

Executive Summary

The following document is a proposal to expand Voyager Academy Charter School to include grades nine through twelve. Currently Voyager Academy serves students in grades four through eight. It is the intent of Voyager Academy to further develop each student's abilities to their fullest potential by continuing their experience through high school. Voyager Academy proposes an expansion by adding one grade level each year beginning in the 2010-2011 school year with 9th grade, followed by 10th in 2011-2012, 11th in 2012-2013 and 12th in 2013-2014. Currently Voyager Academy has developed a foundation set in grades four through eight in core content subject areas, experiential learning, public speaking, and responsive classrooms. It is our belief that an expansion into high school will build upon this foundation by providing students an environment in which their skills are used to prepare for leadership in the 21st century.

Table of Contents

- I. Mission, Purposes, and Educational Focus**
- II. Purposes of Proposed Charter High School Expansion**
- III. Summary of Educational Mission**
- IV. Educational Focus**
- V. Proposed Grade Levels**
- VI. Education Plan**

I. Mission, Purposes, and Educational Focus

Mission:

The mission of Voyager Academy is to provide students in grades four through eight an academically challenging environment in which motivated learners, working in a small, nurturing setting may realize their potential through experiential and traditional educational opportunities. The school's belief is that students, working with dedicated faculty and families, will excel in their academic goals and real world pursuits.

II. Purposes of Proposed Charter High School Expansion:

A. Improve student learning

High School students will not be the passive recipients of information, expected to simply repeat information at Voyager. There will be fewer lectures, less worksheets, and less out-of-context rote memorization. There will be more experiential learning, more student choice, more goal setting, and more collaboration. Using higher level thinking skills, curriculum mapping, and a variety of instructional methods, academic core classes will be designed around the needs of the students. Teachers will choose methods and materials on a unit-by-unit basis to foster the best learning environment for those particular students on that particular topic. Students will be active participants in their education through literature circles, writing workshops, and simulations. Not only will the students be part of the process, but each individual student will be made to feel vital and necessary.

All students at the Voyager Academy High School will have the opportunity to experience core academic subjects through a variety of instructional methods. The variety of methods and approaches will meet many different learning styles and academic strengths, increasing the chances for student success. The Curriculum Director will work with teachers on a variety of instructional strategies to make their planning and teaching times more productive. Curriculum mapping will allow teachers to group goals from the Standard Course of Study in ways to maximize the available class time and minimize goals learned in isolation. Small class sizes will benefit all students.

- Classes of twenty students or less will allow each individual student's needs to be assessed and addressed.
- Teachers, using curriculum mapping and their professional expertise, will customize each unit for the students they serve.
- A variety of instructional methods will engage all students.
- Student businesses will provide students with real opportunities to synthesize information, draw conclusions, and apply lessons.

B. Increase learning opportunities for all students with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted

Studies show that students with an IEP who are capable of participating in a full-inclusion program benefit from doing so. These identified students have the advantage of experiencing Voyager Academy's innovative educational program with the regular education teacher, as well as having the resource of a special education teacher to help fulfill the mandates of that IEP. Our academically gifted students experience the same innovative curriculum as the rest of the student body. However, the small class sizes currently enable the regular classroom teacher, in conjunction with the special education teacher, to specifically address each student's strengths and broaden the curriculum accordingly. Gifted students are provided opportunities to reach their full potential in our challenging program. We want to continue to offer these same benefits to students in grades 9 – 12.

C. Encourage use of different and innovative methods

Teachers will be required to follow the NC Standard Course of Study; however, they will be encouraged to present that curriculum in a variety of ways. Six characteristics of effective classrooms will be utilized throughout all subject areas: collaborative group activities, project-based learning, classroom workshops authentic experiences and reflective assessments. All classes will be built around these foundations of successful instruction.

In addition, Flex Days will be built into the schedule to allow students to work in their businesses and make connections between their academic studies and real world pursuits. Advisors will guide students as they make these important connections and draw their own conclusions. Students will be given choices about their own learning. The Curriculum Director will provide staff training and assistance in curriculum mapping, direct reading instruction and writing workshops. Simulations will be experienced in each class, providing students the chance to "live" the curriculum. Field trips will help students see connections between their studies and the real world. Direct reading instruction will be important parts of the Language Arts curriculum, modeling strategies adult readers use in their own reading. Science at all grades will follow a lab format with students completing experiments wherever the curriculum allows. Each grade will culminate in a final business project that will incorporate learning from each of the core academic areas as well as electives. Regular classroom teachers will seek to incorporate business applications into all classes.

Instructional Strategies at Voyager Academy High School will include the following:

- Small Group Activities
- Project-based learning
- Classroom Workshop
- Authentic Experience
- Reflective Assessment
- Business Applications
- Internships

D. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site

Every teacher's goal is to be the teacher that makes a difference in some child's life. The major obstacles that hinder this goal are lack of time, lack of funds, lack of support, and lack of a manageable class size. Teachers at Voyager Academy are treated as the talented professionals they are. Teachers are encouraged to delve deeply into their respective curriculums and make choices about the ideal methods and materials for students to best understand and truly learn that curriculum. Teachers will be encouraged to seek out resources from the immediate staff, local community, and elsewhere as they build the learning program for their students. Professional development at the high school will be on-going with the ultimate goal of improving student learning.

Professional development opportunities sponsored by the school will focus on four areas:

1. Content Knowledge – increasing teachers' knowledge of a specific curriculum
2. Instructional Strategies – methods and techniques for the presentation of information and activities
3. Adolescent Learners – information about the uniqueness of adolescent learners
4. Team Building – activities to enhance the staff sense of team and unity

Each Monday teachers have from 1:30 pm until 3:30 pm to conduct staff meetings and workshops. This collaborative time is essential for enabling teachers to design new tasks for students, share materials and resources, and otherwise work collaboratively to ensure student academic success. School systems including Madison, Wisconsin and Fairfax County, Virginia have found this model to be beneficial to staff and students alike. Teachers will provide examples of their "best practices" at faculty meetings, sharing the routines and strategies that are working in their classrooms. Experts within the faculty will make more formal presentations on topics of common interest. All teachers with less than three years experience will be provided a mentor teacher who will work to help him or her reach his or her full potential. No teacher will be teaching in isolation.

Professional strategies at Voyager Academy will include the following:

- Two hour staff development time each Monday
- Business and real-world applications
- Project-Based Learning

E. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

Team-building and creating a safe, nurturing environment is pivotal at Voyager. To this end, pull-out programs are not part of the standard school day. High school students will have the exciting opportunity to vary their own educational opportunities based on student-choices. Students will become invested in their own learning and aware of their choices and of those choices during their years at Voyager Academy. There will be student choice given in projects, reports, and often in homework activities. The choice may come in the option of topic or activity. Choice will be an important aspect of our students feeling ownership of their learning. High school students will also have opportunities to participate in community internships and business planning meetings on the Monday early-release days. See Student-Parent Handbook for more information.

Students will learn to work collaboratively. They will learn how to help lead a group toward success, or they may feel the sting of disappointing a group who was relying on them. They will seek out ethical situations in business, literature, current events, and their own lives. Daily opportunities for public speaking as well as a culminating public speaking event at each grade level will be provided. Students may do self-assessment, in addition to teacher assessment, based on a rubric or list of criteria. Students will participate in peer-conferencing as well as student-led parent conferences with their advisor at least twice a year. Parents will be encouraged to be actively involved in simulations and field trips as well as in offering their own expertise where it may fit the curriculum. Students will be involved, cooperative, and informed.

Educational opportunities at Voyager Academy will include the following:

- Student choice in academic assignments
- Collaborative activities
- Business simulations
- Ethical studies
- Public speaking program
- Self-assessment

F. Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems.

Voyager Academy will follow the North Carolina Department of Public Instruction's ABC Accountability Model. Required federal programs will be implemented. All state mandated testing will be given. Rubrics and other alternative assessment measures will be utilized in performance-based accountability systems. Such rubrics will evaluate a broad view of student learning as opposed to rule-based grading policies.

III. Summary of Educational Mission

Voyager Academy has a vision. Our goal is for students to leave Voyager with the ability to make choices based on developed ethical values, feel confident in themselves and their ability to communicate, and to have a firm understanding of the curriculum. In order to make this vision a reality, we seek to provide students with a holistic education – academically, socially, and emotionally – that allows them to leave our school ready for college and the real world. The staff at Voyager Academy will meet this goal by providing integrated ethics education, public speaking opportunities, and by teaching children through hands-on, experiential, and differentiated instructional strategies. Any school can teach the North Carolina Standard Course of Study. Our goal is for students to “live” the curriculum. In high school many children are educated in a traditional school setting. That is, students move from class to class, or subject to subject, and there is very little connection between the different curriculums. Students are often educated and assessed in the pencil to paper method, which studies have shown only reflects the learning of children with one particular learning strength. Due to overcrowded classrooms and lack of planning time, many educators in such schools rely on these methods to teach children of all ranges within their classroom.

Voyager recognizes these common problems and seeks alternative methods. Students will be in class sizes averaging twenty students. In addition, teachers will collaborate to meet the needs of the students. For example, teachers may departmentalize, but they will teach their curriculum around a common business theme or principle. Schedules will be flexible and allow for large chunks of teachable time that may change with the needs of the students. Teaching itself may not be out of a textbook; it may be hands-on and utilize technology and other mediums that allow learning to be experiential. Learning across curriculums will involve business connections and activities that allow students to experience or “live” what they have just learned. An example of a business connection might include a student business created to solve a problem identified through social research, economic study, and the sale of goods or services to the local community. All student businesses will have a service learning component and will target a need specific to the Durham community. To facilitate these simulations and find real world applications and business connections, grade levels will meet regularly with the Curriculum Director.

Because education at Voyager does not stop at academics, the teaching of ethics is also valued. Ethics education and ethics in business will be integrated throughout the day. Students will have opportunities to evaluate decisions, observe ethical traits in others, and identify these traits in themselves. Students will learn to evaluate decisions through daily meetings in small advisory groups where they might discuss current events, activities at school, personal experiences, or set short and long-term goals. They will continue to identify and strive to personalize these traits while they learn in class, whether it be through a novel, research on a scientist, peer interaction, or other daily activities. By learning how to identify and personalize these traits, students at Voyager Academy High School will depart with an appreciation of the role ethics play in our lives and the broader economy.

Self-confidence is an essential trait that the Voyager Voices program will promote in students. One method of building self-confidence is to familiarize students with public speaking. In the daily advisory meetings, students will have opportunities to express themselves as individuals and to express their opinions in front of their peers. Additionally, each grade level will have a public speaking exit requirement. These requirements will build off each other from year to year. Starting in fourth grade, students may, for instance, have a research project and a grade level “wax museum” open to other students and family. By eighth grade students will complete an independent volunteer project and present their work and experience to the school. High school students will present business plans, updates, and conclusions to potential investors and clients. After completing the public speaking portion of Voyager’s education program, students will have the ability to express opinions clearly, apply to colleges, and apply for jobs with confidence. Students will leave with the ability to apply their skills in the real world.

Finally, across all grades levels, students learn best when they understand and have ownership in their long-term goals. Students, placed in advisory groups for the year, will report every morning to their homeroom teachers. Teachers will conduct advisory morning meetings. Aside from allowing students time to practice ethics and public speaking, this is a time to remind students why they are learning. They will be presented with the day’s events and their long-term effects. Providing this information each morning will help with students focus and motivation for the day ahead of them. This meeting will also promote team-building, uniting each advisory group as a cohesive unit. These groups will also set the tone for a safe, constructive environment

Creating a nurturing environment with dedicated teachers and involved parents is essential for improving our children’s lives. Voyager Academy High School will provide a platform on which teachers, working with parents and community, will emphasize academics, real world applications, ethics, and community with the goal of improving the welfare of our present students and the future of our society.

IV. Educational Focus

Voyager Academy is an exciting public charter school currently for rising fourth through eighth graders. We will expand this opportunity for ninth through twelfth graders in the community. Students working in classes of twenty students or less will master the North Carolina Standard Course of Study through traditional as well as non-traditional learning experiences. Non-traditional learning experiences may include, but are not limited to, recreating historic periods of time, hands-on activities, public speaking, ethics, business applications, peer conferencing, and field trips. Students will gain a greater understanding of the curriculum after experiencing it in a variety of learning styles. Involved families, motivated students, and creative, energetic teachers - this is the place

for you.

V. Proposed Grade Levels

2010-11: 4-9 2011-12: 4-10 2012-13: 4-11 1213-14: 4-12

VI. Education Plan

A. Instructional Program

a. Educational Theory and Foundation of the Model

Our educational theory begins with the realization that all children can learn and more students will learn if material is presented in a variety of engrossing ways. One method does not work for all students all of the time. A variety of learning styles needs to be addressed; all students need to be captivated; and all teachers need to be invested in the curriculum. They produce more when they have choice, collaboration, and ownership of their work. Much of the foundation for this school comes from the 21st Century Framework for Teaching and Learning, developed by the Partnership for 21st Century Skills (www.21stcenturyskills.org). The framework outlines student outcomes and support systems for learners in the 21st century. The framework is the result of a cooperative public and private initiative in which students receive an experience that meaningfully prepares them to become leaders in the 21st century workplace. At Voyager Academy High School we will provide students with a wide range of course selections to meet the many needs of our students and provide them with that meaningful experience. We will connect the students' core content studies in our school through a focus in business and marketing. Students will receive skills related to business which will prepare them for personal finance management, small business management, commerce, and marketing. The business courses will connect the experiences from English, Math, Social Studies, Science, Foreign Language and fine arts courses by drawing on content specific knowledge to create and produce real-world products and experiences. We believe that real-world business applications will provide a solid foundation for executing the outcomes within the framework; Life and Career Skills, Learning and Innovation Skills, Core Subjects and 21st Century Themes and finally Information Media and Technology skills. In addition, student led businesses will focus on social needs and provide students with service learning opportunities. Faculty and Staff will continually work toward these outcomes by focusing on the support system contained in the framework; Standards and Assessments, Curriculum and Instruction, Professional Development and Learning Environments. We seek to

provide such an environment at Voyager Academy.

The academic program at Voyager Academy will include the following:

- **Small Group Activities**
- **Project-based learning**
- **Authentic Experiences**
- **Reflective Assessment**
- **Business Applications**
- **Technology**
- **Internships**

b. Real world Business Ethics

Ethics is an essential part of any course of study within the context of business. In the recent history of the late 20th century and early 21st century we have seen prime examples which reinforce the need for exploration into business ethics. The inclusion of focused ethics application at the high school level reinforces and applies earlier broad discussions and concepts in ethics during grades four through eight. Voyager Academy will not promote one ethical viewpoint. Instead there will be a focus on ethical issues and considerations required to make a well thought out decision. As students prepare to be leaders in the 21st century it is imperative that they are taught appropriate methods for making ethical decisions. This curriculum will focus on methods similar to that presented by the Markkula Center for Applied Ethics below:

A Framework for Ethical Decision Making

1. Recognize an Ethical Issue
2. Get the Facts
3. Evaluate Alternative Actions
4. Make a Decision and Test It
5. Act and Reflect on the Outcome

This focus on ethical decision making reinforces some of the elements of The Framework for 21st Century Teaching and Learning including; Global Awareness, Civic Literacy, Working Creatively with Others, Making Judgments and Decisions, Flexibility and Adaptability, Guiding and Leading and Being Responsible to Others.

The Ethics Instruction at Voyager Academy will provide the following

- 21st Century Learning – How does ethical decision making apply to the skills needed in the 21st century?
- Personal Code of Ethics – What are my core beliefs about who I want to be?

- Service-Learning – What need in our community can we fill? How will we do it?
- Ethical Decision Making Framework – How do we make ethical decisions?
- Personal Accountability – How am I living up to my Personal Code of Ethics? What can I do differently?

c. Voyager Voices

Wonderful ideas must be heard. Voyager Voices is a school-wide initiative to provide our students with the means of effectively communicating their thoughts with their peers and the world at large. At each grade level, goals will be established for students to demonstrate their public speaking abilities. These goals may come from the North Carolina Standard Course of Study or more directly from our Voyager Visions ethics program.

The Voyager Voices program at Voyager Academy will include the following:

- Clarity means the extent to which students maintain focus in their discussion, project their voice appropriately and enunciate words clearly.
- Accuracy refers to whether students clearly distinguish fact from opinion and the extent to which they support their ideas with detailed and appropriate evidence.
- Fluency means employing a steady flow of speech and using appropriate vocabulary and proper grammar.
- Expression includes using nonverbal cues and maintaining eye contact and appropriate posture.

d. Advisory Meetings

All classes will begin their school day with an Advisory Meeting based on The Advisory Book by Linda Crawford. Advisory Meetings are an important element in creating the nurturing, safe, familial environment that is so important to our program.

Advisory meetings at Voyager Academy will include the following:

- Greeting – High school students need to feel acknowledged and vital to the group.
- Sharing – Ethical issues, world events, community issues, and personal triumphs need to be shared, discussed, and processed.

- Team Building – Such activities provide opportunities for camaraderie while breaking down barriers and fostering trust among a diverse group of students.
- News and Announcements – Information about schedule changes, approaching deadlines, and daily events allow students to begin their academic day centered and informed.
- Goal setting

B. Teaching Approach, Curriculum Design, and Instructional Methods

The North Carolina Standard Course of Study will be the primary educational plan at the Voyager High School. Our teachers are encouraged to use every opportunity to enrich the learning experience for all students. The high school day will be divided among the core academic subjects and electives with occasional flex days for business planning, meetings, and community work. Activities which are experiential and business oriented will be provided wherever possible. Students will be provided experiences such as peer-conferencing and student-led conferencing with advisors which will allow them to become fully invested in their academic career. The high school instructional day at Voyager will be challenging, engrossing, and rich with content.

The academic program at Voyager Academy will be enriched by the following:

- Integrated Business Education
- Public Speaking Program
- Ethics and Business Ethics Education Program
- Technology Education
- Experiential Opportunities
- Student Centered Learning
- Foreign Language
- Physical Education

C. Meeting the Needs of Exceptional Children

High School Exceptional Children's Program:

Voyager Academy will continue to offer a full inclusion program for the majority of our high school students. Inclusion works effectively with most students who are identified. However, self-contained and/or one-on-one services will be provided for students that have Individual Education Plans which indicate these services are necessary.

Research has shown that students with exceptional needs whose educational needs can be met in a regular classroom setting benefit from remaining in that setting. We seek to offer our high school students the least restrictive environment possible for their optimal learning. Voyager will continue to provide this fully inclusive model in conjunction with a special education teacher who will make necessary modifications and supplement curriculum for identified students. Approximately 20% of our population qualifies as exceptional children. This continues to add diversity to our community. In addition to inclusion, we will facilitate and provide vocational internships that will correspond to the Career and Technical Education Course of Study.

All EC students will be required to attend an EC Study Skills course. This course for exceptional children focuses on study skills and organization. Students must have a current and valid IEP.

The certified special education teacher will co-teach in classrooms to provide an even smaller student/teacher ratio, will provide special education consultative services when needed, and will assist with transition planning and services. The special education teacher will plan with the regular education teacher and will assist the classroom teacher in making necessary modifications and adjusting the presentation of curriculum so all students can be successful.

Students' individualized educational plans are followed and updated annually. Psychological evaluations, re-evaluations, and educational testing are conducted as required by state mandates.

The exceptional children's program at Voyager Academy may include some of the following:

- Extended Time On Assignments
- Multiple Sessions
- Individual Pull-Out Instruction
- In-Classroom Collaboration With The Special Education Teacher
- Preferential Seating
- Small Group Instruction
- Peer Tutoring
- Differentiated Assignments
- Vocational Internships

D. Entrance and Exit Requirements

Entrance Requirements

Any student who is qualified for admission to a North Carolina Public School is qualified for admission to Voyager Academy. As students enter Voyager, they will be required to provide evidence of the successful completion of the previous school year in the form of a fourth quarter report card, attendance records, and documentation of EOG scores where applicable. A birth certificate and a current immunization record will also be required. Students and families will need to sign and return the contract page of the Student-Parent Handbook verifying their commitment to follow and uphold the

standards of Voyager Academy.

Exit Requirements

English: 4 credits (English I, II, III, IV)

Mathematics: 4 credits (Intro to Algebra, Algebra 1, Geometry, Algebra 2, and one advanced mathematics course)

Science: 3 credits (Biology, Earth/ Environmental, a physical science)

Social Studies: 3 credits (US History, World History, Civics & Economics)

Foreign Language: 2 credits (3 credits are strongly encouraged)

Health/PE: 1 credit

Business Electives: 3 credits

General Electives: 4 credits

Total 24 credits

To exit Voyager, students will be required to complete all core courses with a passing grade as well as participating in the North Carolina ABC Accountability Model and any required federal programs. Students at each grade will be required to participate in the Voyager Voices public speaking component for that grade level and provide a final portfolio of completed works, including their business project. Any students not successfully completing these requirements will be in danger of retention. This retention will be determined on a case-by-case basis by a team which may include, but not be limited to, core subject teachers, the Managing Director, the Curriculum Director, special education teachers and parents.

E. School Calendar

Voyager Academy will provide educational programming for 180 school days. The school will follow a traditional school year calendar. Early release days will occur each Monday. School days at Voyager will begin at 8:05 and end at 2:50 Tuesday through Friday. On Mondays, students will be dismissed at 1:05. The rest of their afternoon may be spent at home or at school participating in tutoring, clubs, or business meetings and internships. Voyager reserves the right to make its own choices about opening late or closing early due to adverse weather conditions.

F. Evaluation Tools

Voyager Academy participates in the ABC Accountability Model and North Carolina required End-of-Course tests will be administered at all grade levels. We also comply with any required federal programs. All students will keep a portfolio of work representing all subject areas. Teachers at each grade will designate specifics; however, there will be a minimum of one item per core subject area added each school

year representative of the units studied and actual student achievement.

Documentation of Voyager Voices achievements, Voyager Visions accomplishments, and business plans and updates will also be annual requirements for the portfolio.

Teachers are encouraged to utilize non-traditional assessment methods which may include peer-conferencing, rubrics, personal and business code of ethics, alternative grading, etc. within their own classrooms as fits the given curriculum.

The evaluation program at Voyager Academy will include the following:

- ABC Accountability Model
- EOC Testing
- State Mandated Testing
- Student Portfolio Requirements
- Voyager Voices Requirements
- Personal Code of Ethics
- Student-led Conferences with Advisors
- Business Portfolios
- Resumes
- Internships

G. A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

Voyager Academy guides students toward an appreciation of personal integrity in themselves and others through the Voyager Visions and business ethics programs. This will become the foundation of our high school behavior program. Upon entering the high school, this prevailing attitude of personal integrity and accountability will become apparent as one observes the interactions of students and faculty.

Voyager guides students toward a rich understanding of each course how it fits in a larger view of the world. The instructional program at Voyager, based on characteristics of successful classrooms, allows students to read, write, discuss, create, assess, and live their curriculum thus broadening and deepening their experiences. The means of evaluating this understanding will be as varied as the school days themselves: produced works of writing; rubric assessments; standardized assessments; student-led conferences; group participation; or other means of assessment as chosen by our school community.

Voyager guides students toward becoming productive members of their community. Service learning will be a valuable component of our business program. By creating businesses to support local needs-based organizations, students will serve the world around them as they learn to run their businesses. They will understand that they must become the future they want to see in the world. Voyager Voices will provide them with confidence in sharing their thoughts and opinions in front of others.

H. Special Education

As stated in the lottery procedures “no application will be denied based on academic performance or special needs.” Voyager also “seeks a population diverse in race, creed, national origin, religion, and ancestry.” Students with an Individualized Education Plan will be provided a full-inclusion program with the input of the special education teacher. All efforts will be made to fulfill the mandates of the IEP within this least restrictive setting. Accommodations for the fulfillment of the IEP will be made accordingly.

- Least Restrictive Environment
- Full Inclusion Program
- Full-time Special Education Teacher

I. Admissions Policy

- Students do not need to live in Durham County to apply.
- No application will be denied based on academic performance or special needs.
- Voyager seeks a population diverse in race, creed, national origin, religion, and ancestry.
- All applicants for the coming year will be assigned an identification number for the lottery.
- On a predetermined date in the spring, numbers will be randomly drawn from a hopper in a public lottery, and openings will be filled in each grade in the order drawn.
- A numbered waiting list for each grade level will then be established to fill slots that become available at later dates.
- The number of openings at each grade level in future years will be determined by a survey of the intent of the families of current students and their siblings to return or begin fourth grade in the coming school year.
- Siblings of current Voyager students and children of current faculty members are

exempt from the lottery, provided their number does not exceed the number of available spots in a given grade.

- For multiple births students are entered in the lottery as one child.

J. Student Conduct and Discipline

Voyager Academy currently has a Student Handbook and will update with High School policies and procedures.