increase	$305,666.17	$63,806.45	$371,472.62

KSSD FTE AND NON-FTE COUNTS FOR FY2028

PROGRAM	CLASSIFIED	UNCLASSIFIED	NON-FTE	TOTAL FTE
ADMINISTRATION		2		2
INSTRUCTION	1	112.65		113.65
SUPPORT SERVICES		25		25
TOTAL FTE AND NON-FTE COUNT	1	139.65		140.65

CHANGE PACKAGES – SALARIES & WAGES

1	Supplemental FY 2027: 1000 Restoration of cut funding to support instructional coach position	$100,000
2	Supplemental FY 2027: 1000 Restoration of funding lost to general operations budget due to bill posting error	$300,000
3	Supplemental FY 2027: 1000 Teacher Salary Miscalculation	$113,168

Explanation of Salaries & Wages Supplementals and Enhancements:

1. Supplemental request for FY2027 allocation of $100,000 to restore the Instructional Coach position, which was eliminated during the statewide 1.5% budget reduction, to support its specialized educational mission for Deaf and Hard of Hearing (DHH) students. Because many entering students experience severe language delays, establishing a strong foundational language requires teachers to be highly skilled in DHH-specific bilingual acquisition and evidence-based instructional methodologies. Restoring this role directly addresses these critical needs by providing teachers with targeted professional development, classroom modeling, and ongoing coaching. Ultimately, reinstating the Instructional Coach ensures campus-wide instructional consistency, enhances teacher capacity, and protects academic growth for DHH learners.

2. Supplemental request for FY2027 allocation of $300,000 to correct an administrative bill-posting error that unintentionally reduced the school's general operations budget. This shortfall was not driven by cost savings or programmatic cuts, and its loss threatens the day-to-day educational, residential, and safety services KSSD provides to Deaf and Hard of Hearing students. Restoring these funds is critical to maintaining operational stability, preventing service deferrals, and ensuring student support remains uncompromised.

3. Supplemental request for FY2027 allocation of $113,168 to resolve a shortfall caused by a calculation error during the prior year's budget appeal. This administrative mistake underfunded the approved 2.5% teacher salary adjustment, leaving a gap needed to compensate instructional staff fully. Securing this funding ensures full compliance with the approved raise, maintains competitive wages to boost educator retention, and protects the ongoing quality of instruction for KSSD students.

CHANGE PACKAGES – CONTRACTUAL SERVICES

1	Supplemental FY 2027: 1000 Restoration of funding cut to support overnight security position	$84,438
2	Supplemental FY 2027: 1000 Superintendent Search Firm	$50,000

Explanation of Contractual Services Supplementals and Enhancements:

1. Supplemental request for FY2027 allocation of $84,438 to restore funding which was eliminated during the statewide 1.5% budget reduction, for overnight security services to protect students, staff, and state property during non-school hours. Because KSSD operates a 24-hour residential program for Deaf and Hard of Hearing students from across Kansas, a continuous security presence is essential when administrative and teaching staff are off-duty. Restoring dedicated overnight personnel ensures an immediate response to potential safety concerns or emergencies, prevents unauthorized access, and maintains a secure living environment for residential students. Reinstating this funding allows KSSD to fulfill its commitment to round-the-clock student well-being and campus safety.

2. Supplemental request for FY2027 allocation of $50,000 to hire a professional executive search firm to recruit its next Superintendent. Partnering with a specialized search firm will facilitate a broad national search to identify top-tier candidates experienced in Deaf education and educational leadership. This targeted investment ensures an expert-led selection process, supporting a seamless leadership transition and positioning the agency for long-term success.

Five-Year Capital Budget Plan–DA 418A

Division of the Budget

State of Kansas

7/1/2026

Kansas School for the Deaf - 610

Project Title	Estimated Project Cost	Prior Year	Current Year 2027	Requested 2028	2029	2030	2031	2032	Subsequent Years
1. Safety & Security Systems (8130)									
Safety & Security Systems & Infrastructure	--	$ 397,357	$ 437,093	$ 480,802	$ 528,883	$ 581,771	$ 639,948	$ 703,943	$ 774,337
2. HVAC Systems Maintenance & Repair (8145)									
HVAC Efficiency Upgrades & Maintenance	--	$ 1,592,750	$ 1,024,250	$ 925,050	$ 706,943	$ 777,637	$ 855,400	$ 940,940	$ 1,035,035
3. General Rehabilitation & Repair (8108)									
Maintenance & Repairs	--	$ 1,295,712	$ 1,332,468	$ 2,049,091	$ 2,392,286	$ 2,665,834	$ 2,959,773	$ 3,285,144	
4. Major Upgrade Projects (NEW1)									
Major Capital Projects	--	$ 710,000	$ 2,400,000	$ 600,000	$ 500,000	$ 700,000	$ 500,000	$ 800,000	
Total		***$ 3,995,819***	***$ 5,193,811***	***$ 4,054,943***	***$ 4,128,111***	***$ 4,725,242***	***$ 4,955,121***	***$ 5,730,027***	

Project Request Explanation--DA 418B

1. Project Title: Safety & Security Systems (8130)	2. Project Priority:
Agency: Kansas State School for the Deaf #610	1

3. Project Description and Justification:

These on-going funds are necessary to keep campus safety and security systems in optimal condition. performance. On-going maintenance of facility infrastructure and critical safety and security systems, procedures and protocols to provide a complete educational experience for all students in a safe and secure environment. Ensures Life/Safety equipment meet safety code compliance and standards.

No reappropriation from FY26 to FY27 required.

Highlights of Expentitures in the next five fiscal years:
In FY 2028, continue upgrading Life/Safety systems & equipment to evolving standards
In FY 2029, continue upgrading Life/Safety systems & equipment to evolving standards
In FY 2030, continue upgrading Life/Safety systems & equipment to evolving standards
In FY 2031, continue upgrading Life/Safety systems & equipment to evolving standards
In FY 2032, continue upgrading Life/Safety systems & equipment to evolving standards

4. Estimated Project Cost:		5. Project Phasing:	
1. Construction (fixed equipment and sitework)	$ 2,499,273	1. Preliminary plans*	$ -
2. Architect or engineer fees	$ 863,385	2. Final plans*	$ 863,385
3. Moveable equipment	$ -	3. Construction*	$ 2,499,273
4. Project contingency	$ -	*(Including misc. & Other	$ -
5. Miscellaneous costs (Server/Client Licensing & Maintenance Costs)	$ 1,181,475	costs)	$ 1,181,475
Total	$ 4,544,133	Total	$ 4,544,133

6. Amount by Source of Financing:

Fiscal Years	1. SGF	2. SIBF Fund	3. ___ Fund	4.	5.	Total
Prior Years		$ 397,357				$ 397,357
2027		$ 437,093				$ 437,093
2028		$ 480,802				$ 480,802
2029		$ 528,883				$ 528,883
2030		$ 581,771				$ 581,771
2031		$ 639,948				$ 639,948
2032		$ 703,943				$ 703,943
Subsequent Years		$ 774,337				$ 774,337
Total	$0	$ 4,544,133	$ -	$ -	$ -	$ 4,544,133

Project Request Explanation--DA 418B

1. Project Title: HVAC Systems Maintenance & Repair (8145)	2. Project Priority:
Agency: Kansas State School for the Deaf #610	2

3. Project Description and Justification:

The maintaining of building heating and cooling systems over a planned period of time will allow energy savings ans proactive approach to address issues in a cost effective manner with minimal disruption to students. Significant utiliity infrastructure upgrades to multiple buildings over many years has allowed for the decommissioning of the central boiler infrastructure. Funding maintains past investments.

No reappropriation from FY26 to FY27 required.

Highlights of Expentitures in the next five fiscal years:
In FY 2028, recurring service & upgrading of HVAC systems
In FY 2029, recurring service & upgrading of HVAC systems
In FY 2030, recurring service & upgrading of HVAC systems
In FY 2031, recurring service & upgrading of HVAC systems
In FY 2032, recurring service & upgrading of HVAC systems

4. Estimated Project Cost:		5. Project Phasing:	
1. Construction (fixed equipment and sitework)	$ 5,107,703	1. Preliminary plans*	$ -
2. Architect or engineer fees	$ 1,493,021	2. Final plans*	$ 1,493,021
3. Moveable equipment	$ -	3. Construction*	$ 5,893,503
4. Project contingency	$ 785,800	*(Including misc. & Other	$ -
5. Miscellaneous costs	$ 471,480	costs)	$ 471,480
Total	$ 7,858,005	Total	$ 7,858,005

6. Amount by Source of Financing:

Fiscal Years	1. SGF	2. SIBF Fund	3. ___ Fund	4.	5.	Total
Prior Years		$ 1,592,750				$ 1,592,750
2027		$ 1,024,250				$ 1,024,250
2028		$ 925,050				$ 925,050
2029		$ 706,943				$ 706,943
2030		$ 777,637				$ 777,637
2031		$ 855,400				$ 855,400
2032		$ 940,940				$ 940,940
Subsequent Years		$ 1,035,035				$ 1,035,035
Total	$0	$ 7,858,005	$ -	$ -	$ -	$ 7,858,005

Project Request Explanation--DA 418B

1. Project Title: General Rehabilitation & Repair (8108)	2. Project Priority:
Agency: Kansas State School for the Deaf #610	3

3. Project Description and Justification:

These funds are necessary to keep campus facilities in functional and safe condition for the students, staff and general public. Examples of these include but are not limited to: pumps, masonry and metal repair, electrical motors, sheetrock repairs, maintenance and preventative services, reconditioning and replacement of windows & equipment, and ensure facility is safe and comfortable.

No reappropriation from FY26 to FY27 required.

Highlights of Expentitures in the next five fiscal years:
In FY 2028, on-going general and nominal emergency repairs
In FY 2029, on-going general and nominal emergency repairs, and inflation guard
In FY 2030, on-going general and nominal emergency repairs, and inflation guard
In FY 2031, on-going general and nominal emergency repairs, and inflation guard
In FY 2032, on-going general and nominal emergency repairs, and inflation guard

4. Estimated Project Cost:		5. Project Phasing:	
1. Construction (fixed equipment and sitework)	$ -	1. Preliminary plans*	$ -
2. Architect or engineer fees	$ -	2. Final plans*	$ -
3. Moveable equipment	$ -	3. Construction*	$ -
4. Project contingency	$ -	*(Including misc. & Other	$ -
5. Miscellaneous costs	$ -	costs)	$ -
Total	$ -	Total	$ -

6. Amount by Source of Financing:

Fiscal Years	1. SGF	2. SIBF Fund	3. ___ Fund	4.	5.	Total
Prior Years		$ 1,295,712				$ 1,295,712
2027		$ 1,332,468				$ 1,332,468
2028		$ 2,049,091				$ 2,049,091
2029		$ 2,392,286				$ 2,392,286
2030		$ 2,665,834				$ 2,665,834
2031		$ 2,959,773				$ 2,959,773
2032		$ 3,285,144				$ 3,285,144
Subsequent Years						
Total	$0	$ 15,980,308	$ -	$ -	$ -	$ 15,980,308

Project Request Explanation--DA 418B

1. Project Title: Major Capital Projects	2. Project Priority:
Agency: Kansas State School for the Deaf #610	4

3. Project Description and Justification:

Major remodeling of main campus buildings, or new construction.

Highlights of Expentitures in the next five fiscal years:

Projects listed by fiscal year in order of importance of program support and/or facility operations:
In FY 2028, Emery attrium part of roof replacements to resolve chronic leaks and damage ($600,000)
In FY 2029, Foltz Upper section roof replacement ($500,000)
In FY 2030, Roberts roof replacements ($700,000)
In FY 2031, Vocational roof replacements ($500,000)
In FY 2032, Taylor locker rooms remodel project ($800,000)

4. Estimated Project Cost		5. Project Phasing:	
1. Construction (fixed equipment and sitework)	$ 4,036,500	1. Preliminary plans*	$ -
2. Architect or engineer fees	$ 1,179,900	2. Final plans*	$ 1,179,900
3. Moveable equipment	$ -	3. Construction*	$ 4,409,100
4. Project contingency	$ 621,000	*(Including misc. & Other costs)	
5. Miscellaneous costs	$ 372,600		
Total	$ 6,210,000	Total	$ 5,589,000

6. Amount by Source of Financing:

Fiscal Years	1. SGF	2. SIBF Fund	3. ___ Fund	4.	5.	Total
Prior Years		$ 710,000				
2027		$ 2,400,000				$ 2,400,000
2028		$ 600,000				$ 600,000
2029		$ 500,000				$ 500,000
2030		$ 700,000				$ 700,000
2031		$ 500,000				$ 500,000
2032		$ 800,000				$ 800,000
Subsequent Years						
Total	$0	$ 6,210,000	$ -	$ -	$ -	$ 5,500,000

CHANGE PACKAGES - CAPITAL IMPROVEMENTS

1	Enhancement FY 2028: 8100 NEW Atrium Replacement-Emery	$600,000

Explanation of Capital Improvement Supplementals and Enhancements

1. Enhancement request for FY2028 allocation of $600,000 to replace the atrium of the elementary school building, which is 30 years old and leaking.

REVENUE FUNDS

LOCAL SERVICES REIMBURSEMENT FUND – 2091

This fund generates revenue from local school districts leasing hearing assistive technology for Deaf and Hard of Hearing (DHH) students statewide. By amplifying the teacher's voice and reducing background noise, this specialized equipment gives students better access to daily classroom instruction. Managed by the KSSD audiologist—who advises district staff on appropriate, student-specific technology needs—the program maintains an on-site inventory of multi-component units for rapid replacement. Rental fees and hearing aid repair revenues directly support ongoing maintenance, equipment servicing, and a structured five-year replacement cycle for all units.

Receipts	*Actual*	*Actual*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Auditory Training Equipment Rental	$ 110,273	$85,723	$120,000	$120,000

GENERAL FEES FUND – 2094-2000

Under K.S.A. 76-1006, the agency receives local school district reimbursements for paraprofessionals supporting students with complex disabilities and behavioral needs. Additional revenue stems from out-of-state tuition, Extended School Year (ESY) instruction, and weekend student supervision. These funding streams naturally fluctuate based on student enrollment, geographic origin, and individual service qualifications.

The General Fee Fund also captures campus rental and miscellaneous income, including: rent from the federally funded National Helen Keller Center program (housed on campus since fall 2014); rent from an on-call weekend/evening maintenance employee residing

in the former superintendent's house; public facility rentals, parent payments for student-caused property or technology damage, and one-time vendor refunds (such as $11,143 recovered in FY 2022 for utility and capital project overpayments).

Proceeds from this fund directly support specialized agency operations by financing staff salaries, targeted training for managing complex disabilities, adaptive communication technology, and supplemental instructional resources.

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
School District Paras	$ 112,618	$ 155,726	$ 115,645	$ 150,000
Out-of-State Tuition	$ 290,000	$ 212,857	$ 290,000	$ 230,000
Extended School Year	$ 63,712	$ 52,640	$ 70,000	$ 60,000
Rental Fee-HK Center, House	$ 22,625	$ 21,025	$ 9,600	$ 9,600
Miscellaneous Fees	$ 250	$ 10,073	$ 14,355	$ 11,000
Weekend Student Supervision	$ 4,200	$ 12,600	$ 8,400	$ 8,400
KDHE LAP	$ 92,000	$ 92,000	$ 92,000	$ 92,000
Total	***$ 585,405***	**$ 556,921**	**$ 600,000**	**$ 561,000**

STUDENT ACTIVITY FEE – 2147

This fund collects revenue from student enrollment fees and yearbook sales. Proceeds from this fund are used to purchase student yearbooks and supplemental instructional resource materials.

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Enrollment Fee	$ 3,829	$ 4,577	$ 3,433	$ 3,450
Yearbook Fee	$ 0	$ 105	$ 467	$ 1,150
Total	***$ 3,829***	**$ 4,682**	**$ 3,900**	**$ 4,600**

LANGUAGE ASSESSMENT FEE FUND (3-8) – 2891

This fund collects fees from school districts to conduct language assessments for Deaf students age 3-8 per K.S.A. 75-5397c.

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY2027	FY2028
LAP Assessments	$ 320,000	$238,000	$244,000	$249,000

FEDERAL FUNDING - GRANTS – 3234

Federal ESEA Title VI-B Pass-Thru funds flow through the Kansas State Department of Education to support agency payroll. Additionally, Title VI-B TASN funds (3234–3236) finance statewide tuition assistance, enabling educators to earn licensure as Teachers of the Deaf (TODs).

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Title VI-B Pass Thru 3234-3234	$ 108,593	$109,850	$109,850	$109,850
TASN 3234-3236	$ 85,500	$89,775	$89,775	$89,775
Total	***$194,093***	**$199,625**	**$199,625**	**$199,625**

TITLE VI-B TARGETED IMPROVEMENT PLAN – 3234-3235

This federal Title VI-B IDEA funding supports family education and professional development by financing American Sign Language (ASL) training for families and specialized training for instructors.

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Federal Grant	$ 11,235	$ 11,235	$ 11,235	$ 11,235

SOUNDBEGINNINGS GRANT - 3459

Administered through the Kansas Department of Health and Environment (KDHE), this grant finances early intervention services and family support for infants and toddlers from birth to age three.

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Federal Grant	$ 48,612	$ 48,612	$ 48,612	$ 48,612

FEDERAL BREAKFAST PROGRAM – 3529

This federal funding supports the school breakfast program through the Kansas Department of Health and Environment (KDHE). Revenue is determined by the total number of meals served to students, calculated using standard per-meal reimbursement rates established by the U.S. Department of Agriculture under the National School Lunch Program (NSLP).

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Federal Grant	$ 17,143	$ 22,108	$ 15,000	$ 23,000

FEDERAL LUNCH PROGRAM – 3530

This federal funding supports the school lunch program through the Kansas Department of Health and Environment (KDHE). Revenue is determined by the total number of meals served to students, calculated using standard per-meal reimbursement rates established by the U.S. Department of Agriculture under the National School Lunch Program (NSLP).

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Federal Grant	$ 62,821	$ 58,202	$ 53,000	$ 60,000

PRE-SCHOOL EARLY CHILDHOOD GRANT – 3535

This federal funding is administered and distributed through the Kansas State Department of Education.

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Federal Grant	$ 6,243	$ 6,193	$ 6,193	$ 6,193

SPECIAL REQUEST FUND – 7321

This fund collects Medicaid reimbursements along with charitable gifts and donations from individuals and corporations. Because these contributions depend on variable medical claims and external giving, revenue amounts fluctuate and are difficult to project.

Receipts	*Actuals*	*Actuals*	*Estimated*	*Estimated*
Revenue Source	FY 2025	FY 2026	FY 2027	FY 2028
Medicaid	$ 175,399	$ 183,764	$ 175,000	$ 175,000

AGENCY DEPARTMENTS

ADMINISTRATIVE SERVICES

At KSSD, teamwork drives our operations. The administration actively collaborates with leadership across Operations, Finance, IT, Instruction, and HR to make informed decisions. Guided by our strategic plan, we ensure all human and capital resources are fully aligned with the school's vision and goals. These goals ensure high-quality educational support for DHH students across Kansas, regardless of their location or school placement.

Administrative Goal and Performance Measures

Goal #1: To advance the agency's mission, vision, and core values by assuring quality services are provided to KSD employees.

Objectives	Strategies	Outcome Measures	Output Measures
To ensure the success and growth of our students by recruiting, retaining, and developing a highly qualified and committed staff, while providing consistent, high-quality programing and maintaining organizational efficiency.	Align professional development (PD) initiatives with the goals and priorities outlined in the strategic plan. Audit existing PD offerings to map every session directly against these priorities, eliminating non-aligned topics. Implement customized, multi-tiered learning pathways for onboarding and ongoing development across core roles.	Increase % of staff who report that professional development directly improved their day-to-day job performance.	Increase % of professional development that aligns with strategic plan goals. 25-26 Actual: 26% 26-27 Estimated: 50% 27-28 Estimated: 60%
To increase the percentage of single-licensed teachers achieving an endorsement in deaf education and/or dual-license milestones and improve the ASL proficiency of staff.	Provide ASL classes and ASL tutoring to staff that are not at the fluency level required by the position.		Number of uncredentialed or single-licensed teachers who successfully complete a deaf education program or dual-licensure within the target timeframe 25-26 Actual: 3 26-27 Estimated: 5 27-28 Estimated: 3

			Number of staff who achieve level of ASL proficiency for the position within the target timeframe 25-26 Actual: 1 26-27 Estimated: 5 27-28 Estimated: 3

EXPENDITURE JUSTIFICATION - ADMINISTRATIVE SERVICES

Object Code 100 - Salaries & Wages

The superintendent's annual salary is established and authorized directly by the State Board of Education.

Previous Year FY 2026 – Actuals	$279,317
Current Year FY 2027	$255,262
Budget Year FY 2028	$267,657

Object Code 200-290 - Contractual Services

This category covers operational overhead and professional development expenses, including professional dues and subscriptions, software licenses, cellular phone services, job-related training, conference registration fees, and official travel costs.

Previous Year FY 2026 – Actuals	$39,824
Current Year FY 2027	$72,060
Budget Year FY 2028	$138,219

Object Code 300-390 - Commodities

This category covers routine administrative and operational supplies for the Superintendent's office, including paper, clerical resources, and specialized professional materials.

Previous Year FY 2026 – Actuals	$1,165
Current Year FY 2027	$3,100
Budget Year FY 2028	$3,100

Object Codes 400-490 Capital Outlay and 900 – Other Assistance

Previous Year FY 2026 – Actuals	$1,165
Current Year FY 2027	$500
Budget Year FY 2028	$500

INSTRUCTIONAL SERVICES

As a specialized 100% special education program, the Kansas State School for the Deaf (KSSD) delivers tailored general academic and educational services to meet the unique needs of DHH students. A comprehensive team—including campus teachers, outreach educators, related service providers, and instructional assistants—delivers direct academic instruction and specialized support. Beyond campus grounds, these dedicated professionals extend their expertise statewide to assist families and local school districts across Kansas.

Instructional Services Goal and Performance Measures

Goal #2: To provide leadership and technical assistance to campus-based and outreach programs to ensure high quality early intervention, Early Childhood and K-12, and Kansas Student Transition and Academic Readiness (KSTAR) programs and success for all students who are DHH.

<table>
<tr><th>Objectives</th><th>Strategies</th><th>Outcome Measures</th><th colspan="3">Output Measures</th></tr>
<tr><td rowspan="5">To increase student enrollment at the campus-based program and Extended School Year (ESY)</td><td rowspan="5">Raise awareness of the Least Restrictive Environment (LRE) and continuum of placement options in the IDEA and through IEP meetings and professional development</td><td rowspan="5">Number of students enrolled at KSSD</td><td colspan="3">Increase number of students enrolled at KSSD by five (5) per year</td></tr>
<tr><td>School Year</td><td>Campus-Based</td><td>ESY</td></tr>
<tr><td>25-26 Actual</td><td>152</td><td>81</td></tr>
<tr><td>26-27 Estimated</td><td>157</td><td>86</td></tr>
<tr><td>27-28 Estimated</td><td>162</td><td>91</td></tr>
<tr><td rowspan="5">To increase direct and indirect support for students, as well as families and professionals that serve them, through a variety of technical assistance by 2% each year.</td><td rowspan="5">Family Signs Kansas (FSK), on-site classes, ASL immersion</td><td rowspan="5">Increase the number of family members and KSD staff enrolled in ASL learning opportunities</td><td colspan="3">Increase the number of family members / KSD staff taking ASL class by five (5) each year</td></tr>
<tr><td colspan="2">School Year</td><td>Totals</td></tr>
<tr><td colspan="2">25-26 Actual</td><td>211</td></tr>
<tr><td colspan="2">26-27 Estimated</td><td>216</td></tr>
<tr><td colspan="2">27-28 Estimated</td><td>221</td></tr>
</table>

<table>
<tr>
<td></td>
<td>Outreach services provided statewide</td>
<td>Increase number of students served via direct/indirect support</td>
<td colspan="3">Increase the of Outreach services provided statewide by five (5) each year
<table>
<tr><th>School Year</th><th>Totals</th></tr>
<tr><td>25-26 Actual</td><td>772</td></tr>
<tr><td>26-27 Estimated</td><td>777</td></tr>
<tr><td>27-28 Estimated</td><td>782</td></tr>
</table></td>
</tr>
<tr>
<td>To improve performance on district assessments over a three-year period</td>
<td>Provide appropriate, individualized interventions and frequent monitoring for students</td>
<td>Increase percent of students improving their math and reading scores on the NWEA Measures of Academic Proficiency (MAP) Assessment</td>
<td colspan="3">Increase percent of students increasing their NWEA MAP Assessment scores by 2%
<table>
<tr><th>School Year</th><th>Reading</th><th>Math</th></tr>
<tr><td>25-26 Actual</td><td>82%</td><td>77%</td></tr>
<tr><td>26-27 Estimated</td><td>87%</td><td>82%</td></tr>
<tr><td>27-28 Estimated</td><td>92%</td><td>87%</td></tr>
</table></td>
</tr>
</table>

EXPENDITURE JUSTIFICATION – INSTRUCTIONAL SERVICES

*Object Code 100 - Salaries & Wages**

The Instructional Program delivers both direct and indirect educational services. Direct instruction serves students enrolled on-site at KSSD, while indirect instructional services support DHH students throughout the state.

Previous Year FY 2026 – Actuals	$9,240,264
Current Year FY 2027	$10,345,854
Budget Year FY 2028	$11,238,022

Object Code 200-290 - Contractual Services

Contractual Services for Instructional Services includes field service travel related expenses for the Language Assessment Program (LAP).

Previous Year FY 2026 – Actuals	$799,912
Current Year FY 2027	$838,943
Budget Year FY 2028	$839,980

Object Code 300-390 - Commodities

Commodity expenditures include core instructional resources, textbooks, curriculum materials, computer hardware, assistive technology equipment, and classroom furniture.

Previous Year FY 2026 – Actuals	$138,538
Current Year FY 2027	$135,730
Budget Year FY 2028	$113,674

Object Code 400-490 – Capital Outlay

Capital Outlay funds the replacement of HAT equipment and repair components for the statewide district leasing program. Maintained directly by the audiology department for rapid deployment during equipment failure, these specialized units ensure mainstreamed students across Kansas retain the classroom amplification required to access daily instruction.

Previous Year FY 2026 – Actuals	$225,729
Current Year FY 2027	$441,139
Budget Year FY 2028	$308,500

SUPPORT SERVICES

Support Services ensures a safe, secure environment for the KSSD campus, providing the physical and administrative foundation necessary to deliver high-quality education. Operations are spearheaded by the Business and Finance Office, which oversees capital budgets and aligns fiscal management within the SMART system to maximize efficiency. Concurrently, the Human Resources Department handles payroll, benefits, and employment matters, focusing on recruiting and retaining specialized personnel tailored to both agencies. Daily campus functions are sustained through comprehensive service operations, including maintenance, groundskeeping, housekeeping, food service, Information Technology Systems, and campus security.

Support Services Goal and Performance Measures

Goal #3: To ensure facilities, equipment and services efficiently and effectively provide a comprehensive research-based 21st century educational experience for students, staff, and the general public in a clean, safe, and secure environment.

Objectives	Strategies	Outcome Measures	Output Measures
To maintain a fully functional campus to ensure critical infrastructure is operational and available for the specialized education needs of our students and the professionals that provide these services	Work with engineers, architects, trade professionals, and government officials on pursuing best practices	Percentage of facilities that are in good safe condition and meet building code: 98% - The 2% that is not used is the upper portion of the Vocational Building and is used only for storage due to the condition of the area (asbestos floor tiles and old plumbing).	Number of work order tickets resolved by maintenance support staff or outsourced contractors: 824 Percentage of work order tickets left unresolved for more than ten (10) business days: 10%, usually due to supply chain delays Number of core facility systems maintained: 35 Number of maintenance support staff for entire facility: 3.5 Number of hours of professional development training received

			regarding operations and safety: 12 per employee
To maintain a safe fleet of vehicles in order to safety transport students and instructional staff to cultural activities, medical appointments, off-campus academic classes, and extracurricular activities	Work with all agency departments to maintain a calendar of events from which to estimate vehicular needs, track fuel consumption, and schedule preventative maintenance	Percentage of time fleet vehicles are available and operational: 95% – The 5% that the fleet is not available is for repairs and maintenance.	Number of fleet vehicles maintained and are in good safe condition: 11 Total number of miles logged for the entire fleet: 1,007,736 Number of days vehicles out of service for repairs: 10 Number of vehicles that qualify for replacement due to condition and/or repair costs: 4 (This includes vehicles exceeding the 130,000-mile odometer reading, has depreciated more than 30%, or is considered unsafe to drive.)
To maintain cleaning standards as outlined by the Association of Physical Plant Administrators (APPA) for educational environment to meet the specialized education needs of our students and the processionals that provide these services	Apply the APPA levels of leaning standards and frequency of cleaning to determine adequate staffing levels	Percentage of facilities that are cleaned to a normal standard - level 4 (general offices, infrequently used rooms, etc.): 40% (Upper level of vocational building - 6,623 square foot - is not used. Maintenance industrial area not included.) Percentage of facilities that are cleaned to a higher school classroom standard - level 3 (general classrooms, conference rooms, etc.): **39%** Percentage of facilities that are cleaned to uppermost school standard - level 2 (restrooms,	Percentage of work order tickets satisfactorily resolved by custodial support staff: 99% Percentage of work order tickets left unresolved for more than three (3) business days: 1% Number of custodial support staff for entire facility: 4 plus outsourced custodial services contractor Number of hours of professional development training received regarding operations and safety: 12 per employee

		kindergarten, food prep and serving areas, etc.): 19% Percentage of facilities that are cleaned to highest standard - level 1 (medical setting, etc.): 2%	
To meet all the nutritional regulations established by KSDE Nutrition Services, comply with health and safety requirements, and meet the dietary needs of our students	Work with staff, other departments, inspectors, and state officials on pursuing best practices	Percentage of dietary services that adhere to nutrition and health standards: 100%	Number of dietary support staff for entire facility: 9 Number of special dietary meals prepared and served (breakfast, lunch, dinner, snacks, and special events): 968 Total number of meals prepared and served (breakfast, lunch, dinner, snacks, and special events): 56,812 Number of health and safety inspections conducted: 2 Number of health and safety inspections passed: 2 (100%) Number of hours of professional development training received regarding operations and safety: 12 hours per employee Average price per meal: $4.00
To provide a safe and secure campus environment for the specialized education needs of our students and the professionals that provide these services	Provide training to security staff and others on the School Safety Plan requirements and best practices	Percentage of security services that adhere to industry standards concerning safety and security practices: 90% Percentage of staff completing annual safety and security awareness training: 100% with	Number of safety and security staff for entire facility: 2 plus SRO and outsourced security contractors Number of security incident reports concerning criminal activity on campus: 1

		drills, but additional training beyond drills needed	Number of fire drills performed: 4 Number of tornado drills performed: 2 Number of intruder drills performed: 1 Number of unscheduled alert events initiated (false alarm and/or actual security event): 2 Number of times the Emergency Procedures and related safety information reviewed and updated: 2 Number of hours of professional training provided to school employees regarding emergency procedures: None outside of drills Number of hours of professional development training received by security personnel regarding safety and security: 2
To continue upgrading and standardizing safety and security systems to allow collaborative support between the two campuses	Work with contractors that provide camera, secure building access, and integrated fire and emergency notification systems	Percentage of fire and safety inspections certified that safety and security services meets safety standards: 100%	Number of safety inspections conducted (fire marshal, OSHA, EPA, etc.): 3 Number of safety inspections passed (with or without the need of corrective action): 3

EXPENDITURE JUSTIFICATION - SUPPORT SERVICES

Object Code 100 – Salaries and Wages

Support Services personnel consist of maintenance, housekeeping, security, food service, human resources, and business services.

Previous Year FY 2026 – Actuals	$1,966,099
Current Year FY 2027	$2,066,270
Budget Year FY 2028	$2,166,513

Object Codes 200-290 – Contractual Services

Contractual Services include operational expenses paid to outside vendors, independent contractors, or other entities for work or services rendered where no direct employment relationship exists, as well as necessary agency overhead costs

Previous Year FY 2026 – Actuals	$679,338
Current Year FY 2027	$937,073
Budget Year FY 2028	$938,130

Object Codes 300-390 – Commodities

Commodity expenditures support essential daily operations, encompassing food service provisions for student breakfasts, lunches, and dinners, along with cafeteria supplies. Additional costs cover building, vehicle, and equipment repair parts; custodial supplies; and department-specific office supplies.

Previous Year FY 2026 – Actuals	$303,970
Current Year FY 2027	$313,150
Budget Year FY 2028	$301,950

Object Code 400 – Capital Outlay and 500-700 – Claims

Previous Year FY 2026 – Actuals	$81,559
Current Year FY 2027	$20,000
Budget Year FY 2028	$0