

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

**BOARD CHAIR NAME:** Steven Messner

**SUBMISSION DATE:** July 28, 2025

**SUBJECT (choose one): Residential Program - Quest Program**

## **SCHOOL BACKGROUND AND PROPOSAL SUMMARY**

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

**Year(s) opened:** 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 2026-2027

**When did the school's board approve the proposed changes?** *Please see the minutes from the December 2024 Board Meeting, attached.*

## **Educational Approach**

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### **1. Describe the school's educational approach and explain how the proposed program aligns with it without altering the current approach.**

Through the Quest program, a cohort of students at Kingsman Academy PCS continue to build knowledge and skills within the competency-based learning model. Quest students pursue individualized educational goals through experiential learning opportunities outside of Washington, DC. As with all Kingsman students, staff ensure that these experiences—including learning expeditions, service-learning projects, and internships—are aligned with each student's post-secondary interests and goals.

## **Residential Program Addition**

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### **2. What specific need does this residential program address?**

Despite the supports offered by Kingsman Academy PCS, a subset of our students remains susceptible to challenges.

Our goal through the Quest program is to disrupt these patterns of behavioral and environmental challenges by exposing students to life beyond Washington, DC. Quest students work towards their individual education goals through authentic experiences and cultural immersion.

The Quest program provides three priority interventions to close the engagement, educational, and post-secondary readiness gap for this group of students: 1) intensive, personalized academics that incorporate personal development with health and wellness interventions; 2) an unconventional learning environment that addresses social determinants of well-being; and 3) immersive post-secondary readiness experiences to explore college, career, and life readiness opportunities.

### **3. How does the residential program align to the school's mission?**

The Quest Program is 100% aligned to our mission of providing an “individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.” As described above, each Quest student continues to pursue their individualized education program. Learning expeditions are aligned to students’ learning and post-secondary goals. Lastly, students’ travel experiences broaden their horizons, cultivate cultural understanding, and foster empathy, preparing students to be informed and engaged global citizens.

### **4. What specific selection criteria and vetting process will be used to identify students for the residential program?**

Kingsman Academy PCS students are enrolled in the Quest Program based on referrals from school staff, students, families, and agencies. Students need to be enrolled in Kingsman Academy PCS for at least one year. With the support of the student’s family, they then need to submit an application for Quest. The program is specifically designed for the school’s target population:

- Students with attendance challenges
- Students who are overaged and undercredited
- Students requiring specialized academic and behavioral support

**a. How will the program ensure that the criteria are inclusive and equitable?**

Any Kingsman Academy PCS student who has been enrolled at the school for at least one year is eligible to apply for the Quest program. Kingsman staff will work as a team to determine which students will most benefit from expeditionary learning and international experiences beyond Washington, DC. Staff will look at individual assessment data, student engagement scores, and consider a student's level of comfort leaving DC. Our goal is to ensure that students who would benefit the most from removal from Washington, DC and those circumstances that brought them to Kingsman in the first place, are placed in the Quest program.

**b. What are the guidelines for determining the duration of a student's enrollment in the program?**

Students remain in the Quest program for the entirety of the school year, and maintain enrollment until they graduate. Program staff and school leadership will check in periodically with Quest students to ensure the program is a good fit. This will include assessing the student's level of comfort with continued travel and how students are progressing through their required competencies. We may also consider alignment between the student's college/career goals and program experiences. If school staff, family, the student, or a relevant agency decide that the program is no longer a good fit, the student may switch to another program at Kingsman Academy PCS at any time. That student's spot in the Quest program will then be filled by another Kingsman student who meets the eligibility criteria.

**c. What factors will influence the continuation or conclusion of their participation?**

Quest staff and the student, in collaboration with school leadership, agencies, and families will determine a student's continuation or conclusion in the Quest program. We will consider both student progress through their individual education program and their participation in program activities like service learning and internships. Quest staff will also consider a student's behavior when making determinations related to a student's continued participation in the program.

**5. Will students in the residential program follow the same calendar as the rest of the school's students? If not, explain the differences, and how differences maintain consistency with the school's mission and goals.**

Yes, students in the residential program will follow the same calendar as the rest of the school's students. Students' breaks in programming during the year will coincide with the regularly scheduled Kingsman Academy PCS breaks.

**6. Describe any partnerships the school is exploring to support students in the residential program.**

Once we are approved for residential funding, we will put out a Request for Proposals (RFP) to various student travel organizations to support our program needs. While we have been operating a pilot version of the program (thus we understand the programmatic, staffing, health and safety needs of Quest), we desire a partner with on-site, in-country expertise. Such a partner would support the following areas:

- Work with Kingsman Academy PCS staff to align program curriculum based on students' goals with critical global themes.
- Provide in-country support for Kingsman Academy students and traveling faculty. The partner's in-country support would provide assistance with health and safety, helping navigate local medical and law enforcement offices as needed.
- Support logistics and planning for Kingsman Academy students and staff. This would include working with Kingsman staff to collect participant confirmation documents pre-program (i.e., health forms, etc.).

Specifically, Kingsman Academy PCS is exploring partnership with an organization called [The Experiment](#). This organization is the oldest provider of study abroad in the United States. Since 1932, The Experiment has facilitated international study for over 70,000 students.

**7. Provide job descriptions, and the anticipated number of each additional position for the residential program:**

- a) Academic staff**
- b) Non-Academic staff (including chaperones/student supervisors)**
- c) Qualified professionals with specialized expertise required to appropriately serve SWD across a full continuum of services and EML; and;**
- d) Mission-specific staff (internship coordinators, technology support).**

## **Kingsman Academy School Model**

Kingsman Academy's school model is designed to meet the diverse needs of its student population, particularly those at risk of dropping out due to being over-aged and under-credited, having attendance problems, or facing behavioral or emotional challenges. The school's public health model employs a seven-step process to identify and implement comprehensive behavior, engagement, academic, and health and wellness supports, systems, and interventions for each student. Recognizing that Kingsman's targeted population requires a non-traditional approach, the school provides a continuum of support services beyond special education compliance, offering personalized learning experiences, a flexible learning environment, and individualized pacing to master competencies. The model ensures dedicated attention for the development and implementation of personalized learning and intervention plans, a continuum of special education services, and integrated comprehensive support for non-academic needs. Service Delivery Teams (SDTs), comprised of a program director, special education service providers, academic specialists, intervention specialists, dedicated aides, and academic assistants, meet every six weeks to plan an action plan, review data, and evaluate student progress toward their goals. This specialized team is further bolstered by access to Kingsman Academy's broader student support services, school support services, executive support services, and operations support services teams.

## **Quest Program Staffing Model**

Kingsman Academy's innovative Quest Program is a year-round authentic learning experience that allows middle and high school students to earn credits through cultural excursions across the U.S. and around the globe. The program is designed to provide intensive, personalized academics, health and wellness interventions, and immersive post-secondary readiness experiences for Kingsman's target population. Our staffing model is meticulously designed to uphold this individualized approach. The Quest Program will implement the same model Kingsman Academy uses for all its programs, with additional support provided due to its unique learning expeditions. The Quest Program staff positions are included in the attached budget under Instructional Staff and Student Supports Staff for the school.

The **Director of Operations** for the Quest Program will be responsible for overseeing the logistical and operational functions crucial to the Quest Program's unique residential and travel-based model. This includes coordinating all aspects of the global learning expeditions, managing external vendor contracts for technology and resources, ensuring student support services are in place, and maintaining rigorous safety and compliance standards for all program activities. This role requires a strategic leader adept at managing complex systems and fostering partnerships to

ensure seamless, enriching experiences for students across diverse international and domestic locations.

**Academic Specialists** for the Quest Program will play a leading role in shaping curriculum and learning strategies for students engaged in the Quest Program's expedition-based learning. This individual will design and implement personalized literacy and math instruction plans, integrate course competencies with experiential learning and cultural immersion, and manage general academic programs in off-site expedition locations. They will also collaborate with SDTs to monitor student progress, address learning barriers, and ensure compliance with individualized education plans (IEPs) within this dynamic, year-round program.

**Interventions Specialists** for the Quest Program will be a key player in ensuring students overcome behavioral and academic challenges within the unique context of year-round learning expeditions and cultural immersion. This role involves collaborating with staff, students, and families to implement research-based positive behavior interventions and supports (PBIS) and multi-tiered systems of support (MTSS) in experiential learning environments. The specialist will provide support on intervention implementation, assist with behavior support plans and IEPs, and utilize data to drive decisions that enhance student well-being and engagement throughout the program's travels.

The **Clinical Social Worker** for the Quest Program will provide comprehensive support to students and their families, which is crucial within the Quest Program's year-round, global learning model. This integral role, part of the Integrated Comprehensive Services team, involves offering individual and small group counseling, providing crisis support, conducting home visits, and implementing classroom-based interventions to foster learning and social-emotional development across diverse cultural settings. This professional will also collaborate with outside agencies and mental health providers, participate in IEP teams, and ensure seamless service delivery plans for students while adhering to all relevant regulations, particularly during health and wellness days and international travel. They will further contribute by conducting functional behavioral assessments (FBAs) and developing behavior intervention plans (BIPs), ensuring clinical services adhere to regulations and integrate seamlessly with the program's academic and experiential learning goals, addressing the complex needs of vulnerable students.

**Academic Assistants** for the Quest Program will provide direct assistance to students and implement special education or related services within the Quest Program's unique year-round, expedition-based learning environment. Working under the guidance of the Program Director and Academic Specialists, this role involves monitoring student progress, providing individual and small group instruction, and supporting students' educational and social development across

diverse cultural settings and during non-instructional hours. The Academic Assistant will also assist with IEP implementation, help manage student records, and support students with emotional or behavioral concerns to ensure their full participation in all program activities, including cultural excursions and internships.

The **Program Director** for the Quest Program is responsible for organizing and fostering a positive, safe, and therapeutic environment conducive to meeting the unique needs of students, staff, and families within a year-round, global learning expedition model. This includes leading, directing, coaching, supporting personnel and initiatives; creating effective family and student communication; fostering teamwork; ensuring students have necessary interventions, supports, resources, and supplies for improved outcomes; and acting as the primary point of contact for families. This role ensures safety protocols and procedures for both domestic and international travel and expertise in managing and developing IEPs to ensure compliance with the Individuals with Disabilities Education Act (IDEA) for students with disabilities.

The **On-Location Team** will consist of local and experienced experts crucial to guiding the Kingsman team during the Quest Program's global expeditions. This team, composed of local university partners, non-profits, travel guides, local health services experts, local nutrition experts, and local residential school officials, is intimately familiar with the local landscape and specializes in ensuring student and staff well-being, safety, and security. They identify and facilitate academic opportunities, provide comprehensive staff and student support, manage housing arrangements, and guide access to local attractions and travel, ensuring authentic and enriching learning experiences that align with the program's goals of cultural understanding and career development. They will serve as key liaisons, providing on-the-ground expertise and support to the Kingsman Academy staff and students in each unique destination.

The **Quest Research Team**, composed of consultants, subject matter experts, researchers, and data scientists in collaboration with university partnerships, is instrumental in the continuous improvement and strategic growth of the Quest Program. The team provides a comprehensive support system to ensure the program's effectiveness, adaptability, and scalability through a structured process. This involves conducting thorough needs assessments to analyze program objectives and gather crucial feedback, researching and developing innovative personalized curricula, integrating technology for enhanced learning and data collection, and creating robust assessment instruments. They also perform rigorous evaluations by analyzing pilot data to assess effectiveness and disseminate findings. As the program matures, the team will work to ensure the program's long-term

impact by guiding replication, advocating for policy change, and measuring effects on individuals, communities, and educational systems.

The **Quest Advisory Council** will comprise subject matter experts with extensive experience in global travel, providing invaluable guidance and strategic oversight to the Quest Program. This council will leverage its collective expertise to inform best practices in international logistics, cultural immersion, risk management, and the development of impactful global learning expeditions. Their insights will ensure the program's offerings are robust, culturally sensitive, and aligned with the highest standards of safety and educational enrichment for students and staff alike.

## **Health and Safety**

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### **8. How will the school ensure the safety and well-being of students in the proposed program, including measures for health, supervision, and emergency preparedness?**

Kingsman Academy PCS staff accompany and provide supervision to Quest students 24/7. During international experiences, staff will work closely with a partner organization to ensure the health and safety of all participants. Specifically, we will work with the partner to guarantee:

- Medical clearance for participants.
- Pre-departure preparation, including vaccinations and medication administration planning.
- In-country orientation.
- Disability accommodations.
- Accident, illness, and emergency insurance. This includes a plan for emergency evacuation if needed.
- Medical support and security assistance through international insurance, like GeoBlue.
- All participants are registered with local U.S. Embassies through the State Department's Smart Traveler Enrollment Program (STEP).

### **9. How will your school ensure compliance with the Healthy Schools Act?**

An integral part of students' cultural immersion experiences through their study abroad will include access to healthy local food options. Kingsman Academy PCS staff will collaborate to ensure students have regular access to healthy food through in-country dining options and grocery stores.



10. Complete and submit DC PCSB's [5-Year Operating Budget](#) template in accordance with its instructions. Ensure that the positions you identified in Question 7 are specified. As you complete the 5-Year Operating Budget, please ensure the following:
- a. The base case should reflect the case in which the LEA qualifies to receive UPSFF residential funding and it implements the Quest Program
  - b. The no-expansion case should reflect the case in which the LEA does not qualify to receive UPSFF residential funding and does not implement the Quest Program
  - c. The contingency case should reflect the case in which the LEA does not qualify to receive UPSFF residential funding, however, it proceeds to implement the Quest Program
  - d. Please describe in both the base case and contingency case budget, under the "Assumption Comments" column:
    - i. The number of budgeted enrolled students that are expected to participate in the Quest Program each budgeted year
    - ii. Details of any private funding the LEA plans to receive to fund the Quest Program
  - e. In the Additional Assumptions worksheet of the [5-Year Operating Budget](#) template, please share:
    - i. The nature, amount, financing sources, and timing of any start-up costs for the Quest Program,
    - ii. The nature, amount, and timing of any fixed costs of the Quest Program (regardless of the number of students enrolled in the Program) after the start-up period
    - iii. The nature and amount of any estimated variable costs per student of the Quest Program.

Please see attached budget.

# **Kingsman Academy Public Charter School**

## **Board of Trustees Meeting – December 05, 2024**

By Videoconference

The meeting was called to order at 6:13 p.m. by Chair Steve Messner.

### **Board Members present:**

Steve Messner, Chair (by videoconference)  
Julia Bloom-Weltman (by videoconference)  
Maggie Daley (by videoconference)  
Martine Solages (by videoconference)  
Maria Blaeuer (by videoconference)  
Tameka Harris (by videoconference)

### **Board Members not present:**

Toloria Gant (by videoconference)  
Indra Chalk, Vice Chair (by videoconference)  
Vickie Masseus (by videoconference)

### **Staff present:**

Kennesha Kelly, Executive Director (by videoconference)  
Shamarcus Doty, Director of Special Projects (by videoconference) DeSean Markley, Special Projects Coordinator (by videoconference) Emily Olive Hernandez, Director of Data and Accountability (by videoconference) Jennifer Fotherby, Director of Strategic Initiatives (by videoconference) Phyllis Powell, Director of Program Development (by videoconference)

### **Others present:**

Alexandra Alderman, EdOps (by videoconference)  
Ryan Altenburg, JMM Audit Manager (by videoconference)  
David Grant, GWU Reseachar (by videoconference)

### **Approval of Minutes**

- *Motion:* Upon motion duly made, seconded, and carried, resolved that the minutes from the July 15, 2024, meeting are approved.
  - Motion by: Maggie Daley
  - Seconded: Maria Blaeuer
  - Vote unanimous by all board members present

## **New Business**

### **Auditor's Report**

- Ryan Altenburg of JMM presented the FY24 Audited Financials to the Board, which the board accepted.

### **Financials**

- Alexandra Alderman of EdOps and Jennifer Fotherby, Director of Strategic Initiatives, presented the school's end-of-year financials and quarter 1 financials to date, which the Board discussed

### **Procurement:**

- The board members discussed the Quest Program charter amendment and voted for the school to allow the Quest program to be residential.
  - Motion: Upon motion duly made, seconded, and carried, all members (Maggie Daley, Maria Blauer, Julia Bloom-Weltman, Martine Solages, Tameka Harris, and Steve Messner) resolved board members authorize the Quest program at Kingsman Academy to be a residential program
    - Motion by: Julia Bloom-Weltman
    - Seconded: Martine Solages
    - Vote unanimous by all board members present

### **ED Report (Executive Director)**

- The Board of Trustees entered into an executive session to train and develop members of a public body and staff pursuant to D.C. Official Code § 2-575(b)(12)
  - Motion by: Steve Messner
    - Seconded: Julia Bloom-Weltman
    - Vote unanimous by all board members present

### **End of Meeting**

**Meeting adjourned at 8:31 p.m.**

**Respectfully submitted:**

**Maria Blaeuer, Secretary**\_\_\_\_\_