

**LOCAL EDUCATION AGENCY (LEA) NAME:** Kingsman Academy Public Charter School

**BOARD CHAIR NAME:** Steven Messner

**SUBMISSION DATE:** April 22, 2026

**SUBJECT:** Residential program

## **SCHOOL BACKGROUND AND PROPOSAL SUMMARY**

**Campus name(s):** Kingsman Academy Public Charter School

**Year(s) opened:** SY 2015-16

**Grades served:** 6-12

**Year the school will undergo its next charter review or renewal:** 15-Year Charter Renewal – SY 2029-30

**Proposal summary:** Kingsman Academy Public Charter School (PCS) is seeking a charter agreement amendment to add a residential component to its Quest program.

**Year the school plans to implement its residential program:** SY 2026-27

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## **APPLICATION UPDATE**

**1. Summarize any changes to the proposed residential program as described in the 2025 [application](#) and [supplement](#). At a minimum, please detail the following for SY 2026–27:**

- a. Projected number of Quest students,**
- b. projected number of Quest staff and their positions,**
- c. possible excursion destinations and lengths of stay, and**
- d. any other operational shifts.**

*a. Projected Number of Quest Students*

We expect to have 16 Quest students for SY 2026-27.

*b. Projected Number of Quest Staff and Associated Positions*

The Quest program projects 14 dedicated staff members. Proposed positions are as follows:

- Four cohort leaders
  - Academic specialists
  - Intervention specialists
- Four cohort academic assistants
- One program director
- One subject matter expert
- One operations director
- One psychologist
- One health coordinator
- One safety coordinator

*c. Destinations and Lengths of Stay*

While we maintain a comprehensive list of destinations and associated competency-based learning experiences, specific locations for the 2026-27 school year will be finalized once residential funding is approved. Potential locations include but are not limited to: Ghana, Ecuador, Costa Rica, Puerto Rico, Japan, Germany, Spain, Italy, France, and Washington, DC (for the OSSE audit and state testing) with varied lengths of stay to meet the minimum 180 school year requirement.

All sites are finalized in coordination with our expert student travel and safety partners including, but not limited to, the Quest research council, subject matter experts, consultants, insurance companies, students, staff, families, and special education attorneys. Our partners possess deep in-country relationships and expertise in securing locations that are specifically conducive to our students' therapeutic, academic, and safety needs. Formal contracting and final site selection are contingent on the timing of residential funding.

For the initial 180-day residential term beginning July 1, 2026, the school will provide DC PCSB, including specific names, addresses, and the duration of stay for each residence, within 30 days of residential funding approval. In subsequent school years, Kingsman Academy will maintain the standard of informing the authorizer of all residential locations by November 15 of the preceding year.

*d. Operational Shifts*

There are no operational shifts to the Quest program. We continue to operate consistent with our charter, charter amendment application and approved competency-based program.

## **2. Provide an update on the SY 2025–26 Quest program pilot.**

The Quest program is currently in its fourth pilot year for SY 2025–26, serving as a high-intensity academic and therapeutic intervention designed to meet the mission for our targeted population. Quest represents the full realization of the Kingsman Academy charter by utilizing an "anytime, anywhere" competency-based learning framework that removes traditional barriers to education. Through this model, students furthest from opportunity earn graduation credits around the world through immersive learning expeditions, internships, service learning, and project-based opportunities aligned with their post-secondary goals. This year, the program has strengthened alignment with student course competencies through intensive project-based coursework that integrates global learning initiatives and partnerships with universities and NGOs worldwide. These collaborations facilitate service-learning initiatives and career-aligned projects in areas such as business, arts and humanities, and health and medicine. By establishing the post-secondary relevance of academic content, the program ensures students are not only earning credit but are also prepared for jobs, careers, life, and college in a global context.

Learning expeditions throughout the current school year have allowed students to master diverse competencies across the globe through a model that integrates immersive exploration with targeted daily practice in reading and math. During an expedition to Ghana, students mastered social studies, integrated arts, and world language competencies through deep cultural engagement. In Canada, students explored critical concepts in the arts and sciences, while expeditions to Atlanta focused on historical and civil rights and travels to Colorado centered on health, wellness, and service-learning initiatives. By maintaining this rigorous focus on personalized interventions at every destination, the program ensures students remain on track with their individualized mastery goals regardless of their location.

The SY 2025–26 pilot year has further deepened inter-agency collaboration and parent engagement to support the holistic needs and personal growth of each student. To ensure academic progress and emotional well-being, the program continues to utilize a robust Service Delivery framework and has engaged collaboratively with families and mental health providers to co-design supportive environments. During this pilot year, we recognized the need for increased reintegration support and developed specific strategies to mitigate challenges students may face when transitioning back to their home environments after expeditions. The school has identified community partners and subject matter

experts to increase support. Through this combination of intensive academic support and a robust continuum of care, the Quest program has successfully reduced recidivism and significantly increased student engagement. Currently, all participating students are on track to meet all of their individualized goals aligned with the school's charter goals as we move toward full program implementation in July 2026.

### **3. How does Kingsman PCS plan for the Quest program to adhere to state compliance expectations for residential safety and validation, the transfer of service provider licensure, and state assessment testing?**

Kingsman Academy has responded to OSSE's similar questions. Please see the information provided in the original response to their questions and the additional follow-up documents, which OSSE reviewed and accepted.

- **Residential Safety and Validation**

#### Safety

Kingsman Academy PCS has taken the steps below to ensure that schools that operate residential programs guarantee a secure living environment that protects the health and safety of all students, as required by DC Code § 38-1802.04(c)(4).

- **Student Supervision:** All students will be supervised by trained and approved staff 24/7, with established protocols for all travel, lodging, and academic activities.
- **Emergency Protocols:** Comprehensive emergency response plans, including protocols for medical emergencies, medical evacuations, and natural disasters, will be in place and shared with all students, staff, and guardians. These plans will be tailored to each location in the traveling residential program.
- **Mental & Physical Health:** We will provide access to ongoing physical and mental health support, including regular access to licensed professionals as needed.
- **Transportation Safety:** We will ensure safety protocols are in place for travel both to and within experience locations, including supervision for public transit, and certification (following local laws) for private transportation. The school will follow the Quest safety coordinator's guidance prior to each departure and during each trip.
- **Certificate of Occupancy:** The certificate of occupancy should be kept on file at the school, where applicable and required by local regulations, for all residential facilities.
- **Fire Drill Schedule:** The schedule must include one drill within the first week of every new destination and monthly thereafter if staying longer than 30

days. The list of dates for fire drills will be pre-planned and conducted fire drills will be tracked and maintained at the school specifically for the residential program.

- **School Emergency Response Plan:** The school emergency response plan should demonstrate that the school has established procedures, protocols, and drills to respond to potential crises (e.g., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/communicable diseases) within each residence. The plan must align with the guidelines of agencies such as the Fire and Emergency Medical Services (FEMS), the Metropolitan Police Department (MPD), and the Child and Family Services Agency (CFSA).
- **Insurance Certificate:** The certificate of insurance coverage deemed appropriate by the school's board includes the scope of the residential program.
- **Certified Staff to Administer Medicine:** The medication administration certificates are also for staff working in the residential program.
- **Residential Program Monitoring Health and Safety Site Visit:** The school will hire an independent contractor with experience monitoring health and safety to create a checklist to ensure the school is operating a residential program that provides a secure living environment that protects the health and safety of all students, as required by DC Code §38-1802.04(c)(4)[1] similar to DC PCSB's Residential Monitoring Health and Safety Site Visit checklist. School staff will use this checklist to ensure residential facilities are appropriate prior to students' arrival, and the independent contractor will assess each facility. The school will maintain all completed safety site visit checklists.

## Validation

For safety validation, Kingsman Academy will work with the DC PCSB residential point of contact to review their safety checklist and location protocols. In addition, Kingsman Academy will engage an independent contractor with authorizer residential health and safety experience to ensure the school is operating a residential program that protects the health and safety of all students as required by DC Code. The independent contractor will assess each facility prior to the students' arrival. The school will maintain all completed safety site visit checklists.

For residential validation, Kingsman Academy will ensure that students and staff are in the District of Columbia during OSSE's October enrollment audit window to accommodate the required in-person verification. Kingsman Academy will coordinate directly with OSSE to confirm the specific audit date and ensure full compliance.

- **Transfer of Service Provider Licensure**

Kingsman Academy, in collaboration with our special education attorney and subject matter experts, will confirm the licensure requirements for each destination country prior to finalizing the location calendar. For any jurisdiction where a provider's license does not extend, the school will identify a locally licensed provider to ensure the prescribed delivery services remain compliant. Final itinerary selection is contingent on confirming that all mandated services can be delivered legally and with fidelity at each location. This confirmation will be provided to PCSB as part of program assurances.

Recognizing the uniqueness of our programs, Kingsman proactively engages special education attorneys, consistently meets with OSSE's special education team about initiatives and challenges, and consults with subject matter experts to ensure compliance. As with all other innovative programs at Kingsman, we will continue to do so for the Quest program to ensure compliance and continuum of services for all students.

- **State Assessment Testing**

Students are in LEA custody for at minimum 180 instructional days. The 2026-27 school calendar includes 196 days to accommodate state assessment windows without falling below the 180-day residential minimum. Quest students will be physically present in Washington, D.C. during state assessment windows and will take assessments on-site at Kingsman Academy as part of the school's approved Test Security Plan.

**4. Complete and submit DC PCSB's 5-Year Operating Budget template in accordance with its instructions.**