



GOVANS
ELEMENTARY
SCHOOL
A Baltimore Curriculum Project Charter

FAMILY

HANDBOOK

2026–2027



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Message from the Principal

Dear Parents/Guardians and Students:

It is my pleasure to welcome you to Govans Elementary School. The faculty and staff join me in saying we're happy to have you as part of the Govans family. We know this will be a successful and satisfying year for you.

The pages of this Family Handbook are filled with important information regarding school policy and procedures. Parents and students should review the contents together. If you have any questions, please call the school office at (410) 396-6396. We feel that open and clear communication between school and home is important to the success of our educational program.

It is the intent of the faculty to lead students toward being disciplined, productive, informed, and fulfilled individuals. To achieve these ideals, mutual respect and understanding must be present in the learning process on the part of all participants – the faculty, students, parents, and community.

Sincerely,
Mrs. Bernarda Kwaw
Principal

Govans Code of Conduct

I am Respectful
I am Open to Success
I am Always Ready
I am Responsible



ROAR!

CODE OF CONDUCT PRINCIPLES

1. I respect others and myself. I am kind and courteous. I demonstrate positive verbal and nonverbal communication and positive behavior.
2. I am responsible for my behavior and its consequences.
3. I come to school on time, focused, and prepared to work.
4. I demonstrate behaviors that promote a clean, safe, and civil learning environment.
5. I respect school property and the property of others.
6. I present myself in an appropriate and orderly fashion at all times and in all settings.
7. I demonstrate personal honor and integrity at all times.

Our Mission

To increase the academic achievement of all students in partnership with the entire community by ensuring all students receive quality education and the tools to become productive, responsible citizens.

Our Vision

To create an environment that is safe, nurturing, and committed to students reaching their fullest potential.

School Uniform, Dress and Appearance Code

Govans Elementary is a school where uniforms are required. Students are expected to wear navy blue polo shirts and khaki/tan bottoms. Students may wear sweaters and/or sweatshirts with their uniforms. All students are expected to come dressed in their uniforms daily, with an exception to Fridays. Students do not need to wear uniforms on Fridays. Fridays are “free dress” days; however, students are expected to adhere to the district dress code.

All students in attendance are expected to maintain a personal appearance that is socially acceptable. Clothing considered inappropriate includes any items with inappropriate themes or language. Footwear, such as slippers, flip-flops, open-toe sandals, etc., are NOT allowed during the academic day or school-sponsored activities. Students must be fully clothed. Undergarments shall not be visible. Bare midriffs are not permitted. Suggestive patches or flags are not permitted on clothing. Students are also not permitted to walk the hallways with articles of clothing around their waists. Wearing such items during the school day presents safety hazards, and these items are not part of the specified dress code. Students may wear fanny packs or small hand bags to hold hand sanitizer, extra masks, feminine products, etc. If such items become a distraction, these items may be confiscated and held in a secure location until needed by the student.

Cosmetics are not appropriate at the elementary level. Wearing hats or hoods during the school day is not permitted. The dress code is in effect for all school activities, field trips, and functions which come under the jurisdiction of the school.

Govans Logo Shirts

Students are NOT required to wear the Govans logo uniform shirt. Solid navy blue polo shirts without the Govans logo are acceptable.

All students who are NEW to Govans will be provided with one free Govans uniform shirt (navy blue with the Govans logo). These shirts will be distributed at Govans’ Peek-at-Your-Seat event each year.

Govans has a limited supply of the Govans logo uniform shirts on site. Cost is \$15. These shirts will be made available for purchase during schoolwide events such as Peek-at-Your-Seat (in August), Back-to-School Night (in September), and America Education Week (in November). Cash or Cashapp “\$GovieGreen” are accepted for payment.

CITY SCHOOLS' STUDENTS DRESS FOR SUCCESS

Important Reminder:

Every school should be enforcing dress code in a way that makes students feel safe, supported, and respected. That means:

- 1 Non-discrimination:**
Dress code must be enforced equally regardless of a student's identity. That means that students should never be told that they are violating dress code because of their body type, gender identity, gender expression, race, religion, or any stereotypes about these personal characteristics. Schools may not require students to wear or not wear specific attire based on gender.
- 2 Non-exclusionary enforcement:**
Students cannot be suspended, "sent home," or excluded from school for a dress code violation. City Schools supports schools using other consequences aligned to the Code of Conduct to enforce dress code.
- 3 Body-positive language:**
School staff should use student-positive, body-positive language and should not touch students when correcting dress code. School police should not be enforcing the dress code.

Students must follow the City Schools Dress Code, including some new rules effective SY 24-25. See below for visual guidance.

NOT PERMITTED			PERMITTED		
					
HOODIES (Hood Up)	HAIR CAPS (Bunnets)	NONRELIGIOUS HEAD COVERINGS (Duraag)	HOODIES (Hood Down)	ATHLETIC HEADBANDS	RELIGIOUS HEAD COVERINGS
					
HATS	NON MEDICAL MASKS	HAIR ROLLERS	MEDICAL MASKS	PROFESSIONAL HEADWRAPS	
					
OPEN TOE/NO BACK Slippers, thongs, "heelies," flip-flops, and other similar footwear are not allowed.			CLOSED TOE WITH BACK/STRAP AROUND FEET* *Schools may still require K-5 students to wear fully enclosed shoes		

Baltimore City Public Schools does not discriminate based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy/parenting status, disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations, as outlined in Board Policies JBA, JBB, JICK, ACA, ACB, and ACD. Full nondiscrimination notice: www.baltimorecityschools.org/notice-nondiscrimination

CITY SCHOOLS' DRESS CODE REQUIREMENTS

Students are expected to dress in a way that is conducive to learning and promotes a safe and supportive academic environment. The following requirements apply to all students at all schools across City Schools.

General Requirements

- The style of clothes that students wear may not endanger them or other students or disrupt the daily school routine.
- Students may be required to wear certain types of clothing, usually for safety reasons, while participating in classes such as physical education, shop, chemistry, etc., or in curricular and extracurricular classes or activities such as band, choir, dance, drama, theater, or sports.
- Students may not wear clothing or apparel with text, images, or language that is obscene, libelous, slanderous, profane, vulgar, lewd, indecent, or has the intent to bully, harass, threaten, or intimidate, or otherwise cause material or substantial disruption to the operation of the school. Some examples of prohibited attire are clothing or apparel that displays profanity, sexually suggestive statements, or sexual acts, and hate speech, as well as text or images of weapons or that promote illegal drugs, alcohol, sex, gangs, or violence.

Specific Requirements

These requirements apply to all students during the school day and during school-sponsored activities:

- No pajama-type attire, undershirts or other bedtime attire is allowed, unless approved by the principal for a specific event, such as "pajama day."
- Shoes must have a closed toe and a back or strap. For additional safety for younger students, schools may require K-5 students to wear fully enclosed shoes. **[Updated 2024]**
- No hats, bonnets, durags, hair rollers, or curlers are allowed. Professional head wraps/scarves and athletic headbands are permitted. Hats or head coverings are permitted for religious or approved medical accommodations. **[Updated 2024]**
- Students may wear hoodies to school, but hoods must be off upon entering the building, throughout the school day, and while attending school related functions. **[Updated 2024]**
- Face coverings are not permitted unless for religious or approved medical purposes. For example, ski masks are not allowed, but surgical masks are allowed to prevent spread of illness. **[Updated 2024]**
- Shorts and skirts may not be shorter than fingertip length (the bottom hem of the shorts/skirt should not fall above the student's fingertips when their arms are relaxed at their sides). Halter tops, tank tops, spaghetti straps, muscle shirts, or see-through clothing are not allowed.
- Pants should be worn appropriately at the waist, without undergarments showing.
- No elastic fabric sportswear is allowed, but clothing with elastic waistbands is permitted. **[Updated 2024]**
- No clothing designed or altered to expose undergarments or parts of the body except arms or legs is allowed.
- No undergarments worn as outerwear are allowed. Clothing should be worn so that undergarments, including boxer shorts, thongs, or bras, are not exposed.
- Schools may set approved colors and styles for uniform items and sweatshirts/sweaters/hoodies. However, schools cannot require embroidery or school branding on uniforms unless the school provides free or low-cost uniform items. **[Updated 2024]**
- Jewelry is permitted, but City Schools is not responsible for lost/stolen items or injury resulting from students' jewelry. For additional safety for younger students, schools may set limits on the type and size of jewelry K-5 students are permitted to wear. Watches are permitted, but if they can be used as phones, texting devices, or to access the Internet, they must comply with the rules in Board Policy JICJ (Student Use of Portable Electronic Communications Devices). **[Updated 2024]**
- Sexually suggestive statements, or sexual acts, and hate speech, as well as text or images of weapons or that promote illegal drugs, alcohol, sex, gangs, or violence.

School-Level Requirements: Govans Elementary School

Schools may create additional uniform guidance if it does not contradict the City Schools dress code.

Govans is a uniform school: navy blue polo shirts and khaki/tan bottoms.

On Fridays, students may be out of uniform but should still follow the dress code guidelines for Baltimore City Schools. All students who are NEW to Govans will receive ONE FREE uniform shirt with our Govans logo.

Families can get free or low-cost uniforms by:

The Govans uniform polo shirt (with the Govans logo) can be purchased at Herman's Discount, Inc. on Greenmount Avenue for \$17.99. The school uniform COLORS are available for purchase from places such as Family Dollar, Forman Mills, Target, Rainbow, and Wal-Mart.

Arrival of Students

Breakfast

At 7:25am, breakfast will be available. The cafetorium is located in the rear of the building along Clearspring Road. All Govans students will enter the building for breakfast through the playground doors, which are the doors on Campbell Lane. Students will report immediately to the cafetorium for breakfast. Breakfast will be served until 7:45am.

Morning Recess

At 7:30am, students in grades 1 through 5 will be escorted to the gym for morning recess. Pre-K and K will remain in the cafetorium.

At 7:45am upon the ringing of the first bell, teachers and paras in grades PK-K will report to the cafetorium to pick up students. Teachers and paras of grades 1-5 will report to the gym to pick up students.

Early Arrival

Students may enter prior to 7:25am only if a teacher or administrator issues an early morning pass. The teacher or staff member assumes responsibility for those students until 7:45am. There are no staff members assigned to supervise students before 7:25am. Teachers must give students passes in order to be admitted early.

Parking and Drop Off

Govans is a community school. Therefore, most families live within walking distance. We encourage families to walk children to school as often as possible to avoid vehicular traffic. If transporting in a vehicle, there are two options:

1. OUT FRONT: Students may be dropped off out front in the traffic circle or along Campbell Road. **DOUBLE PARKING IS ILLEGAL AND IS NOT PERMITTED.**
2. OUT BACK: Students may be dropped off out back along Clearspring Road. Clearspring Road is a very narrow two-way street and gets very congested. Pack your patience. **PLEASE NOTE: NO PARKING IS PERMITTED IN THE RESIDENTIAL ALLEY/DRIVEWAY that is off of Clearspring Road. Please respect the private property of our neighbors.**

Dismissal of Students

Bus and Van Riders

All bus and van riders will meet as a group in the BUS DROP OFF AND PICK UP ZONE located in the back of the school building on Clearspring Road. Bus riders will be picked up by bus monitors by 2:20pm and will convene in designated areas with their bus monitors until their bus arrives.

Grade Level Exits

All Pre-Kindergarten students who do not ride a bus will line up in Vestibule C (right inside the playground doors) with their teachers and classroom assistants. Students will remain with their teachers and classroom assistants until a designated person comes to the playground door and picks them up after communicating with the teacher.

All Kindergarten through 3rd grade students who do not ride a bus will line up in the gymnasium and wait in lines with their teachers. Students will remain with their teachers and classroom assistants until a designated person comes to the gym door and picks them up after communicating with the teacher.

All 4th and 5th grade students who do not ride a bus will exit out the Stairwell C doors located on the south end of the building. These students are expected to walk home on their own and/or pick up younger siblings at the direction of their teacher *unless* the parent has notified Govans staff of other arrangements.

Parking and Pick Up

Again, Govans is a community school, and therefore, most families live within walking distance. We encourage families to walk to school as often as possible to pick up children to avoid vehicular traffic. If transporting in a vehicle, there are two options:

3. OUT FRONT: Students may be picked up out front in the traffic circle or along Campbell Road. DOUBLE PARKING IS ILLEGAL AND IS NOT PERMITTED.
4. OUT BACK: Students may be picked up out back along Clearspring Road. Again, Clearspring Road is a very narrow two-way street and gets very congested. Pack your patience. PLEASE NOTE: NO PARKING IS PERMITTED IN THE RESIDENTIAL ALLEY/DRIVEWAY that is off of Clearspring Road. Please respect the private property of our neighbors.

General Expectations

Any students who are not picked up by 2:35pm should be escorted to the main office (or overflow room, if applicable). Parents of students not picked up will be contacted by the office staff. After a record of consistent late pick-ups, parents may be sent a CPS letter.

Early Dismissal

If it is necessary to request early dismissal, the main office staff will call the classroom for the student upon the parent's arrival and will request that the child be sent to the main office. The parent will wait in the main office for the child. When picking a child up from school early, the parent must sign the Early Dismissal Book in the main office.

There will be five early release days - October 15, October 23, January 15, March 25, and June 11. Students will be dismissed at **11:45am**. Lunch will be provided for your child on all early release days.

Guidelines About Early Dismissal In Hot Weather

Hot classrooms pose challenges for teaching and learning, particularly in schools with inadequate or no air-conditioning*. BCPS will be working with principals and custodians to get daily temperature readings for each classroom. BCPSS has compiled a list of non-AC schools that will dismiss early if the heat index reaches 100 degrees by 10:30am, or if most classrooms in the majority of non-AC buildings reach 85 degrees (and students can't be relocated to cooler areas). Staff will be informed of any dismissal changes as soon as word is received from BCPS.

**Note: Govans is not on the "Non-AC" list.*

Cancellation or Delayed Openings

Schools may be closed, or the opening may be delayed, during periods of inclement weather or emergency situations. Please check the City School's website or local news outlets. On days where the opening of school is delayed, there will be no breakfast served.

Animals on School Property

While we love our furry friends, please note that animals are not permitted on school property within one hour before school opening (beginning at 6:25am) and within one hour after school dismissal (before 3:25pm). This policy has been put in place for the physical safety of all community members.

Attendance

The school day begins at **7:45am** and ends at **2:25pm**. If your child is having breakfast at school, breakfast begins at **7:25am**.

The Compulsory Attendance Law of the State of Maryland requires students between the ages of 5 and up to 16 attend school each day unless there is a lawful reason for being absent. The law states that it is the parent's responsibility to see that his/her child is in school daily and on time. Please send an absence note with your child when he/she returns to school.

What is a lawful absence?

School officials may excuse lawful absences. Maryland law provides for the following reasons for a lawful absence.

- **Death in the immediate family:** The local school system shall determine what relationships constitute the immediate family.
- **Illness of the student:** The principal or a pupil personnel worker shall require a physician's certificate from the parent or guardians of a student reported continuously absent for illness.
- **Pregnancy and parenting related conditions:** The local school system shall determine conditions for lawful absence due to:
 - Labor, delivery, recovery and prenatal and postnatal medical appointments,
 - Illness or a medical appointment of the student's child, and
 - A legal appointment involving the pregnant or parenting student related to family law proceedings, including adoption, custody and visitation
- **Court summons.**
- **Hazardous weather conditions:** Weather conditions that would endanger the health or safety of the student when in transit to and from school.
- **Work:** Must be approved or sponsored by the school, the local school system, or the State Department of Education, accepted by school officials as reason for excusing the student.
- **Observance of a religious holiday.**
- **State emergency.**
- **Suspension.**
- **Lack of authorized transportation:** This does not include students denied authorized transportation for disciplinary reasons.
- **Other emergency or set of circumstances** which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.

Read the regulation: [COMAR 13A.08.01.03](#)



Support for Continued Absences

2026-2027



# OF ABSENCES	ACTION TAKEN
2	• Teacher Communication (Call, Dojo, Email) *Add in Communication Log
5	• Support Staff Phone Call & "5+ Day Letter" (Discuss Root Causes & Offer Resources)
10	• "10+ Day Letter" (Informing of Resources & Consequences of Continued Absences)
12	• Home Visit (to Facilliate Home/School Communication)
15	• Parent Administrative Contract Signing Meeting (Pre-SST) & "15+ Day Letter"
18	• Certified Letter
20	• 2nd Home Visit
25	• Student Support Team (SST) Referral
30	• Court Referral, If Necessary

Please Note: Step taken may vary based on point in the school year.

(Example: A student with 12 absences by October will require a home visit, whereas a student who reaches 12 absences by June may not. The timing of the absences is an important factor in determining the appropriate intervention.)



Govans Attendance Incentives

2026-2027



Weekly

Raffle

Each Friday, students present all week will have their name added to the "Wheel of Names" and the winners will receive prize bags!

Monthly

Certificates, Grade Level Contests

Each month:

- Students present all month will receive a certificate & small prize.
- Special grade level contests (e.g., pie the principal, snowball blitz etc.) will be held.

Quarterly

Parties

Each Quarter, there will be a party for all students with perfect attendance that quarter (e.g., Cookie Decorating, Glow Party, Candyland Party).

Annually

Luncheon

Each June, students with perfect attendance all year will have a special luncheon to celebrate their accomplishment!

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Govans Elementary
SEL & Heritage/Awareness Month Calendar
 2026-2027

Month	SEL Character Trait	Heritage/History Spotlight
September	Respect	National Hispanic Heritage Month
October	Fairness	National Disability Awareness Month
November	Caring	National American Indian Heritage Month
December	Citizenship	-----
January	Responsibility	<i>MLK Day of Service</i>
February	Integrity	Black History Month
March	Courage	National Women's History Month
April	Inclusivity	Arab American Heritage Month
May	Career Awareness	Asian Pacific American Heritage & Jewish American Heritage Month
June	-----	Juneteenth Celebration Pride Month

SEL Trait: Each month...

- 1.) A **poster** will be given for each classroom
- 2.) A **video** will be sent out introducing the new character trait
- 3.) Daily morning **announcements** will be made
- 4.) **Visuals** will be placed around the building
- 5.) Homerooms will get a **SEL guidance lesson** on the trait
- 6.) Students exemplifying traits will be celebrated at monthly **SEL Parties**

Heritage Spotlight: Each month...

- 1.) Weekly morning **announcements** will be made
- 2.) Students will receive **story time** about that culture/heritage/history either in Library Resource or in special presentations
- 3.) Special activities may be planned (e.g., BHM door decorating contest)

Grading Policy

SCHOOL YEAR 2026-2027

Grading Philosophy

Govans Elementary School is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluation and reporting students' progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

Tracking Student Progress

Students and families will receive a syllabus from the teacher highlighting grading practices for the course or grade level within the context of this policy.

All teachers will use Infinite Campus as their official gradebook and, with the exception of resource classes or when assignments take more than a week to complete, will enter at least two classwork or participation grades per week and one formative assessment every two weeks.

Parents and students can track grades using the Infinite Campus Parent Portal, which can be accessed by receiving an access code from the main office and visiting www.baltimorecitypublicschools/campus-portal.

Grading Categories

There are four grading categories, with one of them split into two types. While the kinds of assignments that get categorized in the gradebook in each category will differ based on a teacher's grade, subject, curriculum, and personal style, here are some ideas about what can go into each category that can get teachers thinking about what they will do for their classrooms:

Assessments

There are two categories of assessments that are used in the gradebook: Formative Assessments and Summative Assessments. Here is information that applies to both kinds of assessments:

- The purpose of an assessment is to determine what a student knows and is able to do in relation to grade-level content and standards. Assessments should be an accurate representation of how students are performing compared to what students at their grade level are supposed to know.
- Both kinds of assessment should be used by teachers to evaluate student learning in order to inform instruction moving forward. Assessment data should inform student grouping, instructional pacing, and reteaching strategies for both small and large groups. Assessments provide feedback on student learning, but also on a teacher's instruction, and teachers should use this feedback when making instructional decisions.
- Assessments should be completed by students independently. Sometimes it is tempting to support students by giving them a hint as they are working or walking them through the first problem to get them started, but teachers should resist this urge; teachers need to see what students are independently capable of and grade them accordingly. While it can feel frustrating to teachers and students when students perform poorly, a frequent and robust routine of reteaching and reassessment can make it easier when teachers see that they did not master content; there will be other opportunities for students to fully demonstrate that mastery when it is finally there!
- Assessments should be varied, in that they can take many different formats. Any way that students demonstrate content mastery independently can be an assessment, and it can be in any format that makes sense for the content. Formats can include, but are not limited to, a quiz, an exit ticket, oral questioning, a performance, a speech, a poster, an essay or paragraph, a diagram, a demonstration, a lab report, or any other way that students are independently producing demonstrations of content mastery. Varying the formats of assessments is important because it allows students to demonstrate strengths—or practice areas where they are not as strong—in a variety of different modalities. Just as important, varying formats prevents boredom while fighting “assessment fatigue”.
- Assessments are eligible for teachers to designate for reassessment. The main purpose of assessments is to determine if students have mastered material. If they have not, teachers should find ways to reteach content, using the results of the independent student work as a starting point for informing the reteaching. Once the reteaching has occurred and teachers have a reasonable expectation that students have mastered more of the material, they should reassess students. Those students who have now demonstrated mastery of the material will have their grades updated and students who are still not yet demonstrating mastery can go through the reteaching and reassessment process again. For more information on Baltimore City Schools' regulations around reassessment see the section What is the guidance on reassessment? below.

Formative Assessments	Summative Assessments
Formative assessments should be frequent for two main reasons: 1) By regularly assessing students, teachers are able to catch mistakes early and plan interventions as needed. Much content builds on previous knowledge and skills, and the longer a teacher goes without checking in, the farther behind a student can get without understanding new content. 2) Since formative assessments are collectively worth 50% of students' marking period grades, it's important for teachers to assign multiple graded assessments, so that no single assessment is worth an overwhelming amount of the marking period grade. For example, if a teacher only has 2 formative assessments, each one is worth 25% of students' grades; it is recommended that teachers aim for approximately 10 formative assessments per marking period—roughly one per week—so that each formative assessment is worth 5% of students' grades.	Summative assessments should be given only occasionally throughout a marking period for two reasons: 1) Summative assessments should cover a significant amount of material and thus shouldn't be conducted too frequently. 2) The summative assessment category is weighted as 20% of the marking period grade, and adding too many summative assessments into the gradebook will result in each one being reduced in overall importance; for example, assigning five summative assessments would mean that each one would be worth only 4% of the overall marking period grade, but assigning only two summative assessments means each one is worth 10% of the marking period grade. • While teachers may assign only one summative assessment in a marking period, it is recommended that they assign two or three. This is because teachers want to avoid a situation where they save the only summative assessment until the end of the marking period, thereby introducing something that may shift a student's grade by up to 20% at the end when there is no opportunity to remedy a low grade. Furthermore, if a teacher is saving their only summative until the end of the marking period but for some reason—the teacher is sick or they don't cover material as quickly as they thought they would—then they run the risk of not having any summative assessments and pushing that planned assessment into the following marking period when students will be earning a grade based on material that wasn't taught during that term.

Formative assessments should be short, both in the amount of content being covered and the length of time it takes students to complete them. If teachers are assigning 10 formative assessments every marking period, they absolutely should not each be taking up an entire instructional block; if formative assessments are happening every couple instructional days then they are by design covering only a small amount of content and thus shouldn't take more than a few questions to assess.	Summative assessments cover material from a longer period of instructional time, with more standards and objectives. Often, summative assessments will include the synthesis and application of skills learned over the course of a unit or term. However, this should not be the first time that students are asked to practice this kind of demonstration of mastery. Summative assessments give teachers a chance to evaluate students' ability to put together everything they've learned during a significant period of study.
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Note that some assessments should not count as formative or summative assessments. Those include diagnostic assessments as well as non-curricular assessments like those that come from iReady or Achieve3000 or similar skills-based programs that are designed to be at students' current levels instead of grounded in the curriculum. In general, formative and summative assessments should cover material that is aligned with grade-level standards and was taught by the teacher during the current marking period.

Classwork and Participation

Classwork and Participation are very similar categories and thus will be discussed together. Classwork is work completed by students in the classroom setting. Participation includes but is not limited to student engagement in classroom discussion, group work, and activities. Teachers have broad discretion when considering what kinds of assignments are entered as classwork or participation grades into their gradebooks.

Broadly speaking, the classwork category can be used to track how well students are performing on the work assigned to be completed during class. This can include work that is checked for accuracy or work that is checked for completion or some combination of the two. A student's classwork grade should give them an idea of how well they are doing on the work that is assigned during class; ideally this work should prepare them for assessments. However, one important difference between classwork and assessments is that classwork does not have to be done independently and can be completed with teacher support or with classmates' support as allowed by the teacher.

The participation category is used to track how well students are active participants in class. Participation is important for a variety of reasons:

- Participation helps the teacher understand students' thoughts and ideas so that they can help clarify or correct student thinking.

- Participation helps other students in class, who get to hear and learn from their fellow students, even if they are making mistakes.
- Participation helps students themselves by giving them opportunities to get feedback and hone their ideas, while also practicing important skills like communicating ideas or putting forth effort even when they are not sure of the answer.

Participation doesn't always have to be verbal answering of questions; it can include completion of work, taking notes, completing a warm-up or exit ticket, asking questions, providing feedback, or many other formats.

One important thing to remember about classwork and participation is that students should not be graded directly on their behavior. Violating the City Schools' Student Code of Conduct—whether for small offenses like talking at an inappropriate time or being tardy to class, or for bigger, more disruptive offenses—has its own set of consequences that should be addressed separate from the gradebook, which is a reflection of what students know and are able to do and not how well they behaved. One exception to this is cheating; students should receive a grade of 0% for assignments on which it is found they cheated or committed plagiarism, as detailed in Administrative Regulation IKA-RA Section II.B.1.i and the section What's the guidance on cheating/plagiarism, including misuse of AI? in the Grading and Reporting Manual.

In general, when teachers consider the kinds of assignments that should count as classwork or participation, they should consider: What are the kinds of academic practices and behaviors that I want to reinforce in my classroom? What are the things I want students to focus on that will positively impact their learning? For some teachers, that might be working with your small group to make sure everyone understands the answer. For other teachers, it may mean providing a written justification of your answer on the exit ticket so they can analyze the results of the lesson. And for still other teachers, it may be that they want to encourage students to take notes, or work all the way until the end of the class, or closely follow the directions of the activity. The most important thing is that teachers carefully consider what makes the most sense for their students, classroom, personal style, and content in order to make these categories work to promote student learning.

Homework

Teachers may include work completed outside the classroom (i.e., homework) as part of classwork, participation, or assessment grades, including the entire assignment or portions of an assignment. However, homework is not allowed to be a separate category in the gradebook. Here are some non-exhaustive examples of how homework might be included as classwork, participation, or assessment grades:

- Homework could be considered a formative assessment if teachers ask students to independently complete work at home that is based on what they have learned that day—or the past few days—and to bring it back so that the teacher can assess students' understanding of the recent lessons.

- Homework could be considered a summative assessment if students are completing culminating projects that cover a wide range of material, like a research project or evidence-based argument set (EBAS).
- Homework could be considered a classwork assignment if students are taking something they were working on in class and completing that assignment on their own at home.
- Homework could be considered a participation assignment if completion of that homework is required to fully participate in the following day's class; for example, completing independent reading or coming prepared with questions for a Socratic seminar.

Weights of Categories

Pre-K – 1st Grade

The grading scale is the following:

P = Proficient = 80-100%

I = In Process = 60-79%

N = Needs Development = 59% or below

City Schools believes in using a combination of baseline academic information and social/emotional, cognitive, physical, and behavioral development to assess young children. This can include number and letter knowledge and other academic information, as well as teachers' observations of students engaged in play, small group work, and other developmentally informed learning.

Pre-K, Kindergarten, and 1st Grade students will be assigned grades for each learning domain (subject area) that serves as an evaluation of the child's emergent knowledge and accompanying skills for that domain.

Students in Pre-K are graded slightly differently from students in other grades in that their final grades for the year are not calculated based on how students have done during each marking period, but rather their final grade for a subject is equal to the grade they received for this subject in the final marking period of the course of study. Students in Pre-K receive final grades that show where they have completed their course of study in the relevant learning domains.

Students in Kindergarten and 1st Grade have a grading scale that describes what students know and are able to do based on appropriate grade level standards. Teachers of these grades should use curricular materials and assessments to determine if students are proficient in the skills and tasks of their grade level and grades should reflect student progress in each subject area.

2nd – 5th Grade

The grading scale for grades 2 through 5 continues the previous work of PreK-1st grade teachers who have been moving towards using the language of standards-based language that reflects what students know and are able to do in comparison with grade-level standards. The 2nd-5th Grade scale is as follows:

MS = Meeting Standards = 80–100%

AS = Approaching Standards = 70–79%

DT = Developing Towards Standards = 60–69%

NY = Not Yet Demonstrating Progress Towards Standards = 59% or below

In rare circumstances, teachers may enter grades that signify something other than a traditional marking period grade. Those options are listed below, along with an explanation of when to use each one:

INC = Incomplete. The “INC” grade may be used temporarily for marking period grades for an in-progress class. INC should be used when the student has an absence at the end of a marking period that prevents them from completing important missing work. INC can also be used in the case where a transfer student is working to complete work assigned to the class before they enrolled during the marking period in which they transferred.

All grades of INC should be resolved before a course ends. After a student completes the missing work and the teacher grades it, the teacher should complete the grade change request process described in Administrative Regulation IKA-RA Attachment 1 to resolve the INC grade to a numerical grade. INC should not be used for the final marking period or exam of a course; instead, teachers should assign the current in-progress grade from the gradebook as the report card grade. Under allowable circumstances, a student can complete missing work from the time of their absence, and a teacher would complete the IKA-RA Form 1 Grade Change Request Form through HEAT to update the student’s marking period, exam, and/or final grade.

IP = In Progress. An “IP” grade should be used for marking period grades for students in a dual enrollment course that is not yet final. For example, if a student is enrolled in a semester-long dual enrollment course in the first semester, they should receive an IP grade for their Q1 marking period; teachers can indicate the students’ current grades in the comment section to keep students and families aware of their progress. Students should receive updated letter grades for progress reports, however, and teachers/monitors of dual enrollment classes should regularly communicate grade progress with students.

W = Withdrawn. A “W” will be issued to a student who withdraws from a course or receives a failing grade in a class in a credit recovery program. Students receive a W grade so that a student cannot be penalized for attempting credit recovery. Students who are withdrawn from a non-credit recovery class will be end-dated by the scheduler.

L = Late Enrollment. An “L” grade will be issued when a student enrolls in a course near the end of a marking period and the teacher does not have enough information—whether from the

previous school or from the student's time in the course—to inform a fair and accurate calculation for the marking period grade. Students who have been enrolled in a class for at least half of the marking period must be permitted the opportunity to earn a grade for the marking period; teachers may also evaluate the mastery level of students who have been enrolled for less than half of a marking period, but they are not required by regulation to do so.

PASS = Pass. A “Pass” grade may be issued in one of the following scenarios:

- Credit is awarded through credit by exam; this can only be done with the permission of the Office of Teaching and Learning, and will only be entered as a transcript grade, not a report card grade.
- Credit is awarded for coursework from non-accredited schools; this evaluation will be done by the Academics Office and will only be entered as a transcript grade, not a report card grade.
- Credit is awarded from home school instruction before enrollment in City Schools; this evaluation will be done by the Academics Office and will only be entered as a transcript grade, never a report card grade.
- A “Pass” may be used for Multilingual Learners (MLs) under the following circumstances:
 - o The student has attended school in the United States for less than 12 consecutive months
 - o The student is in the beginning stages of English language acquisition (i.e. WIDA levels 1.0-1.7, as verified in the online student information system)
 - o English proficiency limits the accuracy of earned letter grade; in other words, the teacher has had to modify the curriculum for the student due to their English proficiency level beyond the point where students are comparably accessing grade-level content. Pass grades cannot be given in English Language Development (ELD) courses or ELD-support courses. Furthermore, some students in some classes may be able to fully access grade-level content through appropriate accommodations in non-ELD-support courses like Physical Education or Fine Arts; teachers of these courses can make individual determinations based on their students and courses.

Note also that just because an ML student meets the “Pass” criteria does not necessarily mean they are required to earn a “Pass” grade; for example, chronically absent students or students who do not participate in properly-accommodated opportunities may receive failing grades instead of Pass.

Absent Students

Absent students—including those who are chronically absent—should receive a score of 0% for all missing assignments. These grades should be entered when teachers enter the grades of students who were present for the assignment; teachers should not leave grades blank just because a student was absent.

Students who return from absences—whether they are long or short stretches of absence—should follow the school’s and teacher’s policies to acquire and complete the work they missed. Note that Administrative Regulation IKA-RA states: “Students returning from an absence will be allowed at least the same number of days of the absence to complete make-up work. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher. Schools must provide reasonable assistance to students in the completion of makeup work. If a teacher denies a student’s request for make-up work, a denial may be appealed to the principal.” In other words, the missing work is not automatically excused, but it is imperative that absent students have the opportunity to make up work.

Use the following link to access the full Grading Policy for City Schools.

https://cityschools2013.sharepoint.com/:w:/r/sites/GradingPolicy/_layouts/15/Doc.aspx?sourcedoc=%7B207A2A24-E731-4C19-A200-BD0392E1E65B%7D&file=SY2024-25%20Grading%20and%20Reporting%20Manual.docx&action=default&mobileredirect=true

Honor Roll

Students will be recognized quarterly for academic achievement. In order to be on the Honor Roll students must be reading on or above grade level and have all Ps (1st) or MS (2nd-5th) in academic subjects.

Discipline

Govans Elementary follows the Discipline Policy identified in the *Baltimore City Public Schools 2025-2026 Code of Conduct Handbook*. Please refer to the handbook for information in reference to the school’s handling of disciplinary actions.

Student Cell Phone Policy

For SY 2026-27, cell phones must be powered off, put away, and secured during the school day.

City Schools has updated its policy on the use of portable electronic communication devices, such as cell phones, in schools. Under the policy, students may bring devices to school, but they must be powered off, away, and secured during the school day.

1. **Instructional uses** - Students should use City Schools-issued devices whenever possible for instructional purposes. Teachers must receive principal approval each time they want students to use their personal devices for instructional purposes.
2. **Emergencies** - In the event of a school-wide emergency, students can access their devices when a school administrator or Central Office staff member permits them. Additionally, in the event of a personal emergency, students are able to use a school phone and/or their device to contact a parent or guardian.
3. **Communication during the school day** - Students who have a legitimate caregiving or other personal need will be given reasonable access to their devices and/or a school phone.
 - Parents or guardians who need to contact their student should call their student's school. Under the updated policy, schools will have a plan in place for responding to parent or guardian phone calls and relaying important messages to students.
4. **Special considerations** - Students with documented medical conditions, IEPs, 504 Plans, or Multilingual Learner Plans requiring device access will be accommodated.

Learn more about the new rules regarding portable electronic communication devices, such as cell phones, at www.baltimorecityschools.org/page/cell-phone-policy.

If parents choose to send students to school with a device, the following policy will be in place:

- Students in grades pre-k through 2 will secure devices in a lock box inside the homeroom classroom.
- Students in grades 3-5 will secure devices in lockers. If your 3rd-5th grade child plans to bring their device to school, please make sure they have a combination lock.

BALTIMORE CITY
PUBLIC SCHOOLS

Cell Phone and Electronic Device Policy Update

Cell phones and electronic devices must be powered off, put away, and secured during the school day (including breakfast/lunch, recess, and transition periods).



Learn more:

Visit baltimorecityschools.org/page/cell-phone-policy



What Should I Do if I Have a Problem Concerning My Child?

Step 1: Make an appointment to see the teacher. Give the teacher the courtesy of being aware that a problem exists.

Step 2: If the parent and teacher cannot solve the problem, make an appointment to see the principal and a conference will be arranged.

Step 3: If the parent, teacher, and principal cannot resolve the problem, refer the problem to the Command Center located at 200 E. North Ave., Baltimore, MD 21202 (North side of East North Avenue between St. Paul and Greenmount); contact: 443-984-2000.

School Visitation Policy

Visitors

PHOTO ID REQUIRED. Per Baltimore Curriculum Project (BCP), if an individual plans to visit our school, he or she must present a photo ID. After scanning the ID, office staff will provide a photo identification badge to wear and keep visible at all times while the visitor is in the building or on the grounds. If staff members see a visitor in school or on the grounds without a valid VISITORS PASS, please kindly address the visitor and request to see their pass, or report the observation to an administrator or office staff member immediately. Thanks in advance for cooperating and helping to keep our school safe and secure.

School Visitations and Parent-Teacher Conferences

Any parent or visitor who wishes to proceed beyond the main office must sign into the visitor's log and obtain a visitor's pass. This is not only Govans Elementary School's policy but also Baltimore City Code Article 24, Section 21, which is posted in the main lobby. The City Code states, "It shall be unlawful for any person to enter any public school building owned or leased by the City of Baltimore or its agencies without immediately registering at the office of the Principal or other designated head of that school."

Scheduled Conferences

Any parent who would like to meet with a teacher or administrator is welcome to contact the office. The office will notify the classroom teacher who will arrange a meeting time with the parent. Typically, conferences are scheduled for before or after school or during the teacher's planning time.

When a parent has a scheduled conference with an administrator or teacher, the main office staff will contact the administrator, announce the parent's arrival, and issue a pass to the meeting room. The administrator will receive the parent and facilitate the conference.

Scheduled Visitations

Parents who wish to spend time observing their child's classroom are asked to schedule such visits in advance with an administrator or teacher. In this case, parents are asked to sign into the main office visitor's log and obtain a pass to the meeting room, where an administrator will facilitate the classroom visit when needed.

Unscheduled Conferences

At times parents come to school during the school day or before or after school requesting to have an impromptu conference with a teacher. Typically, it is extremely difficult to accommodate these requests. Teachers cannot be interrupted for conferences during instructional time or during times when they are supervising children. Additionally, they are usually involved in classroom planning and preparation before school. During after school hours, many teachers are involved with coach classes, committee meetings, student clubs, faculty meetings, scheduled parent conferences, or personal obligations such as university courses or childcare. Therefore, scheduling a parent-teacher conference is the most effective way to ensure a productive meeting.

Also, many questions or concerns can be expedited through a telephone conference. We encourage parents to call the school to request that a teacher contact them. If any parent does not receive a return call from a teacher within a reasonable time, *Mrs. Kwaw encourages the parent to call her at (410-396-6396) so that she can intervene.*

Unscheduled Classroom Visitations

As stated above, we strongly encourage scheduling classroom visitations in advance. If, however, a parent requests a visitation (for observational purposes only) that has not been scheduled, Mrs. Kwaw will confer with the teacher to determine if a visitor can be accommodated in the classroom at that time. This includes parents who have escorted their child into the school building in the morning.

We greatly appreciate parents and guests adhering to these procedures. They are intended to protect the safety of our children, the integrity of instructional time, and the professional duties of teachers.

Please remember that due to our continued safety measures and practices, ONLY STUDENTS will enter the school during drop off and throughout the school day. Parents and families are expected to share hugs and kisses before children enter and allow children to enter and exit independently with the help of a staff member. If there is a need to enter the building, parents/guardians have been informed to please make an appointment. We thank everyone in advance for their continued understanding and support on this expectation.

Birthday Celebrations

Families are welcome to acknowledge their child's birthday during school hours. However, there are expectations around such celebrations to ensure that the learning environment is not disrupted and that celebrations are brief.

Student birthday celebrations:

- Must occur in the cafeteria as to not take away from instructional time
- May not include meals (e.g. chicken, pizza, etc.)
- May include dessert items like cupcakes, cookies, donuts, etc., but they must be store-bought and sealed when they come in the building
- Must ensure that any party favors that are distributed should be non-food items (due to allergies)

BCPS School Visitation Policy



Title: Visitors to School Property

Code: KIA

Book: BCPS Board Policies & Regulations

Section: K - School, Community, and Home Relations

POLICY

BALTIMORE CITY

BOARD OF SCHOOL COMMISSIONERS

VISITORS TO SCHOOL PROPERTY

I. Purpose

A. The Baltimore City Board of School Commissioners (“Board”) recognizes that the safety and well-being of our students, staff, and other members of our school communities is the highest priority for Baltimore City Public Schools (“City Schools”).

B. City Schools uses a multi-layered approach to school safety, aligned with best practices and nationwide models, to provide secure and welcoming school environments that are conducive to learning. This multi-layered approach includes security cameras, deployment of the Baltimore City School Police Force (“School Police”), and consistently high expectations for student behavior, as well as a systemwide focus on equity, restorative practices, and the development of positive and supportive student relationships with school staff. Equally important are effective protocols for managing the entry of students and visitors on school property.

C. The purpose of this Policy is to provide guidance for the development of school visitation and entry management procedures that will ensure successful school visits

or observations, promote effective and safe learning environments, and avoid disruptions to school operations.

II. Definitions

A. *Exclusion* – The denial of access to school property for any purpose except with prior written permission from the school’s principal.

B. *Parent/Guardian* – The biological or adoptive parent; a guardian or custodian, including a person appointed by the court to have charge of the affairs of the student and granted parental rights and privileges; a person acting as the parent/guardian of a student including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare; a foster parent with whom the student lives, if the foster parent has been granted limited guardianship for educational decision-making purposes by the court that has placed the child in foster care; or a parent surrogate who has been appointed in accordance with federal and state regulations. *Parent/guardian* does not include the state, if the child is a ward of the state, or an employee of a public agency responsible for the education or care of the child, unless the employee has individually been appointed as a guardian or custodian.

C. *Parent/Guardian’s Consultant* – Any person who is authorized by the parent/guardian to observe the child in their educational setting for purposes of making educational recommendations. This includes therapists such as psychologists, psychiatrists, counselors, or social workers who are hired, contracted, or authorized by parents/guardians to work with students at school during the school day.

D. *Principal* – The principal of a school or, in their absence, the assistant principal or other school official authorized or designated to act on behalf of the principal.

E. *Restricted Access* – Limited access to school property, as determined by the school principal, for a specific period of time.

F. *School Day* – The time period from arrival to dismissal, including recess, lunch, and passing periods.

G. *School Property* – All buildings, grounds, and land owned, leased, used, or operated by or on behalf of City Schools for school administration or operations, including athletic fields, playgrounds, parking lots, walkways, and all areas of school buildings and other facilities. For the purpose of this Policy, *school property* includes school buildings, grounds, and land utilized by public charter and other operator-led schools to conduct educational programming and other school activities, regardless of who owns the building or property. *School property* also

includes school buses and other vehicles (including vehicles operated by contracted vendors), as well as fixed equipment, utilized for school administration and operations.

H. *Visitor* – Any person who is not a regular staff member at a particular school operated by City Schools or a student of the school.

III. Policy Standards

A. The Board recognizes that parent/guardian engagement and community support is essential to student success. It believes that parents/guardians of children attending City Schools have a responsibility to keep themselves informed about their child's school performance. To encourage parent/guardian involvement and community support, parents/guardians and visitors are encouraged to visit schools.

B. The Board further recognizes that there may be times when parents/guardians request that a consultant observe their child in the school setting for the purpose of making educational recommendations concerning the child. The purpose of the observation and the nature of the child's learning environment may require additional limitations on the observation to maintain the integrity of the learning environment and the confidentiality of the other students within that environment.

C. While encouraging visitation, the Board has a legitimate interest in avoiding disruption to the educational process and City Schools' operations, protecting the safety and welfare of City Schools' students and staff, and protecting school property and equipment from misuse and vandalism. Under the Maryland Annotated Code, Education, Section 26-101, "[a] person may not willfully disturb or otherwise willfully prevent the orderly conduct of the activities, administration, or classes of an institution of elementary, [or] secondary . . . education."

D. The Chief Executive Officer ("CEO"), principals, and School Police shall have complete authority to exclude from school property any person who:

1. Is not a *bona fide*, currently registered student, or staff or faculty member at the school, and who does not have lawful business to pursue at the school;
2. Is a *bona fide*, currently registered student at the school and has been suspended or expelled from the school, for the duration of the suspension or expulsion; or
3. Acts in a manner that disrupts or disturbs the normal educational and operational functions of the school.

E. A visitor who has been excluded from school property, or whose access has been restricted, may appeal such decision as set forth in Administrative Regulation KIA-RB (Restricting or Excluding Access to School Property) and

Board Policy BLA (Procedures in Appeals and Hearings Under Section 4-205 of the Education Article). Any such appeals taken to the Board will be on the record unless a majority of the Board votes to allow for a hearing.

III. Implementation Strategies

A. The CEO shall issue school building entry management protocols that seek to ensure that all individuals have valid reasons for accessing school property, and neither students nor visitors bring weapons or other dangerous items onto school property. The CEO will also promulgate building entry management protocols for City Schools properties that are not schools, such as the Central Office building and transportation depots.

B. City Schools encourages students, their family members, and other school visitors to familiarize themselves with the protocols set forth in this Policy and the accompanying administrative regulations to ensure compliance and promote a safe learning environment for all. In addition, schools are encouraged to make these protocols accessible and proactively explain them to students, their parents/guardians, and other regular visitors. Explaining these protocols will not only help with efficient entry management, but it should also garner broader community support for school security.

C. City Schools shall develop shared expectations for family members and other school visitors. These expectations should be communicated in the Family Guide and on the City Schools website.

D. Consistent with Maryland law and the need to ensure continuity of educational programming and school operations, City Schools must restrict access to school property for the general public. All areas of school property are not open to the public during the school day or during school-sponsored activities. Schools are encouraged to display signs that clearly indicate these restrictions. In addition to the accompanying regulations, Board Policy FKA (Public Use of Board School Facilities) provides procedures for organizations and entities to make requests to use school property.

IV. Legal and Policy References

A. Legal Authority

Individuals with Disabilities Education Act (“IDEA”), 20 U.S.C. §§ 1400, *et seq.*

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

MD. CODE ANN., EDUC. §§ 26-101 TO 26-102

MD. CODE ANN., CRIM. LAW § 4-102

MD. CODE ANN., CRIM. LAW § 6-409

MD. CODE ANN., CRIM. PROC. § 11-722

B. Policy References:

Related Board Policy: ACE, ADA, ADF, BLA, DJA, EBBB, ECAE, EHB, FKA, GBN, JIH, JKA, JLF, KCB, KIB

Replaces Board Rules 301.12, 601.03 and 801.07

C. Administrative Regulation References

ACE-RA, ADF-RD, DJA-RA, EBBB-RA, ECAE-RA, EHB-RB, FKA-RA, GBN-RA, JIH-RA, JKA-RA, JLF-RA, KCB-RA, KIA-RA, KIA-RB; KIA-RC, KIB-RA

Sponsoring Officer: Chief of Staff

Policy History: New Policy, adopted June 8, 2010; revised July 14, 2015; revised September 3, 2025.

Adopted: June 08, 2010

Last Revised: September 03, 2025

Last Reviewed: September 03, 2025

Legal References:

· [Baltimore City Public Schools does not discriminate based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy / parenting status, disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations, as outlined in Board Policies JBA, JBB, JICK, ACA, ACB, ACD, and ADA. Link to Full Nondiscrimination Notice.](#)

Cross References:

- [KIA-RA - Visitors to the Schools Regulations](#)
- [KIA-RB - Restricting or Excluding Access to Schools - Parents and Visitors Regulations](#)
- [KIA-RB Form 1 - Sample Letter: Warning of Restricted Access or Exclusion](#)
- [KIA-RB Form 2 - Sample Letter: Restricted Access](#)
- [KIA-RB Form 3 - Sample Letter: Exclusion](#)
- [KIA-RC - Classroom Observations Regulations](#)

Volunteers

To become a volunteer at Govans Elementary School, you must REGISTER on-line with the Baltimore City Public Schools Partners in Education Portal (PIE PORTAL.) You must be fully vaccinated for COVID-19. You may require a background check depending on your volunteer assignment, that is, working alone or one-one-one with children. If so, an email will be sent to you once you are REGISTERED in the PIE PORTAL that will invite you to set up an appointment with North Avenue to be fingerprinted. Some volunteer assignments may not require a background check, that is, volunteers are supervised by Govans school staff or those not working with children. All volunteers will be screened against the Maryland State Sex Offender Registry. Please contact the Community School Coordinator for more information @ 410-396-6396 PIE Portal Registration: www.baltimorecityschools.org/volunteers.

Background Checks are processed at:
200 E. North Avenue
Baltimore, MD 21202
Room 120
Hours of Operation: 8:30am-3:30pm
Cost: No cost

Chaperones

If you would like to chaperone a trip with your son or daughter, it will be necessary to first go through the process of becoming a Govans volunteer, as above. You must REGISTER through the BCPS PIE PORTAL before you can chaperone or volunteer at Govans Elementary School.

Parent Teacher Organization (PTO)

The Parent Teacher Organization (PTO) is a valuable part of our school program and we encourage parents to support the PTO by becoming active members. Please see Mx. CM if you would like to join. Please refer to the school calendar for scheduled PTO meetings during the school year.

Questions pertaining to the information included in our Family Handbook should be directed to the Govans Elementary School Administration Team.



SCHOOL CALENDAR 2026-2027

NOTE: This calendar was created on July 1, 2026

AUGUST

18-21 Faculty, Staff, and Charter Operator Professional Development
 21 Peek at Your Seat! *12:00pm-2:00pm* All School Families are Invited!
 24 FIRST DAY OF SCHOOL FOR STUDENTS – WELCOME BACK!
 Quarter 1 Begins

SEPTEMBER

3 Open House Tour for Prospective Families, 9am-10am
7 Schools and District Offices Closed – Labor Day Holiday
 14 Faculty and Staff Meeting, 2:45pm Virtual
 17 Back-to-School Night, 5pm-7pm
 21 **Schools Closed for Wellness Day and Observance Day**
 28 Instructional Leadership Team (ILT) Meeting, 2:45pm
 29 Parent/Teacher Organization (PTO) Meeting combined with
 School Family Community Council (SFCC) Meeting, 6pm-7pm Hybrid
 29, 30 Distribution Window for Quarter 1 Progress Reports

OCTOBER

1 Distribution Window for Quarter 1 Progress Reports
 5 Faculty and Staff Meeting, 2:45pm Virtual
 8 Open House Tour for Prospective Families, 9am-10am
15 Early Release Day for Students, *11:45am* dismissal
 Teacher Workday, Parent-Teacher Conferences in the Afternoon
16 Schools Closed for Students – Professional Development Day for Staff (BTU/PSASA/QuEST and special Baltimore Curriculum Project groups)
23 Early Release Day for Students, *11:45am* dismissal
 Quarter 1 Ends
 26 Quarter 2 Begins

NOVEMBER

2 Faculty and Staff Meeting, 2:45pm Virtual
3 Schools and District Offices Closed for Election Day
 4-5 Distribution Window for Quarter 1 Report Card
 5 Open House Tour for Prospective Families, 9am-10am
6 Schools Closed for Students – Professional Development Day for Staff
 9 Instructional Leadership Team (ILT) Meeting, 2:45pm
 10 Parent/Teacher Organization (PTO) Meeting combined with
 School Family Community Council (SFCC) Meeting, 6pm-7pm Hybrid
25-27 Schools and District Offices Closed – Thanksgiving Break



SCHOOL CALENDAR 2026-2027

DECEMBER

- 3 Open House Tour for Prospective Families, 9am-10am
- 7 Faculty and Staff Meeting, 2:45pm Virtual
- 7-9 Distribution Window for Quarter 2 Progress Reports
- 7-11 Parent-Teacher Conference Window for Quarter 2
- 23-31 Schools and District Offices Closed for Winter Break**

JANUARY

- 1-3 Schools and District Offices Closed – Winter Break**
- 4 Students return from Winter Break
- Faculty and Staff Meeting, 2:45pm Virtual
- 7 Open House Tour for Prospective Families, 9am-10am
- 8 Schools Closed for Students – Professional Development Day for Staff**
- 11 Instructional Leadership Team (ILT) Meeting, 2:45pm
- 15 Early Release Day for Students, *11:45am* dismissal**
- Quarter 2 Ends
- 18 School and District Offices Closed – Dr. Martin Luther King, Jr. Day Holiday**
- 19 Quarter 3 Begins
- 26 Parent/Teacher Organization (PTO) Meeting combined with
- School Family Community Council (SFCC) Meeting, 6pm-7pm Hybrid
- 27-29 Distribution Window for Quarter 2 Report Cards

FEBRUARY

- 1 Faculty and Staff Meeting, 2:45pm Virtual
- 4 Open House Tour for Prospective Families, 9am-10am
- 5 Schools Closed for Students – Professional Development Day for Staff**
- (BCP Leading Minds Forum for all BCP Schools and all BCP Staff)**
- 15 Schools and District Offices Closed – Presidents' Day Holiday**
- 24-26 Distribution Window for Quarter 3 Progress Reports

MARCH

- 1 Faculty and Staff Meeting, 2:45pm Virtual
- 1-4 Parent-Teacher Conference Window for Quarter 3
- 4 Open House Tour for Prospective Families, 9am-10am
- 5 Schools Closed for Students – Professional Development Day for Staff**
- 8 Instructional Leadership Team (ILT) Meeting, 2:45pm
- 10 Schools Closed for Wellness Day and Observance Day**
- 23 Parent/Teacher Organization (PTO) Meeting combined with
- School Family Community Council (SFCC) Meeting, 6pm-7pm Hybrid
- 25 Early Release Day for Students, *11:45am* dismissal**
- Quarter 3 Ends
- 26-31 Schools Closed for Spring Break**

(District Offices are closed 26-30; re-open 31)



SCHOOL CALENDAR 2026-2027

APRIL

1-4

Schools Closed for Spring Break

(District Offices are open on March 31-April 4)

5

Students return after Spring Break

Quarter 4 Begins

Faculty and Staff Meeting, 2:45pm Virtual

8

Open House Tour for Prospective Families, 9am-10am

14-16

Distribution Window for Quarter 3 Report Cards

MAY

3

Faculty and Staff Meeting, 2:45pm Virtual

6

Open House Tour for Prospective Families, 9am-10am

7

Schools Closed for Students – Professional Development Day for Staff

10

Instructional Leadership Team (ILT) Meeting, 2:45pm

12-14

Distribution Window for Quarter 4 Progress Reports

18-21

Parent-Teacher Conference Window for Quarter 4

25

Parent/Teacher Organization (PTO) Meeting combined with
School Family Community Council (SFCC) Meeting, 6pm-7pm Hybrid

31

Schools and District Offices Closed – Memorial Day

JUNE

3

Open House Tour for Prospective Families, 9am-10am

7

Faculty and Staff Meeting, 2:45pm Virtual

11

Early Release Day for Students, ***11:45am*** dismissal

Quarter 4 Ends

Last Day of School for Students and Staff*

14, 15, 16

*Inclement Weather Recovery Days (if needed)

18

Schools and District Offices Closed – Juneteenth Holiday

28-30

Distribution Window for Quarter 4 and Final Report Cards



Welcome to the 2026-2027 School Year!



Acknowledgment of Receipt: Family Handbook

Please sign below acknowledging receipt of the Govans Elementary School Family Handbook for the 2026-2027 school year and return to your child's homeroom teacher.

Parent Signature: _____ Date: _____

Student Name: _____ Grade: _____

Homeroom Teacher's Name: _____

Thank you!

