



Student & Family Handbook

2026-2027

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Students may receive recognition for demonstrating positive behavior, leadership, citizenship, academic effort, professionalism, attendance, and contributions to the school community. Recognition may include verbal praise, celebrations, privileges, incentives, or other school-approved acknowledgments..... 36

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Quick Reference Guide for Families

1. Key School Information
 - a. Address: 2450 Piedmont Rd. NE, Atlanta, GA 30324
 - b. Phone: 678-227-0640
 - c. Website: <https://www.aimgeorgia.org/>
 - d. Primary Communication Platforms:
 - i. Infinite Campus (used for: Regular and emergency communications)
 - ii. Events are posted on Facebook and Instagram
2. School Hours
 - a. Daily Start Time: 8am
 - b. Daily Dismissal Time: 3:30pm
3. Calendar Highlights
 - a. First Day of School for Students: July 29th, 2026
 - b. Last Day of School: May 28th, 2027
 - c. [Link to School Calendar](#)
4. [Uniform / Dress Code](#)
5. Student Transportation options
 - i. MARTA
 - ii. Drop-off
6. Behavior Expectations (At-a-Glance)
 - a. Core values:
 - i. Innovation
 - ii. Service
 - iii. Excellence
 - iv. Ethics
 - b. Top behavior expectations:
 - i. C - Come Prepared
 - ii. A - Act Responsibly
 - iii. R - Respect Others
 - iv. E - Engage in Learning

Welcome & School Overview

Dear Students and Families,

Welcome to a new school year at the Academy for Innovation in Medicine. We are excited to partner with you as we continue building a community where every student is known, valued, and inspired to reach their highest potential. Whether you are returning or joining us for the first time, we are so glad you are part of our school family.

As a Georgia public charter school, our mission is to provide a high-quality, innovative education that nurtures curiosity, responsibility, and excellence. Our charter gives us the flexibility to design learning experiences that meet the unique needs of our students, while maintaining full accountability to Georgia's high academic standards. Every day, our teachers and staff are committed to creating a safe, engaging, and inclusive environment where students grow not only academically but also socially and emotionally.

This Student and Family Handbook is designed to help you understand how our school operates and what we expect of one another. Inside, you'll find important information about our academic programs, attendance expectations, student conduct, safety policies, and many other topics that support your child's success. Please take time to review this handbook together as a family and sign the acknowledgment form at the end.

We believe that **family engagement is essential** to student achievement. Your partnership through communication, volunteering, and encouragement makes all the difference. Our goal is to work together to ensure that every student thrives and every family feels connected and informed.

Thank you for choosing AIM. We look forward to an outstanding school year full of learning, growth, and joyful discovery.

Warm regards,



Kristy Beam, Ed.D
Chief Executive Officer
kbeam@AIMGeorgia.org

About AIM (Overview)

The Academy for Innovation in Medicine (AIM) is an innovative STEMM (Science, Technology, Engineering, Mathematics, and Medicine) middle and high school launching in Fall 2026 to address Atlanta's critical healthcare workforce shortage. AIM will prepare students for high-demand healthcare careers.

Mission Statement

We develop the next generation of healthcare leaders through exceptional instruction, meaningful relationships, and STEMM experiences—preparing students with the skills, credentials, and confidence to transform community health.

Vision Statement

The Academy for Innovation in Medicine envisions a future where every Atlanta student has the opportunity to become a compassionate healthcare leader—promoting healthy selves, strengthening families and communities, and transforming healthcare to create a healthier world for all.

What Makes AIM Unique

AIM is Georgia's first fully integrated STEMM middle and high school, combining:

- i. Industry-Aligned Curriculum – A blend of Georgia Standards of Excellence, Career, Technical, and Agricultural Education (CTAE) pathways, and competency-based learning.
- ii. Dual Enrollment & Early College – Students can earn an Associate of Applied Science through Atlanta Technical College at no cost to families, leveraging Accelerated Career Diploma and ACE grant funding.
- iii. Hands-On Experience & Work-Based Learning – Grady Health System will oversee AIM's clinical internships, job shadowing, and patient care training.

Core Values / Guiding Principles

AIM's core values guide our daily interactions:

1. Innovation: We embrace creativity and forward thinking to develop new ideas and solutions that advance learning and healthcare education.
2. Service: We lead with compassion and commitment, serving our students, families, and community with purpose and integrity.
3. Excellence: We strive for the highest standards in everything we do, ensuring quality, accountability, and continuous improvement.
4. Ethics: We act with honesty, fairness, and respect, upholding the values that build trust and responsibility in all our actions.

These shared values shape our expectations for behavior, interactions, and decision-making throughout the school. They also provide the inspiration for our vision of an AIM graduate, as illustrated on the next page.

Portrait of an AIM Graduate

At AIM, we instill Innovation, Service, Excellence, and Ethics through the way we teach, lead, and build relationships every day—so students grow into healthy, confident individuals, strengthen the well-being of their communities, and shape a healthier world. Our core values don't just guide what we learn; they shape who we become.

	To live with purpose and integrity, AIM graduates will:	To impact to community health, AIM graduates will:	To help create a better world, AIM graduates will:
Innovation	• Use curiosity and creative thinking to solve problems and improve their learning and well-being • Take healthy risks, learn from mistakes, and adapt through challenges • Apply knowledge and tools to make informed choices that support personal success	• Identify community health challenges and generate creative solutions to address them • Use critical thinking and collaboration to improve systems and outcomes in their school and neighborhood • Apply learning to real-world situations through problem-solving, research, and design	• Innovate for good by developing solutions to complex global health and environmental challenges • Use knowledge and technology responsibly to create positive change beyond their local community • Think globally and act strategically, adapting to new information and emerging needs
Service	• Understand themselves deeply and act with empathy, recognizing how their actions affect others • Build meaningful relationships and contribute to a supportive school community • Seek help when needed and offer support to others, strengthening connection and belonging	• Work toward shared goals by collaborating, building trust, and strengthening relationships • Lead by example as caring citizens, contributing time, skills, and compassion to others • Recognize the needs of others and respond with empathy, teamwork, and responsibility	• Serve others beyond their community by contributing to causes that improve health and well-being • Stay engaged and seek opportunities to help build a more compassionate and connected world • Inspire others through leadership grounded in empathy, collaboration, and shared responsibility

Ethics	• Live with integrity by making responsible choices and practicing accountability • Reflect on how decisions impact themselves and others, choosing what is right even when it is hard • Advocate for their well-being while respecting the dignity and needs of others	• Make decisions that protect the well-being, dignity, and safety of others • Promote fairness and respect, addressing conflict and challenges with integrity • Take responsibility for actions and contribute to a community culture rooted in justice and inclusion	• Act as global citizens who lead with integrity and accountability • Champion sustainability and justice by making choices that reduce harm and increase equity • Consider the long-term consequences of decisions for people, communities, and the planet
Excellence	• Commit to personal growth by continuously reflecting, learning, and striving to become their best self • Cultivate balance and manage responsibilities effectively, building habits that support success • Set goals, persist through challenges, and take ownership of their learning and future	• Demonstrate workforce readiness by showing professionalism, reliability, and strong communication • Persist through challenges and strive for mastery in skills that support healthcare leadership • Take ownership of learning and contribute thoughtfully to the improvement of community health	• Keep learning and growing to stay engaged and contribute thoughtfully to the wider world • Communicate effectively and confidently across cultures, communities, and systems • Commit to high standards, using knowledge and skills to shape a healthier, better world

Educational Model

The Academy for Innovation in Medicine's school model is EPIC, just like our students! At AIM, learning isn't something that happens to students—it's something they do. Our EPIC model helps students build real skills, explore healthcare careers, and grow into confident leaders.

E – Experiential Learning - *Our students learn by doing.* Students spend time *daily* in labs, simulations, and hands-on projects that make learning real—so they don't just memorize information, they practice it.

P – Problem-Based Challenges - *Our students solve real-world problems every day.* Students tackle challenges connected to healthcare, science, and their community by asking questions, conducting research, thinking critically, and designing solutions—just like real professionals do.

I – Individualized Pathways - *Each student's learning and future are personal.* At AIM, students have voice and choice in how they learn and in the career path they explore. Whether they are interested in nursing, medical technology, radiology, or heading to medical school, we help them set goals, build a plan, and get the support they need to grow—at their pace.

C – Competency - *Mastery comes first.* Every student has areas of strength and areas where they are still growing, and AIM values the opportunity in both. Students progress when they truly understand the material and can apply it—whether they move quickly to mastery or need more time and support along the way. Students work at their own pace, building confidence, ownership, and real readiness for what's next.

Governance & Leadership

a. Charter Term

AIM is authorized to operate under a five-year charter contract beginning July 1, 2026 and expiring on June 30, 2031. The charter serves as a performance contract between the school's nonprofit governing board and its authorizer, defining the school's mission, goals, and measurable outcomes.

b. Authorizer

AIM is authorized by the **State Charter Schools Commission of Georgia (SCSC)**. The SCSC is an independent statewide authorizer that holds the school accountable for meeting academic, operational, and financial performance standards as defined in the charter contract and the SCSC Comprehensive Performance Framework.

c. Governing Board

AIM is governed by an independent Governing Board responsible for ensuring the academic, operational, and financial success of the school in accordance with its charter contract and applicable laws. The Governing Board holds public meetings as required by the Georgia Open Meetings Act (O.C.G.A. § 50-14-1 et seq.) and posts all meeting notices, agendas, and minutes on the school's website.

Stakeholders are encouraged to attend Governing Board meetings and may participate during the public comment portion following the school's Public Comment and Governing Board Meetings policy. Please refer to AIM's website for the school's Public Comment procedures, and for a list of the current Governing Board Members and their respective titles.

To contact the Governing Board, please send email to board@AIMGeorgia.org, or mail to AIM's mailing address, which is 2450 Piedmont Rd. NE, Atlanta, GA 30324

d. Non-Profit Governance

AIM is governed by a nonprofit board of directors ("Governing Board") operating under Georgia Accelerated Career Academy, Inc., a Georgia nonprofit corporation with 501(c)(3) status. Governing Board members serve without compensation and are subject to Georgia ethics laws and conflict-of-interest rules.

e. Governing Board Overview

The Governing Board is legally responsible for ensuring that the school fulfills its mission, complies with all state and federal laws, and manages public funds responsibly. The Governing Board provides responsibility for and oversight of:

- School policies
- Legal and regulatory compliance
- Academic and organizational performance
- Fiscal management and compliance
- School leadership evaluation and support
- Long-term strategic planning

The Governing Board delegates the day-to-day management of the school to the CEO, who oversees staff, programs, and operations in alignment with board-approved policies.

f. Governing Board Meeting Information

Governing Board meetings are conducted in accordance with Georgia's Open and Public Meetings Act (O.C.G.A. § 50-14-1) and Open Records Act (O.C.G.A. § 50-18-70) to ensure transparency and accountability to the community. All meetings are open to the public, and stakeholders are welcome and encouraged to attend.

Those who wish to speak during the public comment portion of a meeting are invited to follow the school's established Public Comment Procedures, which are available on the school's website and upon request at the front office. Information about governance, including Governing Board meeting dates and times, agendas, minutes, policies, budget, Governing Board member contact information, and other public records related to school governance, is available on the AIM website and at the school's administrative office at www.AIMGeorgia.org.

g. Leadership Team Directory

The day-to-day operations of the school are led by the CEO and leadership team. A complete directory of teachers and support staff will be provided at the beginning of each school year and published on the school website.

Name	Title	Email	Phone Number
Dr. Kristy Beam	Chief Executive Officer (CEO)	kbeam@aimgeorgia.org	678-227-0640
Dr. Nikkita Warfield	Chief Academic Officer (CAO)	Nwarfield@aimgeorgia.org	678-227-0640
Christopher Thomas	Chief Financial Officer (CFO)	C.Thomas@aimgeorgia.org	678-227-0640
Eric Gonzalez	Chief of Staff	egonzalez@aimgeorgia.org	678-227-0640
Kelly Bemus	Director of Operations	K.Bemus@aimgeorgia.org	678-227-0640

h. Coordinators, Liaisons & Points of Contact

School address for all liaisons: 2450 Piedmont Rd NE, Atlanta, GA 30324

Designated Role	Name & Title	Email	Phone
FEDERAL PROGRAMS (ESSA)			
Federal Programs Director <i>Title I (Parts A-D), Title II-A, Title IV-A; FERPA & PPRA</i>	Willie Washington Federal Programs Director	wwashington@aimgeorgia.org	404-595-7667
EL / ESOL Coordinator <i>Title III, Part A</i>	Willie Washington Federal Programs Director	wwashington@aimgeorgia.org	404-595-7667
Migrant Education Program Contact <i>Title I, Part C</i>	Willie Washington Federal Programs Director	wwashington@aimgeorgia.org	404-595-7667
Family Engagement Coordinator	Willie Washington	wwashington@aimgeorgia.org	404-595-7667

Designated Role	Name & Title	Email	Phone
<i>Title I-A Parent & Family Engagement</i>	Federal Programs Director		
LIAISONS & POINTS OF CONTACT			
McKinney-Vento Homeless Liaison <i>McKinney-Vento Homeless Assistance Act</i>	Willie Washington Federal Programs Director	wwashington@aimgeorgia.org	404-595-7667
Foster Care Point of Contact (POC) <i>Title I-A; Fostering Connections Act</i>	Willie Washington Federal Programs Director	wwashington@aimgeorgia.org	404-595-7667
CIVIL RIGHTS & ACCESS			
Title IX Coordinator <i>Title IX of the Education Amendments of 1972</i>	Kristy Beam Chief Executive Officer	kbeam@aimgeorgia.org	404-595-7667
Section 504 Coordinator <i>Section 504, Rehabilitation Act</i>	Katoya Bledsoe	kbledsoe@aimgeorgia.org	404-595-7667
ADA Coordinator <i>ADA Title II (required at 50+ employees)</i>	Natasha Harris Business Manager	nharris@aimgeorgia.org	404-595-7667
Civil Rights / Title VI Contact <i>Title VI of the Civil Rights Act of 1964</i>	Natasha Harris Business Manager	nharris@aimgeorgia.org	404-595-7667
Special Education Director <i>Individuals with Disabilities Education Act (IDEA)</i>	Christal Cook Special Education Director	ccook@aimgeorgia.org	404-595-7667

Version date: July 29, 2026

i. Communication Protocol (Who to Contact)

AIM values open, respectful, and solution-oriented communication between families and staff. Parents are encouraged to contact teachers first when questions or concerns arise about classroom matters or student progress. To promote efficient resolution of concerns and maintain clear lines of responsibility, families should follow the established chain of command before elevating an issue to the next level.

Staff will respond to all communications within a reasonable timeframe (generally within two business days). Communication should remain professional and aligned with the school's Code of Conduct. Please follow the following suggestions for contacting staff at AIM:

- Classroom Teachers or individual staff members should be the first points of contact for all classroom or program matters.
- Grade-Level or Department Level Administrators may be contacted for unresolved classroom concerns or disciplinary issues (after classroom teachers or individual staff have been contacted).
- Chief Executive Officer may be contacted for school-wide issues, policies, or unresolved administrative concerns that cannot be resolved by first contacting a classroom teacher or other staff person.
- Governing Board may be contacted for unresolved issues related to governance, policy, or legal compliance.

This structure reflects the Student, Family, Community, and Operational Complaints Policy and ensures that concerns are addressed promptly, fairly, and at the most direct level.

j. Policies

A full copy of The Academy for Innovation in Medicine's policies can be found on our website: <https://www.aimgeorgia.org/>. In the event of a conflict between this handbook and Governing Board-adopted policy, regulation, or applicable law, Governing Board policy and law shall control.

k. Complaint Resolution

At AIM, we believe that a strong partnership between families, staff, and the community is essential to every child's success. We encourage families and community members to resolve concerns through open, respectful communication with the staff member or administrator most directly involved. This approach supports strong relationships and helps resolve issues quickly and constructively.

When additional steps are needed, the school's Complaints, Grievances, and Whistleblower Policy and other related policies, which can be found on AIM's website, provide a clear, fair, and tiered process for resolution. Complaints are categorized to ensure they are handled by the appropriate personnel in accordance with applicable laws and policies.

Complaint Type	Description - Each complaint category follows a distinct process outlined in school policy and regulation to ensure proper handling, investigation, and resolution.
Student-Related Complaints	Issues involving a student, teacher, support staff member, or classroom incident, including classroom-level or short-term discipline, attendance, grading, and other instructional concerns. These complaints follow the procedures outlined in the Student, Family, Community, and Operational Complaints Regulation.
Operational Concerns	Matters related to school operations, communications, facilities, safety, transportation, or administration. These complaints follow the procedures outlined in the Student, Family, Community, and Operational Complaints Regulation.
Community Relations	Concerns involving parents, guardians, volunteers, or community members related to conduct, access, or participation in school activities. These complaints follow the procedures outlined in the Student, Family, Community, and Operational Complaints Regulation.
Civil Rights, Discrimination, Harassment, or Retaliation	Allegations involving discrimination, harassment, or retaliation based on race, color, national origin, sex (including sexual harassment), disability, age, or any other protected characteristic are handled under the school's civil rights policies and procedures. Complaints under Title VI, Section 504, ADA, IDEA, or other civil rights laws, including sex-based or gender-based complaints that do <i>not</i> meet the Title IX definition, are addressed through the Civil Rights, Discrimination, Harassment, and Retaliation Complaints Regulation. Complaints involving sexual harassment that meet the Title IX definition (e.g., quid pro quo harassment, hostile environment, or sexual assault occurring in a school program or activity) are addressed through the Title IX Sexual Harassment Policy, which include notice, investigation, and appeal rights. Individuals may contact the school's Civil Rights/Title IX/Section 504 Coordinator for assistance or to file a complaint.
Curriculum Complaints (Protect	Concerns regarding instructional materials, curriculum content (including alleged divisive concepts), or violations of the Protect Students First Act (O.C.G.A. § 20-1-11).

Students First Act)	Complaint procedures are addressed through the school's Protect Students First Act Policy and the Curriculum Complaints Regulation, which outline the procedures and appeal rights, including the option to appeal to the State Board of Education.
Whistleblower Complaints Governance Complaints	Reports of fraud, misuse of funds, ethical violations, or unlawful conduct by employees, vendors, or contractors. See the Whistleblower Regulation for reporting procedures and protections against retaliation. Allegations of misconduct, ethics violations, Open Meetings/Open Records violations, or breaches of fiduciary duty by the Governing Board or its members. See the Governance Complaints Regulation for procedures or contact information for the Authorizer.
Homeless Student Dispute	Concerns related to the enrollment, attendance, transportation, or educational access of students experiencing homelessness. These complaints follow the Homeless Students policy and procedures and may be appealed to the Georgia Department of Education's Homeless Education Program.

Calendar & School Schedule

a. Academic Calendar

The academic calendar for the 2026-2027 school year is below. Please contact AIM's main office at 678-227-0640 with questions.



Academy for Innovation in Medicine 2026-2027 School Calendar

2026

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

7/4 Independence Day
7/13 First Day for Staff
7/13-7/28 PD/Staff Only
7/29 First Day of School

Instructional Days - 3
Staff Days - 15

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

8/21 Digital Learning Day/Staff in the building/Students attend remotely

Instructional Days - 21
Staff Days - 21

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/7 Labor Day

Instructional Days - 21
Staff Days - 21

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/12 - 10/16 Fall Break

Instructional Days - 17
Staff Days - 17

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11/3 Digital Learning/Elections
11/23 - 11/27 Thanksgiving Break

Instructional Days - 16
Staff Days - 16

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/18 Last Day of First Semester
12/21 - 12/31 Winter Break

Instructional Days - 14
Staff Days - 14

2027

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1/1 New Year's Day
1/4 Digital Learning Day
1/5 First Day of Semester
1/18 MLK Holiday

Instructional Days - 19
Staff Days - 19

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2/15 - 2/19 Winter Break

Instructional Days - 15
Staff Days - 15

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3/15 Holiday

Instructional Days - 22
Staff Days - 22

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4/5 - 4/9 Spring Break

Instructional Days - 17
Staff Days - 17

MAY/JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5/28 Last Day of School
5/31 Memorial Day

Instructional Days - 20
Staff Days - 22

- Staff Only
- First/Last Days
- Digital Learning Days/Staff on campus/Students engage remotely
- Breaks and Holidays

Total Staff Days: 199
Total Instructional days: 185

- b. [Sample Daily Schedule](#)
- c. [Testing Calendar](#)
- d. School Hours & Office Hours

School office hours are 8:00 am until 3:30 pm on Monday through Friday. Exceptions are noted on the school calendar, which may be accessed on [The Academy for Innovation in Medicine's website](#).

- e. Early Drop-Off is available at 7:00am
- f. Late Pick-up is available until 6:00pm

Enrollment & Admissions

- a. [Open Enrollment Policy](#)
- b. Eligibility & Residency Requirements

To be eligible to enroll in The Academy for Innovation in Medicine, students in the appropriate grade level must reside in any of the following attendance zones:

- i. Atlanta Public Schools
- ii. Clayton County
- iii. Cobb County
- iv. Dekalb County
- v. Fulton County

- c. Application Process

Applications must be submitted electronically. Applications only collect essential, non-discriminatory information such as student name, grade level, date of birth, residency, and guardian contact information.

AIM works to eliminate barriers to application. To ensure equitable access for all families, AIM has addressed:

- **Language Access.** Applications and enrollment materials will be available in languages commonly spoken within the community, and translation/interpretation support will be offered upon request.
- **Accessibility.** Assistance will be provided to families who need help completing the application due to literacy, language, or disability-related barriers.
- **Submission Support.** Families may submit applications electronically, and school staff shall be available during regular business hours to provide assistance in completing and submitting applications.
- **Non-Discrimination.** No applicant shall be denied the opportunity to apply based on limited English proficiency, disability, economic hardship, or lack of internet access.

- d. Priority Enrollment Preferences.

All eligible students currently enrolled in AIM shall be guaranteed a seat in subsequent school years, unless the student no longer resides in the official attendance zone, the student's enrollment is restricted by a disciplinary order, or due to other circumstances permitted by law.

In compliance with O.C.G.A. § 20-2-2066(a)(1)(A) and federal charter school guidelines, enrollment preferences shall be applied in the following order:

1. Currently enrolled students, provided they remain eligible under residency and enrollment requirements.
2. Siblings of currently enrolled students, including biological, half, step, adopted, and foster siblings residing in the same household already admitted to or attending the same charter school.
3. Children of founding members, so long as the total number of students allowed under the exemption constitutes only a small percentage of the school's total enrollment.

Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

e. Lottery Process

A lottery will be conducted if applications exceed available seats at any grade level. The lottery shall be public, transparent, and random. Acceptable methods include computer-generated randomization or human randomization (e.g., drawing numbers or names). Attendance at the lottery by applicants is not required for admission eligibility. Accurate records shall be kept, including lists of drawn students and waitlist positions, and the school shall keep minutes or recordings and evidence of notification to families. The order of lottery draws shall establish both admitted students and the waitlist sequence. After the lottery window, if seats remain, eligible students will be admitted first come, first served.

f. Waitlist Procedures

All students not admitted through the lottery will be placed on a waitlist in the order drawn. The waitlist shall be maintained for the current school year only and shall not roll over into subsequent years. Parents/guardians submitting an application after the application deadline or lottery will be added to the end of the wait list in the order in which the applications were received. Parents/guardians may request their student's waitlist position at any time.

g. Withdrawal Policy

A parent/guardian or authorized caregiver may withdraw a student by completing withdrawal forms with the school registrar. Students who withdraw may not retain a place in the school unless they reapply during a future open enrollment period. Records will be transferred within statutory timelines pursuant to O.C.G.A. § 20-2-670.

h. Non-Discrimination in Admissions

The school shall not discriminate in admission or enrollment on the basis of race, color, national origin, sex, disability, religion, homelessness, English language proficiency, academic or athletic ability, or any other legally protected characteristic, in compliance with federal and state nondiscrimination laws.

Attendance

a. The Importance of Daily Attendance

AIM recognizes that consistent attendance is critical to student achievement. In accordance with O.C.G.A. § 20-2-690.1 and the Georgia State Board of Education Rule 160-5-1-.10, all students are expected to attend school daily and on time, unless excused for reasons permitted by law or AIM's Attendance Policy.

b. Compulsory Attendance Law (Georgia)

Attendance will be taken daily in each class period in middle and high school grades. Notice of compulsory attendance requirements shall be provided within 30 school days of enrollment or by September 1 annually, whichever is earlier. The attendance policy will be published in the school's Student and Family Handbook, which shall be provided upon enrollment and annually. Parents/guardians must sign a written statement acknowledging receipt of the school's Student and Family Handbook containing the attendance policy and potential penalties for noncompliance.

c. Attendance Expectations

d. Excused vs. Unexcused Absences

Excuses for absences will be provided by the parent/guardian in writing on the day the student returns to school or within no more than three (3) school days from the absence, and will contain the student's name, date of the absence, reason for the absence, and the signature of the parent/guardian. All written excuses will be evaluated by the Chief Executive Officer to determine if the absence is excused or unexcused. Medical excuses must not be photocopied, corrected, "whited out", or otherwise altered. As with written parent excuses, medical excuses will be evaluated by the Chief Executive Officer to determine if the absence is excused or unexcused.

Examples of Excused Absences	Examples of Unexcused Absences
Excused absences include, but are not limited to, the following - proper documentation (e.g., parent/guardian note, physician note, court summons) must be submitted within three (3) school days of return: 1. Personal illness or when attendance	Absences are unexcused if they: - Do not meet the criteria for excused absences, or - Lack required documentation submitted within three (3) school days.

endangers the health of the student or others. 2. Serious illness or death in the immediate family (mother, father, siblings, grandparents, step-grandparents, or legal guardian). 3. Observance of religious holidays necessitating absence from school. 4. Mandated government orders (e.g., court appearances, pre-induction military exams). 5. Conditions rendering attendance impossible or hazardous to health/safety. 6. Up to one day for voter registration or voting in public elections. 7. Up to five (5) school days per year to visit with a parent/guardian on active military duty, per Georgia law. 8. Approved participation in official authorized school programs or extracurricular activities. 9. Foster care students who are in a foster home or otherwise in the foster care system under the Division of Family and Children Services of the Department of Human Services attending court proceedings related to their case. 10. Students serving as Pages in the Georgia General Assembly for a maximum of two days. 11. High school students participating in Georgia's Student Teen Election Participant (STEP) program and volunteering as poll workers for a maximum of two days.	Unexcused absences beyond five (5) school days will trigger interventions under Georgia's Student Attendance Protocol.
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Please consult the The Academy for Innovation in Medicine Policy Manual for the full policy on attendance. The following shall be considered excused absences:

- i. Absence for a temporary or extended period for illness, injury, or for a physical, mental, or emotional disability.
- ii. Absence for a scheduled or emergency appointment or service that cannot be accommodated outside of school hours.
- iii. Absence due to a family emergency
- iv. Absence for observance of religious holidays or restriction in a child's participation in a school activity for religious reasons or strongly held personal beliefs.
- v. Absence due to a serious illness or death in the family.

- vi. Any condition rendering attendance impossible or hazardous to student health or safety.
- vii. Out-of-school suspension days as permitted by law.

The parent/guardian must send in written notification (handwritten, typed, or email is acceptable) of absence prior to (if appropriate) and/or on the day the child returns to school or within 3 days of return. Teachers will gather missed work before the absence if three or more days' notice is provided. All missed assignments must be completed within a reasonable amount of time, typically 3 days.

Unexcused Absences

- i. An unexcused absence is defined as an absence that is not covered by one of the reasons or circumstances noted as an excused absence.
- ii. Any absence for which a written note (handwritten, typed, or email is acceptable) is not received.
- iii. Any absence beyond ten (10) excused absences that are not excused by a doctor's note.

e. Tardies

It is expected that students will arrive at school on time to begin the instructional day. The late arrival of students into the classroom is disruptive to the teacher and to the instructional process. A tardy student misses important morning announcements and the initial directions and instruction for the day. Teachers may contact parents of students with excessive tardies that interfere with a student's academic progress.

- i. The school day officially begins at 8:00 a.m. All children who arrive at or after 8:00 am must be walked into the building and signed in by the parent/guardian at the front office.
- ii. Tardies are recorded as part of a student's attendance record.
- iii. Tardies can be excused or unexcused following the same criteria used for absences.
- iv. Students must be present for at least 50% of the instructional day to be counted present for the day. Checking in after 12:00 results in an absence.

f. Late Arrivals and Early Check-Out

Students must be present for at least half of the instructional day to be counted present. Prior to the end of the school day, students shall be released only to their parents/guardians, or to persons properly identified to school office personnel by the parents/guardians, or upon written request by the parents/guardians confirmed by telephone or in person. AIM reserves the right to request identification or right of custody from anyone other than persons properly identified to school office personnel by the parents/guardians in the case that such persons attempt to remove a

student from school. Repeated late arrivals or early check outs may be considered attendance violations. Documentation may be required for frequent or excessive late arrivals or check outs.

g. Early Dismissals

Students are expected to complete a full instructional day.

- i. The school day ends at 3:30 p.m. Any student leaving before this time will be counted as having an early check-out.
- ii. In order for a doctor's appointment check-out to be excused, a note from the doctor must be returned to school the next day. Without this note, the check-out will be marked as unexcused.
- iii. Students leaving before 3:30 p.m. must be signed out through the office.
- iv. Students will be called to the office for release to a parent/guardian. Parents are asked to wait in the office until the child arrives.
- v. Only persons listed on the student's card will be allowed to sign out a student unless we have written permission from the parent. We will ask for identification to confirm the identity of the person picking up the child.
- vi. To prepare for a safe dismissal of the school, no check-outs between 3:15 and 3:30 will be allowed.

h. Chronic Absenteeism (SB 123)

Chronic Absenteeism and Truancy. Students with more than five (5) unexcused absences are considered truant under Georgia law. The school will follow its Attendance Protocol, including required parent/guardian notifications, conferences, and referrals to appropriate agencies when necessary. Additional support, such as referral to a school social worker or Student Support Team (SST) member, may be provided.

The Governing Board recognizes the significant impact of chronic absenteeism on academic achievement and school climate and directs the Chief Executive Officer to implement procedures to identify and monitor students who meet or are at risk of chronic absenteeism, convene Attendance Review Teams (ARTs) when absenteeism rates reach thresholds set in law, and implement AIM's written attendance protocols consistent with Georgia law and State Board of Education requirements regarding chronic absenteeism. Absences for military-connected students as defined by Georgia law shall be honored as excused. These absences shall not count toward truancy or chronic absenteeism determinations.

i. Attendance Monitoring & Communication

Teachers may contact parents of students who are absent for 3 or more days of school. Absences are counted when an entire day is missed or when a child attends school for less than three (3) hours and ten (10) minutes (School Name.) on any given student day.

j. Intervention Process

Please see the The Academy for Innovation in Medicine Policy Manual for the complete details on the administration of absences. The school shall implement a multi-tiered system of supports (MTSS), including the Student Support Team (SST) process, to address barriers to student learning and attendance in accordance with Georgia law and State Board of Education rules.

After four (4) unexcused absences, the school will initiate the process for excessive absences. Upon subsequent unexcused absences, school contact may include referral to the school counselor or a school social worker, notification of county representatives or the authorities, or referral to DFACS in accordance with Georgia compulsory school attendance laws. Excuse notes in writing must be received within 3 days of a student's return to school after an absence. After 10 excused absences, all absences must have a doctor's note to be excused. Parents should send excuse notes to Ms. Malik Morrow at mmorrow@aimgeorgia.org

k. Make-Up Work Policy

Students are expected to make up class work missed as a result of absence or tardiness within the guidelines set by the teacher. Students who are absent from school/class are expected to make up work and will be given the opportunity to make up assignments. The general rule is that work needs to be completed and submitted for evaluation within three (3) days of returning to school. We understand that students who are out for extended periods of time may need more time to complete work. Families of children who have been absent for extended periods of time should discuss timelines with their child's teachers, if needed.

l. Absence and Extracurricular Activities

If a student is absent from school or checks out early due to illness, the student may not participate in extracurricular activities after school that day.

Academic Program

EPIC Instructional Model

The Academy for Innovation in Medicine (AIM) utilizes the **EPIC Instructional Model**, a framework designed to ensure every student engages in meaningful, relevant, and rigorous learning experiences that prepare them for success in healthcare, medicine, and innovation.

EPIC stands for:

E – Experiential Learning

Students engage in authentic, hands-on learning experiences that connect classroom instruction to real-world challenges and opportunities.

P – Problem-Based Learning

Students investigate complex questions and solve meaningful problems through inquiry, research, collaboration, and critical thinking.

I – Individualized and Competency-Based Learning

Students learn at their own pace, receive targeted support and enrichment, and demonstrate mastery of clearly defined competencies. Learning pathways are personalized to meet individual strengths, interests, and goals.

C – Career-Connected Learning

Students explore healthcare and STEMM careers through industry partnerships, simulations, mentorships, work-based learning experiences, and career pathway coursework.

Curriculum Overview

AIM's curriculum combines rigorous academics with healthcare-focused and STEMM-integrated learning experiences. Students are challenged to think critically, solve problems creatively, and apply their knowledge in authentic contexts.

The curriculum is organized around:

- Core Academic Subjects
- STEMM and Healthcare Integration
- CTAE Pathways
- Career Exploration and Readiness
- Research and Innovation
- Experiential Learning Opportunities

Core Academic Subjects

Students receive rigorous instruction aligned to the Georgia Standards of Excellence in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Languages
- Fine Arts and Physical Education

Academic learning serves as the foundation for advanced STEMM and healthcare-focused experiences.

STEMM and Healthcare Integration

AIM intentionally integrates **Science, Technology, Engineering, Mathematics, and Medicine (STEMM)** throughout the curriculum. Students regularly connect academic content to healthcare challenges, medical innovations, biotechnology, public health, and emerging technologies.

Examples include:

- Medical case studies
- Healthcare simulations
- Biomedical investigations
- Public health projects
- Data analysis and research
- Engineering design challenges
- Technology applications in healthcare

CTAE Pathways

Students participate in Career, Technical, and Agricultural Education (CTAE) pathways that provide structured opportunities to explore healthcare careers while developing technical and professional skills.

Pathway experiences include:

- Healthcare Science coursework
- Industry-recognized certifications
- Career and technical skill development
- Work-based learning opportunities
- Clinical and simulation experiences
- Postsecondary partnerships
- Leadership development

3D Lesson Architecture

Every lesson at AIM is intentionally designed using a **3D Lesson Architecture** that ensures students actively engage in learning rather than simply receive information.

In every lesson, students have opportunities to:

Discover

Students activate prior knowledge, explore new concepts, investigate questions, and engage with real-world problems.

Develop

Students receive explicit teacher-led instruction, guided practice, feedback, and opportunities to deepen understanding.

Demonstrate

Students apply their learning through simulations, performance tasks, projects, discussions, presentations, assessments, and authentic problem-solving experiences.

This Discover–Develop–Demonstrate framework ensures that every lesson includes opportunities for exploration, instruction, application, and mastery, preparing students to transfer their learning beyond the classroom.

Grading & Assessment

- i. Assessments (state testing, benchmark testing, progress monitoring)

AIM uses a balanced assessment system to monitor student learning, inform instruction, and meet all federal and state accountability requirements. Testing schedules, accommodations, and opt-out information (where applicable) are published annually in accordance with state law. Teachers and administrators review assessment data to identify strengths and areas for support, provide targeted intervention or enrichment, and communicate progress to families throughout the year.

1. State testing - All students participate in required Georgia Milestones Assessments and other state-mandated assessments as established by the Georgia Department of Education (GaDOE). These assessments measure mastery of the Georgia Standards of Excellence and include:
 - a. Georgia Milestones End-of-Grade (EOG) Assessments for Grades 6–8;
 - b. Georgia Milestones End-of-Course (EOC) Assessments for high school-level subjects;
 - c. ACCESS for ELLs (for English learners).
2. Benchmark testing - In addition to state assessments, AIM administers benchmark and formative assessments at multiple points during the year to track student growth and guide instruction. These may include nationally normed or criterion-referenced

assessments such as STAR, AIMSweb, DIBELS, or other GaDOE-approved tools aligned with the Georgia Literacy Act.

ii. Use of Assessment Data

Assessment data are used to inform classroom instruction, curriculum decisions, and professional learning. Aggregate results are also reported to the Georgia Department of Education and the State Charter Schools Commission as part of the school's accountability and improvement process. Individual student results are protected under the Family Educational Rights and Privacy Act (FERPA) and shared only with authorized school personnel and the student's parent or guardian.

Philosophy of Learning, Assessment, and Grading

At the Academy for Innovation in Medicine (AIM), our vision is to develop future healthcare leaders, innovators, and problem-solvers through meaningful, personalized learning experiences. This vision extends to our assessment and grading practices, which are designed to promote student ownership of learning and provide clear communication about academic progress.

We believe that assessment should serve as a tool for learning, growth, and continuous improvement. Our grading practices are intended to help students understand what they know, identify areas for growth, and demonstrate mastery of essential knowledge and skills.

Our goal is that a student's grade is the most accurate reflection of their mastery of course standards, competencies, and learning objectives.

To achieve this goal, we believe the following:

- A student's grade reflects their demonstrated level of mastery of academic standards and competencies.
- Students clearly understand what they are expected to learn and how mastery is measured.
- Parents and families receive meaningful information about student strengths, growth areas, and progress toward learning goals.
- Assessment practices support learning over time rather than a single performance event.
- Students are provided multiple opportunities to demonstrate mastery and growth.
- Feedback is timely, actionable, and focused on improving student learning.
- Grades communicate what students know and can do rather than simply measuring task completion.
- Assessments are intentionally designed to measure critical thinking, problem-solving, application, and transfer of learning.
- Students engage in authentic demonstrations of learning through projects, presentations, simulations, performance tasks, and traditional assessments.

- The most recent and most consistent evidence of student learning is prioritized when determining levels of mastery.
- Grading practices support AIM's EPIC Instructional Model by encouraging experiential, problem-based, individualized, competency-based, and career-connected learning.

Assessment at AIM

Assessment is an integral part of the learning process and occurs throughout instruction. Students participate in a variety of assessment experiences, including:

- Formative assessments that provide ongoing feedback during learning
- Performance-based assessments
- Projects and presentations
- Simulations and case studies
- Laboratory investigations
- Written assessments and examinations
- Industry-aligned credentialing assessments
- Real-world problem-solving experiences

Competency-Based Learning

AIM believes that students learn at different rates and in different ways. Through our competency-based approach, students are encouraged to focus on mastery, reflection, and continuous growth. Learning is viewed as a process, and students are expected to actively engage in improving their understanding and performance over time.

Preparing Future Healthcare Leaders

As a healthcare-focused school, AIM emphasizes the development of both academic knowledge and professional competencies. Students are expected to demonstrate critical thinking, communication, collaboration, professionalism, and ethical decision-making—skills that are essential for success in healthcare, higher education, and the workforce.

Through meaningful assessment and grading practices, AIM seeks to empower students to become confident, independent learners who are prepared to thrive in college, careers, and life.

iii. Grade Reporting

At the Academy for Innovation in Medicine (AIM), teachers continuously assess student learning through a variety of meaningful and authentic learning experiences focused on the course's Priority Standards and Essential Competencies. Grades are reported throughout the semester as students demonstrate their understanding, application, and mastery of these learning targets.

AIM utilizes a **competency-based approach to grading and assessment**. Rather than emphasizing the accumulation of points, our grading system is designed to communicate what students know, understand, and are able to do. Students receive ongoing feedback throughout the learning process and are provided multiple opportunities to demonstrate growth and mastery.

Teachers collect evidence of learning through a variety of assessment methods, including:

- Performance tasks
- Projects and presentations
- Simulations and case studies
- Laboratory investigations
- Written assessments
- Discussions and collaborative activities
- Real-world problem-solving experiences
- Industry-aligned assessments and certifications

Student progress is reported throughout the semester using the AIM Proficiency Scale. Teachers consider multiple sources of evidence when determining proficiency levels, with particular emphasis placed on the **most recent and most consistent demonstrations of learning**.

AIM Proficiency Scale

Level	Description	Traditional Grade Equivalent
0	Insufficient Evidence	Incomplete / No Grade
1	Beginning	64
2	Developing	79
3	Proficient	89
4	Distinguished	100

Performance Level Descriptors

Level 1 – Beginning

- Demonstrates limited understanding of the learning target.
- Requires significant support to apply knowledge and skills.

Level 2 – Developing

- Demonstrates partial understanding of the learning target.
- Applies knowledge and skills with some accuracy and support.

Level 3 – Proficient

- Consistently demonstrates mastery of the learning target.
- Independently applies knowledge and skills in expected contexts.

Level 4 – Distinguished

- Demonstrates advanced mastery of the learning target.
- Transfers learning to new situations, makes sophisticated connections, and exceeds course expectations.

Determining Semester Grades

Throughout the semester, students receive feedback on their progress toward mastery of the course Big Ideas and competencies. Teachers review multiple data points and prioritize the most recent and most representative evidence of student learning when determining proficiency levels.

At the end of each semester, proficiency scores for the course competencies and Big Ideas are converted to a traditional 100-point grading scale to determine final course grades.

Final grades reflect:

- Student mastery of course standards and competencies
- Growth demonstrated throughout the semester
- Performance on major assessments and demonstrations of learning
- Evidence collected across multiple opportunities to demonstrate mastery

Because final grades are reported on a traditional 100-point scale, students remain eligible for class rank, honors recognition, HOPE Scholarship eligibility, and all other academic distinctions recognized by the Academy for Innovation in Medicine.

Through this system, AIM seeks to ensure that grades are meaningful, accurate, and reflective of each student's learning journey while preparing students for success in college, healthcare careers, and lifelong learning.

iv. Homework

Homework and Independent Learning

At the Academy for Innovation in Medicine (AIM), we believe that students learn best when they are actively engaged in meaningful, rigorous learning experiences during the school day. Our instructional model is designed to maximize learning time through hands-on investigations, collaborative problem-solving, projects, discussions, simulations, and authentic applications of knowledge and skills.

We also recognize that many students participate in extracurricular activities, athletics, community service, employment, family responsibilities, and other commitments outside of school. As a result, routine nightly homework is not an expected part of the AIM educational experience.

Occasionally, students may be asked to:

- Complete assigned reading;
- Prepare for a discussion, presentation, or project;
- Review material in preparation for an assessment;
- Complete work that was not finished during class; or
- Engage in independent research related to a course of study.

In addition, teachers may provide optional enrichment opportunities for students who wish to explore topics in greater depth, pursue personal interests, or challenge themselves beyond course expectations.

Students are expected to use class time productively and make consistent progress toward learning goals. While AIM seeks to minimize traditional homework, students remain responsible for completing all assigned coursework and meeting established deadlines.

Our goal is to ensure that learning is purposeful, engaging, and balanced, allowing students to excel academically while maintaining healthy involvement in family, community, and extracurricular activities.

v. Late Work

Teachers cannot assess student proficiency on course standards or skills when evidence of learning is missing. Students are expected to complete and submit make-up work within the timeframe established by the teacher and communicated in accordance with school procedures.

Late or outstanding assignments may be accepted when they provide an opportunity for students to demonstrate their understanding of the targeted standards and skills. While academic

reporting should reflect student learning, failure to complete assigned work is a behavioral concern that may result in appropriate non-academic consequences in accordance with school procedures (e.g., structured work time, detention, reflection activities, discipline referral, or other approved interventions).

Staff will implement make-up and late-work procedures consistently, provide appropriate academic support when needed, and communicate with families when patterns of missing work emerge. Repeated noncompletion of assignments will be addressed through progressive interventions designed to support student success and accountability and may result in referral to the MTSS team or administration when additional support is warranted.

vi. Academic Integrity

Academic integrity is the foundation of learning at our school. Students are expected to complete their own work, appropriately acknowledge the ideas of others, and demonstrate honesty in all academic activities. Acts such as plagiarism, cheating, unauthorized use of technology or AI tools, and falsification of work may result in disciplinary and academic consequences in accordance with school procedures.

b. Testing & Accountability

i. Georgia Milestones (GMAS)

The Georgia Milestones Assessment System (GMAS) is the state's standardized assessment program that measures student achievement of Georgia Standards of Excellence. Students participate in required end-of-grade and end-of-course assessments as mandated by the Georgia Department of Education. Assessment results provide information about student progress and school performance.

ii. Interim Assessments

Interim assessments are administered periodically throughout the school year to monitor student progress toward mastery of grade-level standards. These assessments help teachers identify strengths, address learning gaps, and adjust instruction to support student success.

iii. Graduation Requirements

Students must successfully complete all state and local graduation requirements established by the Georgia Department of Education and the school. Requirements include earning the required number of course credits, completing required coursework, and meeting any applicable state assessment expectations.

iv. Promotion & Retention

Promotion shall be based on mastery of state-adopted standards in English Language Arts, mathematics, science, and social studies, consistent with O.C.G.A. § 20-2-283 and SBOE Rule 160-4-2-.11. Teachers will assess student performance using multiple measures, including classroom performance, local assessments, statewide assessments, and teacher observations. Students in grades 3–8 shall participate in all state assessments (O.C.G.A. § 20-2-281). Students in 8th grade must achieve grade-level proficiency in both reading and mathematics on the state-adopted assessments for promotion. Students must meet attendance requirements under O.C.G.A. § 20-2-690.1. Chronic absenteeism may affect promotion.

Retention decisions must consider multiple factors, including test data, teacher recommendations, attendance, and student work. Retention shall not be based solely on disability status, English language proficiency, or one test score. A student may be retained if:

- They do not meet grade-level proficiency on the state-adopted assessment(s) in the required grade (8) after two testing opportunities;
- They fail to meet school-adopted promotion standards in core subjects (reading/ELA, mathematics, science, social studies, foreign language where applicable);
- Attendance or lack of demonstrated mastery significantly impacts academic achievement.

Parents/guardians will be notified early and in writing when their child is at risk for retention. For state-mandated retention grades (grade 8):

- Parents/guardians will be notified in writing via electronic mail or first-class mail, per AIM's discretion, within 10 calendar days of receipt of assessment results.
- If the parent/guardian or teacher appeals, a Placement Committee (school leader/designee, parent/guardian, and teacher(s) in the relevant content area(s)) must be convened within 10 days.
- Promotion despite student not meeting promotion criteria requires unanimous agreement of the Placement Committee (O.C.G.A. § 20-2-283).

For other grades, parents/guardians may appeal in writing within five (5) school days of a retention decision. The Chief Executive Officer (CEO) or designee will provide a written response within ten (10) school days. Final decisions will be communicated in writing, including explanation of evidence and interventions provided.

Placement. A student may be placed in a grade when the Placement Committee determines that placement serves the best academic interest of the student. This includes:

- Good Cause Placement. A student may be placed in the next grade if, after unanimous agreement of the Placement Committee, Student Support Team (SST), and/or IEP/504 team, it is determined that promotion is in the best educational interest of the student despite not meeting promotion criteria. Placement must be documented in writing with rationale and evidence, signed by the CEO or designee, and shared with the

parent/guardian. Placement shall not circumvent state-mandated retention unless a good cause exemption applies.

Acceleration / Grade Skipping. A student who demonstrates exceptional academic achievement or intellectual ability, social and emotional maturity, and other factors may be advanced to the next grade level by unanimous agreement of the Placement Committee. Acceleration decisions must consider multiple measures of readiness. Parent/guardian input must be obtained, and final placement shall be documented in the student's permanent record. The school shall provide continuous monitoring of student progress, with parent communication throughout the school year.

c. Academic Supports

i. MTSS / RTI

The Multi-Tiered System of Supports (MTSS) is a framework used to identify and address students' academic, behavioral, and social-emotional needs. Through data-driven decision-making and targeted interventions, students receive support matched to their individual needs to promote success and growth.

ii. Tutoring / Intervention

Students who need additional academic support may be provided access to tutoring, intervention classes, small-group instruction, or other targeted learning opportunities. These supports are designed to strengthen skills, address learning gaps, and help students achieve mastery of course standards.

iii. Credit Recovery

Credit recovery opportunities may be available for high school students who need to recover credits required for graduation. Credit recovery programs provide students with an alternative pathway to demonstrate mastery of course content and remain on track toward earning a diploma.

d. Special Programs & Services

i. Special Education (IDEA / 504)

Students with disabilities may qualify for accommodations, modifications, or specialized instruction under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Services are provided in accordance with each student's individualized plan to ensure equitable access to educational opportunities.

ii. Gifted

Gifted education services are available to students who meet Georgia eligibility requirements. These services provide advanced learning opportunities, differentiated instruction, and enrichment experiences that challenge students and support the development of their talents and abilities.

iii. ESOL

The English for Speakers of Other Languages (ESOL) program supports multilingual learners as they develop English language proficiency. Services are designed to help students access grade-level curriculum while building the language skills necessary for academic success.

iv. Dyslexia Screening

In accordance with Georgia law, the school conducts dyslexia screenings to help identify students who may exhibit characteristics associated with dyslexia. Screening results may be used to guide interventions, instructional supports, and further evaluation when appropriate

School Culture & Behavior

a. Culture Philosophy

AIM's goal is to teach students the value and importance of following norms and procedures for treating others well in order to maintain a safe, equitable, inclusive, and respectful environment both in the educational setting and in our communities. Students at The Academy for Innovation in Medicine will engage in lessons to help them learn to disagree with respect, resolve conflicts in a positive way, and participate in restorative practices to mend relationships. Learning experiences, developing norms, and the classroom community will be used to build a culture in which students treat their peers and teachers with respect, feel supported in their feelings, and help one another succeed.

Parents and students acknowledge the Code of Conduct as a pre-requisite for enrollment in the school. As a school of choice, The Academy for Innovation in Medicine retains the right to recommend withdrawal or pursue disciplinary action (pending a Due Process Hearing) in accordance with Governing Board-adopted policy and applicable law for students who do not conform to appropriate behavioral expectations that support the learning environment defined in AIM's mission and core beliefs, and by this Code of Conduct. Enrollment decisions and disciplinary actions will follow all applicable due process requirements.

These rules are designed to notify students and parents about the types and range of behaviors that violate the school norms and community agreements of The Academy for Innovation in Medicine. Every specific variation of conduct may not have been included. Consequently, students should expect to be held accountable for conduct that is inappropriate and contrary to the mission and core beliefs established in the The Academy for Innovation in Medicine Charter and the Student Code of Conduct.

b. Beliefs about children, learning, and discipline

The following beliefs about children, learning, and discipline inform all Code of Conduct policies and practices.

- i. All children and young people must be assured that they can learn in a non-disruptive atmosphere and will be treated in a fair, consistent, and nondiscriminatory manner.
 - ii. All children and young people are capable of achieving their personal best, and when necessary, improving their behavior, with guidance, instruction, support, and coaching. These practices fall along a continuum that responds to children of all abilities.
 - iii. Students need different kinds and amounts of time, attention, tasks, and support to behave responsibly, succeed academically, and achieve at high levels.
 - iv. The use of out-of-school suspension as a response to challenging behavior does not improve school climate or outcomes for students. Students are more likely to do the right thing when:
 1. they understand the positive behaviors that are expected of them
 2. they feel that staff members care about them and will help them learn and grow
 3. all school staff consistently use shared language and practices
 4. all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high-quality work
 - v. The root of the word discipline is “to teach.” Effective discipline helps students become more self-disciplined and teaches students to become more skillful.
 - vi. Restorative practices provide strategies and interventions to enable students to self-correct, problem solve, make amends and repair harm, learn new behaviors, and restore their good standing.
- c. AIM values in action
- i. **Innovation**
We embrace creativity, curiosity, and problem-solving. Students are encouraged to think critically, explore new ideas, and develop solutions that improve their communities and the world around them.
 - ii. **Service**
We use our knowledge and talents to positively impact others. Students are

expected to demonstrate compassion, contribute to their community, and serve with humility and purpose.

iii. **Ethics**

We act with honesty, integrity, and accountability. Students are expected to make responsible decisions, treat others with respect, and uphold the highest standards of personal and professional conduct.

iv. **Excellence**

We strive for continuous growth and our personal best in all endeavors. Students are challenged to pursue high standards, demonstrate perseverance, and take pride in the quality of their work and character.

d. High expectations culture

At AIM, we believe all students can achieve at high levels when provided with clear expectations, strong relationships, meaningful support, and opportunities to demonstrate growth. Students are expected to consistently demonstrate academic effort, personal responsibility, professionalism, and respect for others.

e. Behavior Framework

AIM utilizes a proactive, instructional approach to behavior that emphasizes teaching expectations, building positive relationships, restoring harm, and supporting student growth. Behavioral expectations are taught explicitly and reinforced consistently across all school settings.

i. Positive Behavioral Interventions and Supports (PBIS)

AIM implements Positive Behavioral Interventions and Supports (PBIS) to establish a positive school culture. Students are recognized for demonstrating school values and meeting behavioral expectations. Data is used to identify needs and provide targeted support.

ii. Positive Reinforcement

Students may receive recognition for demonstrating positive behavior, leadership, citizenship, academic effort, professionalism, attendance, and contributions to the school community. Recognition may include verbal praise, celebrations, privileges, incentives, or other school-approved acknowledgments.

iii. Tiered Supports

Behavioral and academic supports are provided through a multi-tiered system. Students may receive universal supports, targeted interventions, or intensive individualized services depending on their demonstrated needs.

f. Code of Conduct

i. Student Expectations

- Treat others with respect and dignity.
- Follow directions from school personnel.
- Attend school regularly and arrive prepared to learn.
- Contribute positively to the school environment.
- Demonstrate honesty and integrity.
- Respect school property and the property of others.
- Follow all safety procedures and school rules.

ii. Prohibited Behaviors in accordance with school policies:

- Bullying, harassment, intimidation, or threats.
- Fighting, physical aggression, or horseplay.
- Disruptive behavior that interferes with learning.
- Academic dishonesty.
- Theft, vandalism, or destruction of property.
- Possession of prohibited items.
- Technology misuse.
- Conduct that endangers the safety of others.

iii. Discipline Model

Behavioral incidents are addressed using restorative practices, corrective instruction, logical consequences, and progressive interventions. Consequences are intended to teach, support, and reinforce appropriate behavior while maintaining a safe learning environment.

iv. Suspension / Expulsion

Suspension or expulsion may be imposed for serious or repeated violations of the Code of Conduct in accordance with Governing Board policy, due process requirements, and applicable law.

v. Tribunal Process

When required by law or policy, disciplinary hearings or tribunals will be conducted in accordance with applicable Georgia law and Governing Board procedures. Students and families will receive notice of their rights and hearing procedures.

g. Responsibilities

- i. Student responsibilities
- ii. Parent responsibilities

Professionalism & Workplace Readiness

- a. Professional behavior expectations
- b. Communication standards
- c. Time management
- d. Clinical etiquette
- e. Digital professionalism

Student Life & Activities

- a. Clubs & Organizations
- b. Athletics & Eligibility
- c. Extracurricular requirements
- d. Field Trip Permission for the 2026-2027 School Year

During the 2026-2027 school year, students at The Academy for Innovation in Medicine (AIM) will have the opportunity to participate in field trips to various locations throughout the Atlanta Metro area. You are receiving this letter and release form for the trips because your child is eligible for participating and we would like for them to attend. The trips will be educational and fun!

In order for your child to participate in the field trips, they must return the release slip found in the final section of this Handbook, signed by you. **This is a wonderful opportunity. Please sign and return the release form so that your child may attend. Call-in permission will not be accepted. A signed release form must be submitted for your child to participate.** If you have any questions, contact AIM's main office, at 404-595-7667 or via email at mmorrow@aimgeorgia.org.

e. Student Events

Daily Operations & Logistics

- a. Arrival:

- i. Students arriving by MARTA will have a designated route to arrive by 7:45. They will be escorted by AIM staff or volunteers into the building.
- ii. Students arriving by car between 7:00 and 7:40 should be let out at the corner of Magnolia and Main St. Parents should watch students enter the building.
- iii. Students arriving between 7:40 and 8:00. Parents will form one line on Magnolia Lane, behind the building. Staff will be outside to greet families. Students should exit the car and enter the back of the building.

b. Early Student Arrival

AIM students may arrive as early as 7:00 a.m. They will be monitored by staff members. AIM's breakfast program will begin at 7:30 a.m. Students who are participating in the school breakfast program should eat as soon as they arrive to ensure access for all students. Students will be dismissed to homerooms at 7:45.

c. Student Dismissal

School ends at 3:30.

- i. Students taking MARTA home will be escorted by AIM staff or volunteers to the train.
- ii. Students leaving by car should be picked up promptly at 3:30. Parents will form one line on Magnolia Lane, behind the building. Staff will be outside to greet families. Students should enter the cars quickly, parents remain in line and exit. Please do not line up prior to 3:20.
- iii. Students in afterschool activities will be dismissed to those activities at 3:30.

d. Student Pick Up at Dismissal

To promote a safe and efficient dismissal process, the school has established the following procedures. Your cooperation helps ensure student safety and maintains a smooth traffic flow for our entire community.

e. Car Rider Line / Carpool Line

Parents and families may not line up before the designated time. This supports safe traffic patterns and ensures we do not block public roads. Families must remain attentive to and cooperate with guidance from traffic officers in the area who are supporting safe travel flow.

Parents/families must have their school-issued student identification cards clearly visible for staff. Any adult picking up students must present this school-issued card to the staff member on duty at the doors and at the pickup location. Anyone without the school-issued card will be required to go directly to the main office to present their government-issued identification to clear the pickup. Parents or authorized adults are expected to follow designated parking and pickup procedures and report to the assigned dismissal location. Students will only be released to individuals listed on the student's authorized pickup list, emergency contact list, or through

official written communication issued by the school office. Students will only be released to authorized adults over the age of 18.

f. Visitors

AIM values family engagement and community partnerships that support student learning.

- i. Check-in procedures
 1. All visitors must check in at the front office upon arrival, present identification as required, and wear a visitor badge at all times while on campus.
- ii. ID requirements
 1. All visitors must show valid Georgia or federal identification.
- iii. Restrictions
 1. Visitors may not be alone with students or provide direct supervision unless they have been cleared by administration in accordance with school procedures, including any required background checks. This includes supervising students in hallways or other non-classroom spaces.
 2. Visitors and volunteers must use designated adult restrooms only.
 3. Visitors and volunteers should refrain from cell phone use in classrooms and other instructional areas.
 4. Visitors and volunteers accompanied by young children or children not assigned to an AIM classroom may be redirected to alternative volunteer tasks or locations to reduce distractions and maintain a focused learning environment.

To maintain a safe environment and protect instructional time, all visits from families, partner organizations, and others must follow the procedures below.

- iv. All AIM volunteers that work with students must complete fingerprinting and a background check.
- v. All classroom visits, observations, and volunteer activities must be scheduled in advance with the teacher or supervising staff member and must have a clear purpose (e.g., volunteering, pre-scheduled conference, guest speaker). Drop in visits are not permitted.
- vi. Students may not bring guests to school or classrooms without prior approval from the classroom teacher and administration.

g. Visitor Parking

To maintain a safe and orderly campus, all staff and visitors must follow posted parking and traffic procedures.

- i. Park in marked spaces only. Do not park in fire lanes, red curbs, loading or drop off lanes, or along curbs or areas not designated for parking.

- ii. Respect staff only areas. Certain lots and rows of spaces are reserved for staff and are identified by signage or campus procedures.
- iii. Do not block accessible parking. Handicapped spaces are reserved for vehicles displaying the required permit, and vehicles may not block access to these spaces at any time.
- iv. Drive safely on campus. Follow all traffic patterns, remain alert for pedestrians, and maintain a slow speed while driving on campus.
- v. Parking violations may result in progressive consequences, including warnings, written notice, and restriction of campus access, in accordance with school procedures and, when necessary, law enforcement involvement.

Student Expectations & Policies

a. Dress Code

i. Daily uniform

1. The Academy for Innovation in Medicine has adopted this dress code to promote an educational atmosphere that minimizes distractions, maximizes learning, promotes a sense of inclusion and school spirit, and teaches students the importance of dressing for success.
2. [Dress Code Policy](#)
3. [Uniform Expectations](#)

ii. Physical education

1. On PE days, students should come ready to actively participate in class to learn about personal fitness, develop and improve different sport skills, and learn more about a variety of different sports.
2. All students should dress in clothing that will allow full participation in Physical Education (PE).
3. All students should wear shoes appropriate for full participation in Physical Education (PE).
4. Students will not be required to change clothes, but they may bring extra clothes to change if desired. (The Physical Education teacher will communicate any other requirements.)
5. Participation and accommodations: Students are expected to participate unless excused in accordance with school procedures. Reasonable accommodations will be provided as required by a student's IEP, Section 504 Plan, health plan, or other applicable documentation. Students with temporary injuries or medical conditions may be excused from or provided modified participation in Physical Education in accordance with school procedures and appropriate medical documentation.
6. Safety: Students must follow safety rules and staff directions during PE.

b. Technology Use
i. Chromebooks

As part of our commitment to providing students with access to innovative learning opportunities, AIM operates a 1:1 Chromebook program. Each student is assigned a Chromebook to support instruction, research, collaboration, assessment, and communication. Chromebooks are educational tools and remain the property of the school.

Student Responsibilities

Students are expected to:

- Bring their fully charged Chromebook to school each day.
- Use the Chromebook for educational purposes only during school hours.
- Handle the device with care and transport it in a safe manner.
- Keep food, drinks, and other liquids away from the Chromebook.
- Report any damage, malfunction, loss, or theft immediately to a teacher or school administrator.
- Follow all school technology and acceptable use policies.

Students may not:

- Remove or alter school-installed software, settings, or security features.
- Share passwords or allow others to use their assigned device.
- Use the Chromebook for illegal, inappropriate, or disruptive activities.
- Apply stickers, markings, or other modifications to the Chromebook without school approval.

Care and Maintenance

Students are responsible for the general care of their assigned Chromebook.

To protect the device, students should:

- Carry the Chromebook with two hands when moving.
- Keep the Chromebook in a secure location when not in use.
- Avoid placing heavy objects on top of the device.
- Clean the screen only with approved materials and methods.
- Close the lid carefully and avoid placing items between the keyboard and screen.

Loss, Theft, or Damage

Any loss, theft, or damage must be reported to the school immediately.

Students and families may be held financially responsible for damage resulting from negligence, intentional misuse, or failure to follow school guidelines. The school will assess each situation individually and determine any applicable repair or replacement costs.

Repeated incidents of damage or misuse may result in disciplinary action and/or the loss of Chromebook privileges.

Technology Use and Monitoring

Students should have no expectation of privacy when using school-owned devices, school networks, or school accounts. The school reserves the right to monitor, review, and access device activity, internet usage, files, and communications as permitted by law and school policy.

All technology use must comply with the school's Acceptable Use Policy, student code of conduct, and applicable laws.

Return of Equipment

Chromebooks, chargers, and any related accessories must be returned upon request, at the end of the school year, or when a student withdraws from the school.

Failure to return school-issued equipment may result in fees, withholding of records as permitted by law, or other appropriate actions.

ii. Acceptable use

Internet access is available to students and teachers at The Academy for Innovation in Medicine. Our goal in providing this service is to promote educational excellence at The Academy for Innovation in Medicine by facilitating resource sharing, innovation, and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Academy for Innovation in Medicine's technology department has taken precautions to restrict access to inappropriate materials. However, on a global network it is impossible to control all materials and an industrious user may discover inappropriate information.

Students and staff are expected to abide by all policies established by the school. Use of school technology resources must comply with Governing Board-adopted policies, including the Acceptable Use Policy, which includes the school's stance regarding social media. Prior to students being granted access to the Internet, parents and students should read the Acceptable Use Policy in the The Academy for Innovation in Medicine Policy Manual. By signing off on

receipt of the Student and Family Handbook, families and students acknowledge and agree to school technology Acceptable Use Policy and other Governing Board-enacted policies.

Health, Nutrition & Student Wellness

a. Nutrition program

The Academy for Innovation in Medicine participates in the Free/Reduced School Meals program. If you need information related to this program, please contact an administrator. We accept online applications and have paper copies available in the front office. The Academy for Innovation in Medicine provides high quality, nutritious, and cost-efficient meal programs. All school meals mirror the National School Lunch daily requirements for protein, vegetable, fruit, dairy and grain. Payments and Deposits should be made via the online lunch payment portal.

b. Medication

Medication administration at The Academy for Innovation in Medicine is governed by Board-adopted health, safety, and medication policies, applicable federal and Georgia law, and established administrative procedures. To ensure all students' health and safety, we require all medication (inhalers, prescription, and nonprescription) to be stored and administered by designated, trained personnel. Medication may only be administered when required documentation is on file, including a current medication authorization form, as specified in AIM's Governing Board policy. Verbal consent is not sufficient for the administration of medication. All medication accepted by the school must meet policy and procedural requirements, including being:

- i. In the original container;
- ii. Clearly labeled with the student's name;
- iii. Marked with dosage instructions;
- iv. Unexpired; and
- v. Accompanied by required authorization documentation.

School staff are not permitted to apply topical ointments, apply/administer herbs/homeopathic substances in any form, or administer medication without appropriate authorization and documentation, in accordance with Governing Board policy and administrative procedures.

c. Illness policy

Students sent home due to illness may return to school only in accordance with Board policy and health guidance provided by administration.

d. Immunizations

e. Chronic conditions

f. Mental health supports

School Safety & Emergency Procedures

The safety of AIM students and staff is AIM's top priority, and the school's safety plan shall be developed, implemented, and annually updated working closely with the county, state, and federal emergency management agencies according to county and state procedures. As noted below, AIM has developed many procedures to ensure that students are safe while learning at The Academy for Innovation in Medicine.

h. Emergency plans

Designated staff members are CPR and First Aid certified, and our Nurse stays current on all required health training. Emergency procedures, including AIM's Crisis Management Plan, are adopted by the Governing Board and maintained in accordance with Georgia law. Staff members are required to follow all emergency protocols and directives issued by the CEO or designee. Administration will provide periodic training and review of emergency procedures to ensure staff readiness and compliance with federal, state, and authorizer requirements.

i. Emergency Dismissal

In case of an emergency dismissal, we will follow the plan authorized on our "Emergency Release" form.

j. Medical Emergency

In case of a medical emergency, the school will first notify the appropriate medical authorities and then contact the parent/guardians or parties under the emergency contact information provided in student records.

k. Emergency Evacuation

If the need arises for an emergency evacuation of the campus, we will be evacuated to Passion City Church.

l. Drills

m. Security and Safety

In order to maintain school safety, students are asked to not prop open exterior doors. Safety issues (broken fences, etc.) must be reported to an Administrator.

Students must immediately report any suspicious visitors in the buildings or on the grounds, animals roaming the grounds, safety concerns, hazards, or suspicious activity to the front office or administration. If necessary, outdoor activities will be suspended until the situation is investigated and cleared for safety. Notification of suspension of outdoor activities will be communicated over the intercom.

n. School resource officer

2450 Piedmont Road, NE, Atlanta, GA, 30324 | aimgeorgia.org | info@AIMGeorgia.org | 404-595-7667

The Academy for Innovation in Medicine may utilize security personnel or other safety measures as authorized by the Governing Board. Any security personnel assigned to the campus must meet all required training, certification, and legal requirements. Part of the safety plan at The Academy for Innovation in Medicine is an armed security officer. This officer shall hold Peace Officer Standards and Training (POST) certification and adhere to any and all additional guidance associated with POST training. The security officer will also work to build positive, supportive relationships with students as a Success Coach, providing opportunities for students to learn from and about positive role models.

h. Search & seizure

Search and Seizure

To maintain a safe and orderly learning environment, AIM reserves the right to inspect and search school property, including lockers, desks, Chromebooks, school-issued accounts, and other items owned by the school.

When there is reasonable suspicion that a student may possess prohibited, illegal, or unsafe items, school administrators may search a student's belongings, including backpacks, vehicles parked on campus, electronic devices, and personal property, in accordance with applicable law and school policy.

Items that violate school rules, threaten safety, or may be evidence of unlawful activity may be confiscated and, when appropriate, turned over to law enforcement authorities.

By enrolling at AIM, students and families acknowledge the school's responsibility to maintain a safe environment and its authority to conduct reasonable searches when warranted.

i. Safety reporting

Creating a safe school environment is a shared responsibility. Students, parents, employees, and volunteers are encouraged to promptly report any concerns related to safety, security, bullying, harassment, threats, self-harm, abuse, substance use, weapons, or other behaviors that may place individuals or the school community at risk.

Reports may be made to any teacher, counselor, administrator, or other trusted staff member. The school will review and investigate reports as appropriate and take reasonable steps to protect the safety and well-being of students and staff.

Retaliation against any individual who makes a good-faith safety report is strictly prohibited.

j. Mandatory reporting

The school's highest priority is the safety and welfare of every student. School employees are required by law to report suspected child abuse, neglect, exploitation, or other situations that place a child at risk of harm. Reports must be made when there is reasonable cause to believe that a child may be experiencing abuse or neglect, regardless of where the alleged conduct occurred.

Because of these legal obligations, school personnel cannot guarantee confidentiality when information suggests a student may be at risk. In such circumstances, school staff must notify the appropriate authorities and cooperate with any resulting investigation.

- a) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
 - i) "Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.
- b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.
- c) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney. Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.
- d) O.C.G.A. § 20-2-751.7(a) - The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which

shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

k. Inclement weather

Inclement weather and school closing will be communicated via the school communication tool and information will be available on local news stations. The school will follow Atlanta Public Schools closings officially announced on WSB TV.

In the event of inclement weather during the school day, the school will utilize the alternate transportation plan provided by parents. In the event school is closed due to inclement weather, students will participate in digital learning. Teachers will communicate assignments for the day(s) missed due to school closings. All inclement weather responses are governed by Governing Board-adopted policies and emergency procedures.

Family Engagement & Communication

a. Communication

The Academy for Innovation in Medicine will provide timely, clear, and effective communication to the staff, students, parents, and other stakeholders.

i. Weekly Communication from AIM and Teachers

1. Communication to parents from the school and teachers should generally occur on **Mondays** for non-immediate matters, *excluding report cards and progress reports*, which should be sent home on the designated days assigned yearly, and communications required by law, Governing Board policy, or administrative guidance. The school has designated **Monday** to send home information in the envelope/classroom communication vehicle. Teachers may/should use school-approved communication tools, including electronic platforms designated by the school.

ii. Monthly Communication from AIM and Teachers

1. **At least once monthly**, teachers will communicate classroom news, progress, thematic units, special needs, and curriculum to be covered. Communication related to student progress (graded work, checklists, progress reports, conference, etc) should take place **every Monday**.

iii. Staff Availability to Families

1. Staff members will be available to school, parents, and students via phone, email, or in person by appointment from the hours of 7:45-3:30 each weekday.

Staff members check school email regularly. Parents should expect a response within 48 hours.

b. Conferences

Teachers and parents shall meet at least twice a year for the following purposes:

- i. Develop goals and objectives for the student
- ii. Discuss academic and behavioral performance, including strengths, weaknesses
- iii. Discuss academic and behavior interventions, including remediation or enrichment
- iv. Progress in achieving Habits of Scholarship
- v. Discuss progress towards individual learning goals, as applicable
- vi. Review student work or portfolio contents

Conferences should be scheduled based on individual needs and schedules of parents/guardians and staff. Conferences may be held in person or virtually, as appropriate.

Please note that staff members may pause or conclude a conference if the discussion becomes unsafe, inappropriate, or unproductive, or if confidentiality cannot be maintained. In such cases, staff will notify administration and follow guidance for next steps in accordance with Governing Board policy. If at any time parents or staff determine that administrative support is needed, an administrator may be requested to participate in the conference in advance or at a scheduled time.

c. Engagement opportunities

- i. AIM's Parent, Teacher, Community Organization (PTO) is the school's Parent, Teacher, Student, and Community Organization that has been organized to support the needs of the school and to facilitate involvement of all parties.
- ii. School Leadership Team (SLT) is responsible for collaborating with school leaders to provide input regarding the school's strategic plan, budget, flexibility requests, and more. Parents will be elected by their peers in August.

Legal & Compliance Notices

Current versions of all federally and state-required notices, policies, grievance procedures, and compliance information are maintained on the AIM website and are incorporated into this handbook by reference.

a. Family Educational Rights and Privacy Act (FERPA)

AIM protects the privacy of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA). Parents and eligible students have specific rights regarding access to and disclosure of educational records. Additional information is available on the school's website.

b. Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) provides parents with certain rights regarding surveys, data collection, and instructional materials. AIM complies with all applicable PPRA requirements. Complete information is available on the school's website.

c. Title IX

AIM is committed to maintaining an educational environment free from sex-based discrimination and harassment. The school complies with Title IX and prohibits discrimination on the basis of sex, and investigates reports of sex discrimination, sexual harassment, and related misconduct. Contact information for the Title IX Coordinator and full procedures are available on the school's website.

d. Non-Discrimination Policy

AIM does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other characteristic protected by applicable law in its educational programs, activities, admissions, employment practices, or operations. Additional information is available on the school's website.

e. Civil Rights Protections

AIM is committed to ensuring equal access and opportunity for all students, families, employees, and community members. The school complies with all applicable federal and state civil rights laws. Detailed policies and complaint procedures are available on the school's website.

f. Parent Right to Know (ESSA)

In accordance with the Every Student Succeeds Act (ESSA), parents have the right to request information regarding the professional qualifications of their child's teachers and paraprofessionals. Information about these rights can be found on the school's website or by contacting the school office.

g. McKinney-Vento Homeless Assistance Act

Students experiencing homelessness are entitled to educational rights and protections under the McKinney-Vento Homeless Assistance Act, including support for enrollment, attendance, and school stability. Families seeking assistance should contact the school's McKinney-Vento Liaison. Additional information is available on the school's website.

h. Foster Care and Migrant Education Services

AIM supports students in foster care and students who qualify for migrant education services. Eligible students may receive additional protections, services, and educational supports as provided by law. Information regarding available services and contacts can be found on the school's website.

Student Records & Administrative Policies

a. Records and Transcripts

AIM maintains student educational records in accordance with applicable federal and state laws. Parents and eligible students may request access to educational records and transcripts by contacting the school office. Official transcripts and records will be released only with appropriate authorization or as otherwise permitted by law. Additional information regarding records requests and transcript procedures is available on the school's website.

b. Data Privacy

AIM is committed to protecting the privacy and security of student, family, and employee information. The school implements reasonable safeguards to protect personally identifiable information and complies with applicable privacy laws and regulations. Information is collected, used, stored, and shared only for legitimate educational and operational purposes. Additional information regarding data privacy practices and policies is available on the school's website.

c. Fees & Payments

AIM strives to ensure that all programming is accessible to all families and that financial resources are not a barrier to participation in any aspect of AIM's learning experience. Throughout the year, AIM will sponsor activities, field studies / field trips, programs, and fundraisers that may require a fee or donation. Some programs, such as after-school programs and some clubs, may require fees for participation.

The school utilizes an online payment system for fees and payments. Cash or personal checks are not accepted by the school unless expressly authorized by administration. The school accepts a signed money order or cashier's check made payable to the school.

Refunds will be issued through our online bill paying service via electronic check or US mail.

Student & Family Handbook and Code of Conduct Acknowledgment Form

Academy for Innovation in Medicine (AIM)

School Year: 2026-2027

Purpose: The Student & Family Handbook (Handbook) provides important information about the policies, expectations, and student rights that guide our school community. By signing below, students and parents/guardians acknowledge receipt of the Handbook and Code of Conduct and agree to review and comply with its contents.

Acknowledgment of Receipt and Awareness

By signing this Acknowledgement, I acknowledge that:

- I have received, read, and understand the AIM Student & Family Handbook, including the Student Code of Conduct.
- I understand that the Student Code of Conduct outlines behavioral expectations, disciplinary consequences, and due process rights under Georgia law.
- I agree to support the Code of Conduct and understand that it promotes a safe, respectful, and inclusive school environment.
- I understand that the Handbook includes policies, notices, and information required by federal and state law, including but not limited to the provisions noted below.

1. **Family Educational Rights and Privacy Act (FERPA)** – Rights related to student records, access, and privacy.
2. **Protection of Pupil Rights Amendment (PPRA)** – Parental rights regarding surveys, instructional materials, and information collection.
3. **McKinney-Vento Homeless Assistance Act** – Rights and services for students experiencing homelessness.
4. **Individuals with Disabilities Education Act (IDEA)** – Rights of students with disabilities to a free appropriate public education.
5. **Section 504 of the Rehabilitation Act / ADA** – Accommodations and access for students with disabilities.
6. **Title IX of the Education Amendments of 1972** – Prohibition of sex-based discrimination and harassment.
7. **Title VI of the Civil Rights Act of 1964** – Prohibition of discrimination based on race, color, or national origin.
8. **Title II of the Americans with Disabilities Act (ADA)** – Equal access and nondiscrimination for individuals with disabilities.
9. **Every Student Succeeds Act (ESSA)** – Parental right to know professional qualifications of teachers and access school accountability data.

10. **Teacher Qualifications and Compensation (TIOD – Title I, Part A, §1112(e))** – Parents’ right to request information regarding the professional qualifications, degrees, and certification status of their child’s teachers and paraprofessionals, as well as whether their child is receiving services from Title I intervention staff.
 11. **Student Information and Title I Services (SI – Title I, Part A)** – Notice of student eligibility for Title I programs, targeted assistance or schoolwide support, and right to participate in the development of the school’s Parent and Family Engagement Plan.
 12. **Mandated Reporter Requirements (O.C.G.A. § 19-7-5)** – Obligation of school personnel and volunteers to report suspected child abuse or neglect.
 13. **Georgia Compulsory Attendance Law (O.C.G.A. § 20-2-690.1)** – Parent/guardian responsibility for ensuring regular school attendance.
 14. **School Safety and Emergency Preparedness (O.C.G.A. § 20-2-1185)** – Awareness of school emergency plans and procedures.
 15. **Data Privacy and Technology Use** – Student data protection under FERPA and COPPA and acceptable use of school technology resources.
 16. **Non-Discrimination Policy** – Assurance that the school does not discriminate on the basis of race, color, national origin, sex, disability, religion, or age in any program or activity.
-

Acknowledgment and Signatures

	Print Name	Signature	Date
Parent/Guardian			
Student			

For Office Use Only:

- ☐ Signed form received on _____
- ☐ Electronic acknowledgment submitted on _____

Field Trip Release Form

Trips during 2026-2027 school year

I, the undersigned parent or guardian of _____, a minor, do hereby consent to her/his participation in The Academy for Innovation in Medicine's voluntary field trips for the 2026-2027 school year (hereinafter referred to as the "Field Trips"), and sponsored by The Academy for Innovation in Medicine (AIM). I do forever release, acquit, discharge and covenant to hold harmless AIM and its administrators, teachers, officers, employees, and agents (hereinafter collectively referred to as "AIM"), from any and all actions, causes of action, claims, damages, losses or (in Field Trip Release, and in Handbook) expenses of whatever kind or nature which I may have or acquire as the parent or guardian of said minor arising out of or resulting, directly or indirectly, from said minor's participation in the Field Trips. I also release and discharge AIM from any claims, damages, losses or expenses of whatever kind or nature which said minor may have or acquire arising out of or resulting from, directly or indirectly, her/his participation in the Field Trips. I/We further agree to defend and indemnify AIM against any claim, damage, loss, or expense of whatever kind or nature that AIM may have to pay that arises from said minor's intentional, grossly negligent, or reckless acts or omissions while participating in the Field Trips. I understand that AIM may use public transportation in lieu of school buses in the case that the logistics or timing of the Field Trips require such a change. I hereby authorize AIM's employee(s) or agent(s) who is supervising said minor to act on our behalf in authorizing and consenting to emergency medical care for said minor if she/he becomes ill or is injured while participating in the Field Trips. This Authorization and Consent may be presented to the appropriate emergency medical staff at such time as emergency medical care is required. I hereby release and discharge AIM from any and all claims of any nature whatsoever, which may arise out of the decision to provide emergency medical care.

Signature of Parent or Guardian

Date

Relationship to Child

Emergency contact information:

Name of emergency contact: _____ **Phone Number:** _____

Allergies, if applicable: _____

In case of an allergic reaction, what treatment is required?

Signature of Parent or Guardian

Date

Relationship to Child

Parent Name (print): _____ **Parent cell phone number:** _____

Emergency Medical Authorization and Consent

2026-2027 School Year

Student Name: _____ Date of Birth: _____ Grade: _____

Student Home Address: _____

	Parent/Guardian 1	Parent/Guardian 2
Name		
Relationship to Student		
Primary Phone		
Secondary Phone		
Email		

EMERGENCY CONTACTS			
Please list individuals authorized to pick up your child if a parent/guardian cannot be reached.			
	Emergency Contact #1	Emergency Contact #2	Emergency Contact #3
Name			
Relationship			
Phone			
Alternate Phone			

MEDICAL DATA	
Primary Care Provider Name:	Phone #:
Medical Insurance (Company name): Peach Care Medicaid None Other: _____	
MEDICATIONS (List ALL MEDICATIONS taken at home or school): _____ <i>PLEASE NOTE: An additional School Medication Authorization Form(s) is required for medications to be given at school. For safety reasons, ALL medicine furnished to the school must be in the original container brought in by the guardian and not the student.</i>	

MEDICAL HISTORY: (Check ALL that apply)

Diabetes Migraines Frequent Nosebleeds Asthma (Inhaler prescribed / No Inhaler prescribed)

- Seizers: currently on medication? YES NO (Date of last seizure: _____)
 - Describe: _____
- Heart Issues / Describe: _____
- Does your child wear glasses/contacts? YES NO
- Hearing aids? YES NO

List OTHER diagnosis, illness, limitations, or disabilities not listed above: _____

Past Hospitalizations/Surgeries: YES NO - If yes, describe: _____ Date: _____

Life threatening allergic reactions (anaphylaxis) diagnosed by doctor? YES NO - If yes, describe: _____

Any emergency medication(s) prescribed? Benadryl Epi Pen Twinject Other: _____

Seasonal/Food or other allergies YES NO If yes, describe _____

Current Medications

Please list all medications your student currently takes.

Medication	Dosage	Reason

Emergency Medical Authorization, Medical Release to Treat, and Emergency Contact Authorization

In the event of an illness, injury, accident, or other medical emergency involving my child, the Academy for Innovation in Medicine (AIM) will make every reasonable effort to contact me immediately. If I cannot be reached, or if delaying treatment could reasonably endanger my child's health or safety, I authorize AIM and its Governing Board, employees, agents, coaches, volunteers, contractors, and other authorized representatives to:

- Contact Emergency Medical Services (911);
- Arrange for my child's transportation to an appropriate medical facility;
- Authorize emergency medical evaluation, diagnosis, treatment, hospitalization, anesthesia, surgery, or other medical care deemed immediately necessary by licensed physicians, emergency medical personnel, or other licensed healthcare providers; and
- Share relevant health information with emergency responders and healthcare providers as necessary to facilitate my child's care.

I understand that this authorization applies only to emergency situations requiring immediate medical attention and does not authorize routine or elective medical treatment. AIM will continue efforts to notify me or my designated emergency contacts as soon as reasonably possible.

If I cannot be reached, I also authorize AIM to contact the emergency contacts I have designated and to share information reasonably necessary to facilitate my child's care or release. I authorize those emergency contacts to pick up my child from school or a school-sponsored activity when I or another parent/legal guardian cannot be reached or are unable to do so. AIM may require government-issued photo identification before releasing my child and reserves the right to refuse release to any individual if doing so would jeopardize my child's health, safety, or welfare or would violate a court order or other applicable legal restriction.

I understand that all medical decisions regarding my child's emergency care will be made by the attending licensed healthcare providers based on their professional judgment. I authorize those providers to render emergency medical care they determine to be reasonably necessary under the circumstances.

I understand that I am financially responsible for all medical expenses incurred on behalf of my child, including ambulance transportation, hospital charges, physician services, medications, and any other healthcare costs not covered by insurance. AIM, its Governing Board, employees, volunteers, contractors, agents, and representatives assume no financial responsibility for emergency medical treatment provided to my child and shall not be liable for the acts or omissions of independent healthcare providers rendering such treatment.

By signing below, I certify that the information provided on this form is complete and accurate to the best of my knowledge. I agree to notify AIM promptly of any changes to my child's medical condition, medications, emergency contacts, insurance information, or other information contained on this form. I understand that this authorization remains in effect for the current school year unless revoked in writing and acknowledged by AIM.

Parent/Guardian Certification: I have read and understand this Emergency Medical Authorization, Medical Release to Treat, and Emergency Contact Authorization. By signing below, I voluntarily grant the authorizations described herein and acknowledge that they remain in effect for the current school year unless revoked in writing and acknowledged by AIM.

Signature of Parent/Guardian: _____ **Date:** _____

School Use Only

Date Received: _____ Reviewed By: _____ Date Entered: _____

Entered into Student Information System: ☐ Yes ☐ No

Notes: _____

Child Find Annual Public Notice

Academy for Innovation in Medicine

School Year: 2026-2027

REQUIRED Basis: Annual public notice that Academy for Innovation in Medicine identifies, locates, and evaluates children with disabilities, required under IDEA Child Find (34 C.F.R. § 300.111) and Ga. State Board Rule 160-4-7-.03. Publish or announce annually before significant Child Find activities (Rule 160-4-7-.03(2)(b)); record date and outlet on the Child Find Publication Log.

Academy for Innovation in Medicine is required by federal and state law to identify, locate, and evaluate all children with disabilities, birth through age 21, who may need special education and related services, regardless of the severity of the disability. This responsibility is known as Child Find. For children under age three, the school refers families to Babies Can't Wait, Georgia's early intervention program operated by the Department of Public Health.

Child Find includes:

- Children enrolled in the school, including those progressing from grade to grade
- Preschool children ages 3–5 not yet eligible for kindergarten
- Children experiencing homelessness or high mobility, including migrant children
- Children in foster care or who are wards of the state
- Children parentally placed in private or religious schools
- Children enrolled in home school or home study programs
- Children who are detained or incarcerated

If you know of or suspect that a child may have a disability and may be in need of special education services, you may request an evaluation at any time. All information is kept confidential.

How to Make a Referral

Contact the school's Special Education Coordinator:

Coordinator name and title	Phone	Email
Christal Cook Special Education Director	ccook@aimgeorgia.org	(404) 595-7997

Parents have rights under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. A copy of the procedural safeguards (parents' rights) is available below or upon request.



Your Child's Rights Under the McKinney-Vento Act

REQUIRED Basis: Informs families of their child's rights under the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.). Provided to families who may qualify and available at the school.

What Is the McKinney-Vento Act?

The McKinney-Vento Act is a federal law that gives special rights and protections to children and youth who lack a fixed, regular, and adequate nighttime residence. Its purpose is to make sure all students have equal access to a free and appropriate public education, even if their housing situation is unstable or temporary.

Who Qualifies as Homeless Under the Law?

Your child may qualify if they are living in any of the following situations:

- Sharing housing with others due to loss of housing, economic hardship, or a similar reason.
- Living in motels, hotels, campgrounds, or similar settings.
- Living in emergency or transitional shelters.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Living in a place not designed for people to sleep (for example, a storage building or public facility).
- Migratory children in the above situations.
- Youth not living with a parent or guardian (unaccompanied youth) who are in any of the situations above.

What Rights Does My Child Have?

If your child qualifies under McKinney-Vento, they have the right to:

- Immediate enrollment in school, even if records (proof of residence, immunizations, transcripts, etc.) are not available at the time of enrollment.
- Remain in the school of origin (the school attended when permanently housed, or the school last enrolled in), if it is in their best interest.
- Transportation to and from the school of origin, if requested.
- Free school meals through the National School Lunch and Breakfast Program.
- Equal access to all school programs and services, including preschool, gifted, special education, English language support, and extracurricular activities.
- Academic credit for full or partial coursework completed at a previous school.
- A dispute resolution process if there is disagreement about eligibility, enrollment, or school placement. The student remains enrolled and receives services until the dispute is resolved.
- Written notice, and the right to appeal to the state coordinator at the Georgia Department of Education.

How Does the School Help?

Academy for Innovation in Medicine appoints a Homeless Liaison to actively identify and support homeless students. The Homeless Liaison assists with enrollment, transportation, access to services, and resolving disputes, and works with families and community resources to help meet educational and related needs.

2450 Piedmont Road, NE, Atlanta, GA, 30324 | aimgeorgia.org | info@AIMGeorgia.org | 404-595-7667

How Long Does Eligibility Last?

Eligibility is determined each school year (after July 1). Parents, guardians, or unaccompanied youth must complete a new Student Residency Statement (Exhibit D3-E1) every year. Unaccompanied youth can enroll without a parent or guardian and will receive liaison support.

Is My Housing Status Confidential?

Yes. Information provided by families is confidential and is used only to help determine services and support under the McKinney-Vento Act.

Who Can I Contact for Help?

If you believe your child may qualify, or if you have questions, please contact:

AIM's Homeless Liaison	Georgia Department of Education – State Coordinator for Homeless Education
Willie Washington Federal Programs Director wwashington@aimgeorgia.org 404-595-7667	205 Jesse Hill Jr. Drive SE, Suite 1754, Atlanta, GA 30334 (404) 656-4976