Katy Independent School District
Fine Arts Department

Elementary Music Handbook

Inspire Lifelong Engagement in the Arts

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To access the Elementary Music Handbook On-line go to:
http://www.katyisd.org/dept/finearts/Pages/default.aspx
Go to Quicklinks on the right hand side and select Elementary Music Handbook
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Introduction
Introduction

This handbook is meant to serve as a reference guide to answer some of the questions that you may have throughout the school year. If you have questions, or need information about a topic not outlined in this handbook, do not hesitate to contact the fine arts office at any time.

Michael F. Ouellette
Executive Director of Fine Arts
Acknowledgement Page

Upon review of the Katy ISD Fine Arts Handbook, please complete the information below, sign and forward this page to the Fine Arts Office, attn.: Laura Bich.

My signature certifies that I have accessed the Katy ISD Fine Arts Handbook. Further, I have read and understand the Katy ISD Fine Arts Handbook, and will abide by the guidelines and procedures contained therein.

________________________________________
Printed Name

________________________________________
Signature

________________________________________
Date

________________________________________
Campus

Circle Discipline:

Secondary Music

Elementary Music

K-12 Art

Theatre
Katy ISD Vision Statement
Be the legacy.

Katy ISD Mission Statement
Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

Katy ISD Instructional Cornerstones

Collaboration: Work respectfully with others by sharing responsibilities, exchanging and evaluating knowledge and ideas, and building consensus in order to achieve a common goal.

Communication: Convey information and ideas to effectively engage the audience using a medium appropriate to the topic and purpose.

Creative Thinking: Generate a range of ideas through a meaningful process (structured or unstructured) that inspires the development of original or innovative products, performances, or solutions.

Critical Thinking: Analyze, evaluate, and synthesize information, ideas, or objects to make inferences and predictions, and draw conclusions.

Information Literacy: Utilize an inquiry process to locate and evaluate a variety of information sources based on accuracy, authority, and point of view in order to accomplish a task.

Problem Solving: Identify, define, and/or explore a problem or situation, and work through a process to determine and evaluate solutions.

Social Contribution: Contribute to the betterment of one’s community through service.
**Katy ISD Fine Arts Vision Statement**
Inspire Lifelong Engagement in the Arts

**Katy ISD Fine Arts Mission Statement**
With performance serving as a catalyst for students to realize their creative and artistic potential, Katy ISD Fine Arts offers a nurturing, supportive, and unparalleled learning environment. Innovative, visible, and accessible programs contribute to the cultural enrichment of each school and community.

**Strategic Focus: Beliefs**
We believe that education and engagement in the arts:

- Prepares students to communicate in written and spoken word as well as multi-sensory expression the key issues, concepts, and ideas embodied in the human experience by examining local, cultural, and global environments and interpreting their meaning through performance and product.
- Develops students’ ability to formulate and utilize effective decision-making, problem-solving, and creative thinking skills through unique learning settings incorporating individual and group products.
- Strengthens individual learning across all curriculum disciplines by providing practical application and creative synthesis application of reading, writing, science, social studies, and mathematics.
- Provides an effective venue for multiple leadership skills development as students work cooperatively, independently, and interdependently in performance and product development, design, and execution within a positive work environment utilizing a broad knowledge base in a diverse array of applications.
- Maximizes student learning through performance and exhibition by promoting a greater sense of individual responsibility and pride, as well as a greater awareness and knowledge of varied cultural contributions to the global community.
- Teaches and promotes effective and productive participation in today’s society through self-discipline and respect for others.
- Partners the individual and community in an experience which produces creative and disciplined thinking, practices goal setting to enhance productivity, and continually evaluates individual and group contribution in the development and vitality of our community.

**Practices/Guiding Principles**

- Objective-based curriculum and delivery strategies provide the basic framework in which performance and product evidence the true learning skills and deep understanding of knowledge of each student.
- A positive classroom learning experience for each student is the main focus, therefore instructional delivery strategies are based upon research of quality lesson models, “master” teacher strategies, and collaborative sharing of ideas among teaching staff in each arts discipline.
- Competitive performances and products are not the teaching objective, but are only an evidence of day-to-day classroom learning.

**Non-Negotiable / Framework**

- Quality arts education reflects no cultural, language, ethnic, economic, or learning ability barriers; it is inclusive of all students and therefore classroom instruction incorporates multiple leveling, modifications, pacing, and strategy variations to insure appropriate student development in their learning of knowledge and evidence of skills.
- Arts education instruction must be delivered by qualified, certified arts instructors who must be provided the appropriate instructional time, space, and resources to be effective (K-12).
- Arts education must comply with state law in that all students are to be instructed in TEKS-based curriculum, assessed, and provided varied performance/product display opportunities to evidence their learning.
Calendar & Events
The Fine Arts Department places a Fine Arts Department Events Calendar on the Katy ISD web site and also provides a calendar to District Administrators, Board Members and Local Newspapers.

Music teachers must submit their campus music concerts for our monthly Fine arts Calendar by the designated timeline. Prior to each month, music teachers will be asked to send in their monthly schedule via email to Cyndi Tabor (cynthiaktabor@katyisd.org). Please place every program opportunity on the District Fine Arts Calendar for each elementary campus. (Dates and times during the day and after hours are needed.) This is the main location for district personnel to view your concert dates.

Check the Fine arts Calendar online to make sure the information is current and correct. Changes will be made in the event the Fine Arts Office posted incorrectly. If you miss the cut-off date for entry, later postings will not be made. Include the campus, group performing, date, time and place. (Please include day times for the scheduling purposes.)

To view the Fine Arts Calendar:

- Go to [www.katyisd.org](http://www.katyisd.org)
- New Katy ISD “App” - only the events submitted to our department will appear for patron use on the Fine Arts Calendar in our newly designed district application!

**Elementary Choral Workshop**

During the fall semester an elementary choral packet is emailed to every elementary music teacher. This packet contains all the parent correspondence to go home with information regarding the audition process, rehearsals and concert dates. Please look for a “save-the-date” email regarding our choral weekend plans.

**Elementary Instrumental Showcase**

The Elementary Instrumental Showcase is a performance opportunity for Katy ISD elementary instrumental ensembles. This event provides a local, affordable and student-friendly performance venue. Ensembles perform for an audience of their peers and enjoy performances by other elementary students. The event takes place during the school day to ensure that all students have the opportunity to participate.
Piano Tuning

The Fine Arts Department provides tuning for District owned pianos one time per year per district owned piano. All other tunings and repair expenses will be the responsibility of each campus. (If you have a new piano at a new campus, the vendor providing the piano supplies the initial tuning for your first year.)

Tunings must take place between September 1st to May 31st of each calendar year.

District Piano Tuner:
KD’s Music & Arts
605 South Mason Road
Katy, TX 77450
Contact: Roland Diaz 281-828-1500

Please contact Kerrie Smith with any questions that you have regarding piano tuning. Once the tuning is complete, notify Kerrie Smith and send an email to FineArtsPO@katyisd.org with a scan of the tuning receipt for processing.

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Professional Learning

To sign up for Katy ISD trainings please go to google chrome browser and type in http://eduphoria.katyisd.org and log into Eduphoria Workshop. ID is regular Katy ISD log in and password is current password that you use every day. First time users of Eduphoria must complete their profile for entry into the system. Click Workshop application to register for professional learning events.

Katy ISD Elementary Music District Training Days (DTD)

Communication will be sent to elementary music teachers for yearly In-District department learning events (3).

In District Professional Learning sessions: If you have not registered previously for district training days, you will be signed up in Eduphoria/Workshop by the Fine Arts Department. Credit will be granted to attendees after the session per required sign-in signature.

Out-of-District Professional Learning sessions: You may not register in Eduphoria for out-of-district trainings. To receive professional learning credit for your training and have it recorded on your professional learning records, employees must complete the out-of-district form.

After you return from event, send the out-of-district form along with your proof of attendance to Candace Jorgensen, ESC—Professional Learning Dept. You will receive credit for documented hours. Each new out-of-district training needs a new form and proof of attendance.
Katy ISD Private Lessons Program

The district offers private lessons for students enrolled in a Katy ISD band, choir and orchestra program (grades 6 - 12).

- Private Lessons are only offered to secondary students.
- Katy ISD Instructors may not teach their students (home campus) nor teach campuses that are in their home campus feeder pattern.
- Elementary Music teachers are welcome to apply to teach private lessons in the district.

Katy ISD Employees who teach Private Lessons must fill out Request for Approval to Engage in Nonschool Employment Form (obtain principal/supervisor’s signature) and the Private Lesson Application. These forms must be completed and sent to Fine Arts Office. Employee’s name must be on the Approved Private Lesson Teacher/Clinician List before lessons may be scheduled.

If any teacher is interested in participating in the Private Lessons Program, please contact Laura Bich, in the Fine Arts Office at 281-396-2380 or laurarbich@katyisd.org.
Programs/
Performances
Program / Performances

Katy ISD Fine Arts Calendar
Please send all your performance dates to Cyndi Tabor to be placed on the district fine arts calendar. Please indicate the non-public performances so they are not placed on the public district calendar.

Printed Programs
If your campus decides to use a printed programs, please follow district policy regarding student privacy codes.

Invitation
Please consider inviting patrons to attend your performance. This can be an on-campus invitation, community flyer, and/or an email invite to:

- Katy ISD Fine Arts
- Board Members
- District Level Administrators
- JH & HS Feeder Directors
- District Colleagues

Principal Approval
Please send all song material, musicals, concert plans and preparations to your campus principal PRIOR to ordering a class, choir or grade level set of originals.

Religious Programming
Please reference the following enclosed documents regarding inclusion of religious/sacred music in concert programming.
MEMORANDUM

TO: All Principals
FROM: Michael Ouellette
Executive Director of Fine Arts
DATE: August 2, 2016
SUBJECT: INCLUSION OF RELIGIOUS MUSIC STUDY IN FINE ARTS DISCIPLINES

The attached document outlines important information pertaining to the inclusion of religious/sacred music in concert programming, including the use of religious music, scripts and objects in the teaching of the various curriculum disciplines. This information is widely used for answers to inquiries about music selections for performance. Representatives from the First Amendment Center, Freedom Forum, have cited these guidelines as being very appropriate and accurate in their interpretation of the issue of religious music in public schools.

One of the identified standards in the Texas Essential Knowledge and Skills (TEKS) requires the study of the Historical and Cultural Heritage within the varying curricula of the fine arts disciplines. The University Interscholastic League (UIL) Prescribed Music List (the list from which all Texas music organizations must select music for competition) contains many music works containing religious, or sacred, texts or titles. This list has been thoroughly evaluated and approved for public music education performance as it was compiled.

A document to help with the determination of music to be performed during the month of December is also included because this is the month that most concerns are encountered.

Also enclosed is a copy of the Board policy (adopted 8/26/02) which specifically addresses the inclusion of the study of religion in the curriculum for music, drama, and art.

For additional information:
First Amendment Center, Freedom Forum – www.freedomforum.org – 1-800-830-3733
Music Educators National Conference – www.mENC.org

Contact Michael Ouellette at 281.396.2270 or michaelouellette@katyisd.org if you have questions.

cc: Dr. Steve Robertson, Area 1
Dr. Tory Hill, Area 2
Lee Crews, Area 3
Assistant Superintendents
Bonnie Holland
Assistant Superintendent for Governance, Legal Affairs, and Special Programs Religious Memo Packet
TEACHING ABOUT RELIGION

The inclusion of religion in the study of history, culture, music, drama, and art is essential to a full and fair presentation of the curriculum. The inclusion of religious elements is appropriate as long as the material included is intrinsic to the field of study in which it is presented and as long as it is presented objectively.

The District's approach to teaching about religion shall be academic, not devotional. Emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and thorough study of these areas. Such studies shall not foster any particular religious tenet nor demean any religious beliefs, but shall attempt to develop mutual respect among students and advance their knowledge and appreciation of the role that religious heritage plays in the social, cultural, and historic development of civilization.

Use of religious texts in instruction shall be guided by the principles set forth above. Other than texts used in an appropriate course of study, the District shall not distribute religious texts or materials to students. Such materials may be indexed, shelved, and circulated as library materials. [See FNAA regarding student distribution of non-school literature and GKD regarding non-student distribution of non-school literature.]

RELIGIOUS TEXTS

District music groups may perform or receive instruction regarding religious music as part of the secular program of instruction. The primary purpose of the inclusion of religious music in performances or instruction shall be academic, not devotional. Performances and instruction shall reflect religious diversity when appropriate.

Religious symbols may be displayed as a teaching aid. Their display shall be temporary and limited to specific teaching activities; such displays shall not be permitted for devotional purposes.

RELIGIOUS MUSIC

Students may choose to include religious elements in their school work, such as papers, presentations, or artwork; however, students' work must fulfill the purpose of the assignment and be evaluated by secular academic standards.

RELIGIOUS SYMBOLS

RELIGIOUS ELEMENTS IN STUDENTWORK

ADOPTED: AUG 26 2002

DATE ISSUED: 07/01/2002
UPDATE 88
EMI (LOCAL)-A
Does music with a sacred text have a place in the public schools?

*It is the position of MENC: The National Association for Music Education* that study and performance of religious music within an educational context is a vital and appropriate part of a comprehensive music education. The omission of sacred music from the school curriculum would result in an incomplete educational experience.

**The First Amendment**...

The First Amendment does not forbid all mention of religion in the public schools; it prohibits the advancement or inhibition of religion by the state. A second clause in the First Amendment prohibits the infringement of religious beliefs. The public schools are not required to delete from the curriculum all materials that may offend any religious sensitivity. For instance, the study of art history would be incomplete without reference to the Sistine Chapel, and the study of architecture requires an examination of Renaissance cathedrals. Likewise, a comprehensive study of music includes an obligation to become familiar with choral music set to religious texts.

The chorales of J. S. Bach, the "Hallelujah Chorus" from George Frederic Handel's *Messiah*, spirituals, and Ernest Bloch's *Sacred Service* all have an important role in the development of a student's musical understanding and knowledge.

In order to ensure that any music class or program is comforting to the constitutional standards of religious neutrality necessary in public schools, the following questions raised in 1971 by Chief Justice Warren E. Burger in *Lemon v. Kurtzman* should be asked of each school-sanctioned observance, program, or institutional activity involving religious content, ceremony, or celebration:

1. **What is the purpose of the activity?** Is the purpose secular nature, that is, studying music of a particular composer's style or historical period?
2. **What is the primary effect of the activity?** Is it the celebration of religion? Does the activity either enhance or inhibit religion? Does it invite discussion of thought or family objections?
3. **Does the activity involve excessive entanglement with a religion or religious group, or between the schools and religious organizations?** Financial support can, in certain cases, be considered an entanglement.

The music educator's use of sacred music can withstand the test of these questions, it is probably not in violation of the First Amendment. Since music with a sacred text or of a religious origin (particularly choral music) constitutes such a substantial portion of music literature and has such an important place in the history of music, it should and does have an important place in music education.
Legal History

In the first court case that dealt specifically with music, Roger Florey, the father of a primary student, challenged the rules set up by the Sioux Falls, South Dakota, school board. The plaintiff, an avowed atheist, touched off a statewide furor in 1978 when he complained about the use of the hymn "Silent Night" in the school's Christmas program. He contended that the use of the song violated the doctrine of separation of church and state. At a hearing on the plaintiff's motion for an injunction in December 1978, the motion was denied. The plaintiff's request for declaratory and final injunctive relief was denied in February 1979. The case Florey v. Sioux Falls School District 49-52 was appealed to the Eighth U.S. Circuit Court of Appeals in St. Louis. This court, in April 1980, upheld the Sioux Falls school policy, allowing religious songs for educational purposes. The Appeals Court said the policy was not promulgated with religious purposes in mind.

In a more recent court case (1995), U.S. District Judge J. Thomas Greene dismissed a lawsuit (Bauchman v. West High School) filed by 15-year-old Rachel Bauchman over Christian songs performed by the choir at Salt Lake City's West High School. Ms. Bauchman claimed that the songs were sung prayers and therefore constituted a violation of the establishment clause. Rejecting this argument, the court said that music has a purpose in education beyond the mere words or notes in conveying a mood, teaching cultures and history, and broadening understanding of arts and that the selection of the music had a primarily secular purpose of teaching music appreciation.

Several other cases, most notably Brandon v. Board of Education of the Guildford Central School District, involving free exercise of religion, and Widmar v. Vincent, involving freedom of speech, suggest that in the court's opinion, college and university students have the maturity to understand the religiously neutral role that public schools must play in dealing with the subject of religion, where younger students may not. Therefore, college teachers may not be required to emphasize this neutrality so much. According to the Brandon decision, "Our nation's elementary and secondary schools play a unique role in transmitting basic and fundamental values to our youth. To an impressionable student, even an appearance of secular involvement in religious activities might indicate that the state has placed its imprimatur on a particular creed."

Teachers of young children have a special responsibility in treating this sensitive subject. Young students (and their parents) sometimes become confused and upset by what they view as contradictions to their religious teaching. It is important to communicate that music learning, not religious indoctrination, is the motivation in choosing repertoire. One way to reinforce this is to list the music concepts/skills associated with each song in a printed program.
Religiously Neutral Programs

With this volatile topic, music educators should exercise caution and good judgment in selecting sacred music for study and programming for public performances. During the planning phase of each program, the following questions should assist the teacher in determining if the program is, indeed, religiously neutral:

1. Is the music selected on the basis of its musical and educational value rather than its religious context?
2. Does the teaching of music with sacred texts focus on musical and artistic considerations?
3. Are the traditions of different people shared and respected?
4. Is the use of sacred music one of neutrality, neither promoting nor inhibiting religious views?
5. Are all local and school policies regarding religious holidays and the use of sacred music observed?
6. Is the use of sacred music and religious symbols or scenery avoided? Is performance in devotional settings avoided?
7. Is there sensitivity to the various religious beliefs represented by the students and parents?

Abraham Schwadron summarized the problems facing the music educator in the use of religious music in the public schools:

“Obviously, the key to an adequate solution rests ultimately with the sensitive and well-informed music educator. Of singular importance is the development of the attitude that participation in actual performance produces a better grasp of the aesthetic import of great music than mere listening or non-participation.

If it is possible to study Communism without indoctrination to examine the ills of contemporary society without promoting the seeds of revolution, then it must also be possible to study sacred music with performance-related activities without parochialistic attitudes and sectarian points of view.

This position statement is not to be construed as finite. It cannot hope to answer all specifics. It does give some guidelines to help the music educator. Like any issue with legal ramifications, the final answers often can only be found in a court of law. However, this issue involves more than just court cases. It calls for increased understanding and sensitivity on the part of students, teachers, principals, and the community.

It is hoped that with sensitivity to the issues raised, with careful understanding of legal aspects, and with consideration for personal feelings, educators will use the full range of music literature in an appropriate contextual setting. Notes

2. 619 F.2d 1311 (8th Cir. 1980).
Suggested Bibliography

Books


Position Statements


Periodicals


News Articles:

December dilemma: What should schools do about Christmas?

Inside the First Amendment

By Charles Haynes
First Amendment Center senior scholar
11. 16. 03

Somewhere it must be etched in stone that schools are required to have "holiday concerts" in December. As soon as Santa appears in the store windows, hand-wringing begins about how to "celebrate the season" at the school assembly.

Pity the poor choral directors. Since the December program is a traditional flash point for conflict in many communities, every year they have the unenviable task of selecting "seasonal music" that offends no one.

An increasingly popular option is to follow popular culture. Now that commercial interests have transformed Christmas into a generic, secular holiday, many educators seize on the nonreligious Christmas as the way out for school programs.

But celebrating the shopping-mall Christmas in school assemblies is a doomed strategy. Some parents may like it, but many Christians will be offended by the removal of Christ from Christmas. And many non-Christians will feel like outsiders in an auditorium bejeweled with Christmas trees while kids sing “Rudolph the Red-Nosed Reindeer.” Courts may view Rudolph and trees as secular, but try explaining that to people who don’t celebrate Christmas.

Reverting to what some religious parents fondly recall as the “good old days” won’t work, either. That’s when school auditoriums were transformed into local churches with Nativity pageants, sacred songs and candlelight processions. But the lawsuits and conflicts provoked by the “good old days” weren’t so good for schools—or for the nation. The devotional approach still goes on in some places, but by now all public schools should know that promoting religious holidays in schools is unjust and unconstitutional.

What are the beleaguered chorus director and principal to do? The short answer is to plan holiday programs that serve an educational purpose for all students—programs that make no students feel excluded or forcibly identified with a religion not their own.

Does this mean ignoring religion? Of course not. A concert in December without any sacred music makes little sense. Much of Western music has its origins in religious practice and belief. Surely traditional Christmas carols and other Christmas music by composers such as Bach and Handel should have a place in any good public school music curriculum.

Timing is part of the problem. A performance of Handel’s "Messiah" in September is likely to be accepted by students and parents as educational. But hold the same concert in December and a conflict is bound to erupt.
The solution is for the school to plan programs in December that include sacred music, but aren’t dominated by it. Let the performers (and the audience) know that the choral selections were made for aesthetic and educational reasons, not to promote religion. And make sure that a variety of traditions and cultures are represented— not just in December, but throughout the school year.

Before planning December holiday concerts or other activities in a public school, choral directors and administrators should ask themselves three simple questions:

1. Do we have a clear educational purpose? Under the First Amendment, learning about religious holidays is an appropriate educational goal—celebrating or observing religious holidays is not.
2. Will any student or parent be made to feel like an outsider by the concert or activity? Most parents and students are fine with learning about religious traditions—as long as the school’s approach is academic, not devotional. It is never appropriate for public schools to proselytize.
3. Is our overall curriculum balanced and fair? December shouldn’t be the only time sacred music pops up in the curriculum. Students should learn about religious music from various traditions at other times of the year.

Music educators understand what constitutes a good music education. But they also need to act on what is constitutional, sensitive and fair for all students and parents. When that happens, December will be a dilemma no more.

Related

Religious holidays

Analysis/Commentary summary page

View the latest analysis and commentary throughout the First Amendment Center Online.
Technology
Katy ISD Technology Tips for Elementary Music

CHARMS Office Assistant
If requested, one license is given per elementary campus for this online organizational tool. If you need assistance in receiving a User Name and Password, please contact Cynthia Tabor at CynthiaKTabor@katyisd.org. The CHARMS website is: www.charmsoffice.com

SHARED FOLDERS
District Music Files are under review for easy access in Office 365 or possible Katynet access.

Google Form available to compile Musical Inventory in the district, use the following link: https://docs.google.com/spreadsheets/d/11e4yF7AwEtWBEs3GGldMhiSajJOfIFkUkg_3bJq9gE/edit?usp=sharing

We also have some documents available on the K Drive in the following location:
K:\Groups\Fine Arts\Elementary Music

FORETHOUGHT
Curriculum unit templates and objectives; housed for lesson building. Located within Eduphoria through Katynet.

Software in Katy ISD- Approved for Elementary Music
Every music teacher’s computer should have the programs below for their music needs. In order to check what has been approved at the district level, access the District Approved Software list at: (katynet, select ‘Technology’ tab at the top toolbar, click on District Software List on the left side of the menu bar.) A brief overview is below:

- Audacity (Editing Version) Charms
- Finale (Music Teacher’s computer) Finale
- Notepad (lab download) Interactive NOW
- CD’s
- Interactive NOW Vol. 1-4 Smart Board
- Music Ace II (1 lab + Music Teacher’s computer) Master
- Trax Pro (Music Teacher’s computer)
- Sightreadingfactory.com
- Itunes
- Sibelius Scorch Plug in

Apple iPad
Also included in our current “Tech Standards’ are tablets. Katy ISD brought in Apple representatives to target solutions for our needed textbook song downloads. At this time, every music teacher K-5 may download iTunes.
Travel Guidelines
Student Travel

Obtain permission for trips on your campus through your campus principal. Please allow time at the beginning of the year to discuss school trips for your group. Some preparations take months to get in place and should be started in enough time for the proper paperwork to be completed. Special note: all communication going home regarding trips must meet prior approval of the campus principal BEFORE going home with the students.

Complete - “Request for Student Trip” (at least 1 month in advance)
- Obtain permission for the trip
- Once approved, complete the “Field Trip Permission” to send home and get appropriate signatures.
- Elementary field trips - “All field trips must take place within a 75 miles radius of the District. (Board Policy FMG-Regulations)
- All Out-of-District Trips must be sent to the Fine Arts Department for approval (Attach Your Itinerary).

“Request for Student Transportation” (at least 2-3 weeks in advance)
A request for transportation must be completed through the campus office in the T.O.M. system.

Katy ISD policy states that all students must ride to/from school activities/events on Katy ISD provided transportation.

Times—Katy ISD buses only come from 8:30 am with a return of no later than 2:00 pm in order to run their usual routes.

IMPORTANT—make sure the number of students and adults is accurate and not just combined in on total. (Note: 83 passenger bus for elementary is 3 to a seat)

Students Return Trip and Extenuating Circumstance Travel Forms
- Students may, on occasion, return from a school sponsored trip with a parent. In this case, written document must be secured in advance from the parent/guardian.
- Release to Parents:
  Use the district form: “Request for Post-Activity Student Release”
- For extenuating circumstances where a student has a conflict between two school-sponsored activities occurring on the same day, the parent may submit a written request to obtain alternate transportation from the first activity to the second activity.
- Permission form needed for the approval of alternate travel: “Permission for Student/Parent-Provided Transportation”
School-approved Vehicles
A District owned school bus, or District approved chartered carrier may be used for the transport of students for school business or school activity travel. A contracted passenger vehicle may be used if driven by a Katy ISD employee.

A. Teacher’s vehicles – at no time shall a teacher transport a student in their personal vehicle

B. Vans – the District prohibits the use, rental, lease, loan, or purchase of vans designed to carry ten (10) to eighteen (18) passengers (referred to as “commuter” vans).

C. Parent Pick-Up
   • Upon extenuating circumstances, a student may be released to a parent or legal guardian with a signed permission slip at the CONCLUSION of the activity.
   • The signed permission slip must be obtained with prior approval for the student going home with the school principal. (We do not have a district permission slip for the release of students. Include: student name, date, event/time of release, parent information, signature of parent and principal.) Teachers: keep an accurate record of who has ‘signed out’ at these events.

Safety
When your student group is traveling by school bus, the following safety precautions should be observed:

For trips exceeding the 75 mile radius, a school administrator will accompany the group.

1. All students should board and depart bus using only the front access door. Do not allow any students to use the back/side emergency exit door for general access. These doors are for emergency use only, and are not equipped with a step entry to allow for a safe entry/exit.
2. Rear/side emergency doors may be used to load large equipment/instruments, which must be transported inside the bus. Adult supervision should be present at all times to insure safety of students and instruments while loading and unloading.
3. Assign adult chaperones to supervise students in compliance with all district bus rules.
4. Please check around the bus for items, which may have inadvertently been “dropped” or “knocked” under the bus or in the line of movement for the bus.
5. Take a first aid kit and all medications along with each student’s permission form/health record in a central location. (Note: for long trips, it is advised to take a nurse along with your group.)
6. Contact numbers – take multiple contact numbers for student emergencies; these are listed on the copy of the student enrollment card.
7. Parents NOT assigned to Chaperone – MUST travel in their own vehicles behind the bus if attending the event.
8. Please inform your students/parents/chaperones of these safety issues.

Katy ISD Medical Forms and Procedures
Every teacher must receive annual training from their campus nurse PRIOR to administering medication on student trips. (The nurse will have you sign the appropriate completion form.)

A. Discuss- Forms needed from the students. How to keep the form and medication.
B. Review- Safety Kits- what teachers can or cannot contain and distribute.
C. Keep accurate records on the Medication Administration Master Schedule
D. Take Medication Incident Report with you.
MEDICATION ADMINISTRATION BY SCHOOL PERSONNEL FOR OFF-CAMPUS ACTIVITIES

In order to protect the health and safety of the students in Katy ISD, the following medication administration guidelines are to be followed when a student needs to receive medication beyond the normal school day or on overnight trips. School district personnel will be trained to administer the medication to students. The forms listed below should be used depending on the student’s medical need:

1. **Parent/Physician Authorization for Self-Administration of Asthma or Anaphylaxis Medication by a Student**

2. **Parent Authorization for Independent Treatment and Monitoring of Diabetes**

These forms can be used for students with asthma, anaphylaxis, and diabetes who can self-administer. When applicable, these forms must be signed by a parent/guardian and physician and are kept for the school year. A copy will be kept with the campus nurse and activity sponsor.

3. **Administrative Regulation for Administration of Medication at School for more than 15 days**

This form is to be used when medication is necessary to be given during an off-campus activity for the entire school year. This form must be signed by parent/guardian and physician. This medication should be brought to the activity sponsor.

4. **Student Medication Administration during Off-Campus Activities**

This form is used for medication that is to be administered during one off-campus activity or trip. This form can be signed by the parent/guardian and expires at the end of the designated activity/trip. A new form must be filled out for any other activity/trip.

Katy ISD Administrative Regulations must be strictly followed any time medicine is administered to a student. All medication and appropriate required forms must be turned into the activity sponsor prior to the school related activity or trip.

In the event no medication is provided and the student requires medical attention, the parent will be notified and the student will be taken to a medical facility for treatment.

5. **Consent to Emergency Treatment of Student** - forms should be completed for any activity outside of Katy ISD boundaries.

**Employee Travel**

**Process**

Discuss with the campus principal prior to registering for TMEA or an out-of-district convention/workshop permission for an absence, possible funding through the campus or PTA/PTO funds. Each campus handles this situation differently and will advise music teachers on their approvals and processes.

**Professional Development**

When attending any professional growth convention, workshop, or conference always obtain proof of attendance and secure proof of sessions attended. (At TMEA there is a form to collect for recording purposes.)

You will need these documents to submit hours to the designated out-of-district staff development coordinator.
Grading Policy
K-5 Art, Music, Physical Education

The scholastic grading scale is:

E = Excellent (100 – 90) indicates outstanding and exceptional achievement.
(1) Consistently demonstrates active participation in class activities.
(2) Masters skills being taught.
(3) Masters concepts and knowledge related to skills taught.

S = Satisfactory (89 – 75) indicates normal and average achievement; applies to majority of students.
(1) Participates in class activities while maintaining a positive attitude.
(2) Attempts to master skills being taught.
(3) Attempts to master concepts and knowledge related to skills taught.

N = Needs improvement (74 – 70) indicates passing but needs improvement. Student is capable of better work.

U = Unsatisfactory (69 and below) indicates unacceptable and below average achievement in one or more of the following statements.
(1) Makes little or no attempt to participate in class activities.
(2) Makes little or no attempt to master skills or concepts taught.
(3) Exhibits poor attitude.

The conduct grading scale is:

(1) Desirable citizenship development and work habits are vital and important to achievement in class. The grading symbols and components of the conduct grade are:

S = Satisfactory

N = Needs improvement indicates student is capable of doing better in one or more of the areas listed under Satisfactory.

U = Unacceptable

Physical Education, Art, Music: Progress Report
When it appears that a student is earning a grade below 75 and/or an “N” or “U”, the parent must be notified in writing using the Progress Report form. This action must take place at the end of the third-week of the six-week grading period or AT ANY TIME THEREAFTER IF THE GRADE DROPS. Always keep a copy of the Progress Report in your file. Progress Report forms are available in katynet. Select ‘on-line forms’, then select ‘Report of Student Progress’; scroll down for the ‘Citizenship and Work Habits in Art, Music and/or PE’.

Music-
Vocal/Melodic Skills- singing ability/accuracy of pitch;
Beat/Rhythmic Skills- demonstrates steady beat; performs/identifies rhythmic patterns;
Physical Movement-
Locomotor and non-locomotor bodily kinesethic skills;
Composition/Improvisation- creates melodic and/or rhythmic phrase, motive or answer;
Instrumental Skills- technique and proper use of music instrument(s)
## Music Participation/Performance Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>E-Excellent (100-90)</th>
<th>S-Satisfactory (89-75)</th>
<th>N-Needs Improvement (74-70)</th>
<th>U- Unsatisfactory (69 and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Consistently participates enthusiastically;</td>
<td>Frequently participates enthusiastically; Makes good effort</td>
<td>Occasionally participates enthusiastically; Makes minimal effort</td>
<td>Often refuses to participate; Makes little or no effort</td>
</tr>
<tr>
<td><strong>Vocal/Melodic Skills</strong></td>
<td>Consistently sings on correct pitch; Outstanding effort</td>
<td>Frequently sings on correct pitch; Makes good effort</td>
<td>Occasionally sings; needs help demonstrating difference between singing on pitch and talking voice; Makes minimal effort</td>
<td>Often refuses to sing; has not developed singing voice; Makes little or no effort</td>
</tr>
<tr>
<td><strong>Beat/Rhythmic Skills</strong></td>
<td>Consistently keeps a steady beat; high level of identification and/or achievement with various rhythmic patterns; Outstanding effort</td>
<td>Frequently keeps steady beat; demonstrates rhythmic pattern identification and/or performs accurately a majority of the time; Makes good effort</td>
<td>Occasionally able to keep a steady beat; seldom distinguishes and/or performs rhythmic patterns; Makes minimal effort</td>
<td>Often unable to keep a steady beat; unable to distinguish and/or perform rhythmic patterns; Makes little or no effort</td>
</tr>
<tr>
<td><strong>Physical Movement</strong></td>
<td>Consistently demonstrates maximum level of appropriate movements with music activity; Outstanding effort</td>
<td>Frequently demonstrates moderate level of appropriate movements with music activity; Makes good effort</td>
<td>Occasionally demonstrates appropriate movements with music activity; Makes minimal effort</td>
<td>Often unable to demonstrate appropriate movements with music activity; Makes little or no effort</td>
</tr>
<tr>
<td><strong>Composition/Improvisation</strong></td>
<td>Consistently creates an original melodic or rhythmic phrase or answer; Outstanding effort</td>
<td>Frequently creates an original melodic or rhythmic phrase or answer; Makes good effort</td>
<td>Occasionally can create an original melodic or rhythmic phrase or answer; Makes minimal effort</td>
<td>Often unable to create original melodic or rhythmic phrase or answer; Makes little or no effort</td>
</tr>
<tr>
<td><strong>Instrumental Skills</strong></td>
<td>Consistently applies appropriate technique and skill; Outstanding effort</td>
<td>Frequently demonstrates appropriate technique and skill. Makes good effort</td>
<td>Occasionally demonstrates appropriate technique; performance limited at an introductory level; Makes minimal effort</td>
<td>Often unable to demonstrate appropriate technique; unable to perform skill; Makes little or no effort</td>
</tr>
</tbody>
</table>

### Work Habits and Citizenship in Art, Music and Physical Education

- Listens and follows directions
- Stays on task/Uses time wisely
- Participates/plays safely
- Uses equipment/supplies appropriately
- Brings required materials to class
- Talks appropriately and with permission
- Refrains from disruptive and foul language
- Keeps hands and feet to self
- Respects teachers/aide and peers
## District Performance Expectations

<table>
<thead>
<tr>
<th>District Expected</th>
<th>Performance Example</th>
<th>Time of Year</th>
</tr>
</thead>
</table>
| **Campus Grade Level Programs**   | All students from one specific grade level work on musical selections to perform for students and parents.  
(Examples include but are not limited to themed repertoire selections, musicals, folk songs & songs extending from core curriculum.) | Minimum Suggestion: One Grade Level in the first semester.  
One Grade level in the second semester. |
| **Campus Choir or Ensemble Performances** | Campus Choir or Instrumental Ensemble – performs a set repertoire for students and parents on campus. | Minimum Suggestion: Once in the first semester and once in the second semester. |

### Additional Grade Level Performances - (Greater than the Minimum Suggestion)
A school may schedule more than the minimum standard according to campus staffing and/or community expectations. Schools who choose not to participate in District Recommended Performance activities (example, 'Katy ISD Elementary Choral Workshop' or go on an outreach choir/ensemble performance trip) will want to consider additional grade level performances.

<table>
<thead>
<tr>
<th>District Recommended</th>
<th>Performance Example</th>
<th>Time of Year</th>
</tr>
</thead>
</table>
| **Katy ISD Elementary Choral Workshop**   | Special Auditioned & Selected Students by the campus music teacher. Students rehearse with the campus music teacher, PLC members and in a district-wide event. | Once a year- Saturday event.  
Students are chosen in the first semester.  
Performance after the workshop on Saturday at the end of the second semester. |
| **Campus Choir or Ensemble Program: Local Katy, Texas Field Trip** | Campus choir or ensemble group performs for local community.  
(For example, local business, medical facility, district feeder school, partner school, etc.) | Once at mid-year and/or end-of-year. |

### Teacher-Optional Selections

<table>
<thead>
<tr>
<th>Performance Example</th>
<th>Time of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Performance: Campus appreciation banquet, luncheon</strong></td>
<td>As needed per event</td>
</tr>
<tr>
<td><strong>Campus Choir or Ensemble: Culminating Spring Trip</strong></td>
<td>As schedule allows- semester activity; once a year.</td>
</tr>
</tbody>
</table>

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Extracurricular Participation
An extracurricular activity may not necessarily be directly related to instruction and comprehension of the essential knowledge and skills, but may be indirectly related to various areas of the curriculum. Extracurricular activities may include, but are not limited to: public performances, contests, demonstrations, displays, and club activities.

Any activity is subject to this policy if any ONE of the following criteria applies:
1. The activity is competitive.
2. The activity is held in conjunction with another activity that is considered extracurricular.
3. The activity is held OFF CAMPUS, except in a case which adequate facilities do not exist on campus.
4. The general public is invited.
5. An admission is charged.

OVERVIEW

Student Eligibility

1. Eligibility for participation is defined in the Texas Education Code, Section 33.081
2. Referred to as “No Pass, No Play”
3. Student must maintain a passing grade in ALL classes to perform, compete, participate in any activity designated as ‘extracurricular’

Reporting Periods

The guidelines for checking progress are very specific for semester needs. It will require additional progress checks for students involved in No Pass No Play activities now that we have moved to 4 grading periods in elementary. The attached calendar includes the dates on which a progress check must be made as well as the dates on which a student gains or loses eligibility, if applicable. Notice that No Pass No Play participation is not impacted by the mid-grading period progress report dates.
2018 – 2019 TEA / UIL ACADEMIC ELIGIBILITY CALENDAR

This document is intended to bring clarity to the academic eligibility calendar for UIL participants. Specifically be aware of the following issues:

- Grace periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Students may only lose eligibility at the six weeks grading period (not at three weeks progress report time).
- Students may regain eligibility at both the three weeks progress report and at the six weeks grade report.
- All students are academically eligible during holidays of a full calendar week or more.

KATY INDEPENDENT SCHOOL DISTRICT
2018 – 2019 TEA / UIL ACADEMIC ELIGIBILITY CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>Evaluate All Students (6 weeks grade check)</td>
</tr>
<tr>
<td>9/28</td>
<td>Students gain/lose eligibility (2:35 pm)</td>
</tr>
<tr>
<td>10/12</td>
<td>Re-evaluate failing students (3 weeks progress report)</td>
</tr>
<tr>
<td>10/19</td>
<td>Students may regain eligibility (upon conclusion of early release day)</td>
</tr>
</tbody>
</table>

- **Friday 11/02** Evaluate All Students (6 weeks grade check)
- **Friday 11/09** Students gain/lose eligibility (2:35 pm)
  - **THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE**
- **Friday 11/30** Re-evaluate failing students (3 weeks progress report)
- **Friday 12/07** Students may regain eligibility (2:35 pm)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/21</td>
<td>Evaluate All Students (6 weeks grade check)</td>
</tr>
</tbody>
</table>

- **Friday 12/15** Evaluate All Students (6 weeks grade check)
- **Tuesday 1/15** Students gain/lose eligibility (2:35 pm)
- **Monday 1/28** Re-evaluate failing students (3 weeks progress report)
- **Monday 2/04** Students may regain eligibility (2:35 pm)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/15</td>
<td>Evaluate All Students (6 weeks grade check)</td>
</tr>
<tr>
<td>2/22</td>
<td>Students gain/lose eligibility (2:35 pm)</td>
</tr>
<tr>
<td>3/08</td>
<td>Re-evaluate failing students (3 weeks progress report)</td>
</tr>
</tbody>
</table>
  - **SPRING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE**
| 3/25   | Students may regain eligibility (2:35 pm) |

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/05</td>
<td>Evaluate All Students (6 weeks grade check)</td>
</tr>
<tr>
<td>4/12</td>
<td>Students gain/lose eligibility (2:35 pm)</td>
</tr>
<tr>
<td>4/26</td>
<td>Re-evaluate failing students (3 weeks progress report)</td>
</tr>
<tr>
<td>5/03</td>
<td>Students may regain eligibility (2:35 pm)</td>
</tr>
</tbody>
</table>

Please note:
- Upon return following Thanksgiving, Winter and Spring Breaks, ineligible students return to their previous ineligible status through the next grade evaluation and grace period.
- All students are eligible through the Summer.
- Total credits earned determine the first 2018-2019 six week eligibility for students in Gr 10-12.
- Promotion status determines the first 2018-2019 six week eligibility for students in Gr 7-9.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/17/18</td>
<td>Evaluate all students</td>
<td>District required Progress Reports GP1</td>
</tr>
<tr>
<td>08/24/18</td>
<td>Evaluate NPNP students</td>
<td>NPNP required 6 week grade check, grades</td>
</tr>
<tr>
<td>08/31/18</td>
<td>Students gain/lose eligibility after grace/waiting period</td>
<td>End of school day</td>
</tr>
<tr>
<td>09/07/18</td>
<td>Evaluate all students</td>
<td>End of grading period 1</td>
</tr>
<tr>
<td>09/14/18</td>
<td>Students gain/lose eligibility after grace/waiting period</td>
<td>Upon conclusion of early release day</td>
</tr>
<tr>
<td>09/21/18</td>
<td>Evaluate failing NPNP students</td>
<td>NPNP required 3 week check, grades through</td>
</tr>
<tr>
<td>09/28/18</td>
<td>Students may regain eligibility after waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
</tbody>
</table>

THANKSGIVING BREAK - All Students are Eligible

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/19/18</td>
<td>Evaluate all students</td>
<td>District required Progress Reports GP2</td>
</tr>
<tr>
<td>11/26/18</td>
<td>Evaluate failing NPNP students</td>
<td>NPNP 6 week grade check, grades through 11</td>
</tr>
<tr>
<td>12/03/18</td>
<td>Students may regain eligibility after waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
<tr>
<td>12/10/18</td>
<td>Evaluate all students</td>
<td>End of grading period 2</td>
</tr>
</tbody>
</table>

HOLIDAY BREAK... All Students are Eligible

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>01/01/19</td>
<td>Students gain/lose eligibility after grace/waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
<tr>
<td>01/08/19</td>
<td>Evaluate failing NPNP students</td>
<td>Required 3 week check, grades through 1/28</td>
</tr>
<tr>
<td>01/15/19</td>
<td>Students may regain eligibility after waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
<tr>
<td>01/22/19</td>
<td>Evaluate all students</td>
<td>District required Progress Reports GP3</td>
</tr>
<tr>
<td>01/29/19</td>
<td>Evaluate failing NPNP students</td>
<td>Required 6 week grade check, grades through</td>
</tr>
<tr>
<td>02/05/19</td>
<td>Students may regain eligibility after waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
<tr>
<td>02/12/19</td>
<td>Evaluate all students</td>
<td>End of grading period 3</td>
</tr>
</tbody>
</table>

SPRING BREAK... All Students are Eligible

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/01/19</td>
<td>Students gain/lose eligibility after grace/waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
<tr>
<td>03/08/19</td>
<td>Evaluate failing NPNP students</td>
<td>Required 3 week check, grades through 3/5</td>
</tr>
<tr>
<td>03/15/19</td>
<td>Students may regain eligibility after waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
<tr>
<td>03/22/19</td>
<td>Evaluate all students</td>
<td>District required Progress Reports GP4</td>
</tr>
<tr>
<td>03/29/19</td>
<td>Evaluate failing NPNP students</td>
<td>Required 6 week grade check, grades through</td>
</tr>
<tr>
<td>04/05/19</td>
<td>Students may regain eligibility after waiting period</td>
<td>Upon conclusion of school day</td>
</tr>
<tr>
<td>04/12/19</td>
<td>Evaluate all students</td>
<td>End of grading period 4</td>
</tr>
</tbody>
</table>

Excerpts from the TEA/UIL Slide by Slide, pages 3-4 of 2018-2019 Edition, Regarding Academic Requirements for NPNP

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning grades nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. [NOTE: In KISD, only certain Board approved high school credit courses are exempt from NPNP. No course taught at an elementary or junior high campus, regardless of level, are exempt from NPNP.]
- All schools must check grades for all participants at the end of the first six weeks of the school year.
- From that point, [after the first six-weeks] grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period.
- Students lose eligibility for a three school week period.
- After the first six weeks of the school year, academically ineligible students in a nine week grading period have two opportunities to regain eligibility, one at the end of the first three school weeks (of the grading period) and one at the end of the first six school weeks (of the grading period.)
- 3 school weeks = 15 class days; 1 of the 3 weeks may consist of 3-4 class days
Directory
## Assistant Superintendents for Leadership and Support

<table>
<thead>
<tr>
<th>Mayde Creek HS - MCHS - 005</th>
<th>Katy HS - KHS - 001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paetow HS - PHS - 013</td>
<td>Cinco Ranch HS - CRHS - 007</td>
</tr>
<tr>
<td>Seven Lakes HS - SLHS - 010</td>
<td>Morton Ranch HS - MRHS - 009</td>
</tr>
<tr>
<td>Tompkins HS - OTHS - 012</td>
<td>Taylor HS - THS - 002</td>
</tr>
<tr>
<td>Robert R. Shaw Center - RSC</td>
<td>Opportunity Awareness Center - OAC - 003</td>
</tr>
<tr>
<td>Miller Career Technology Center MCTC - 004</td>
<td>Raines HS - RHS - 011</td>
</tr>
<tr>
<td>Beckendorff JH - BDJH - 050</td>
<td>Beck JH - BJH - 046</td>
</tr>
<tr>
<td>Cardiff JH - CJH - 051 (HH)</td>
<td>Cinco Ranch JH - CRJH - 048</td>
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## Dr. Vonda Washington - Elementary

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<tr>
<th>Alexander - RAE - 117 (PK-E)</th>
<th>Bryant - BES - 142</th>
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<td>Bear Creek - BCE - 106 (T1) (B) (PK-E,Sp)</td>
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</table>
George Scott, Member
Position #1
P.O. Box 159
Katy, TX 77492-0159
281-396-2306
georgescott@katyisd.org

Bill Lacy, Vice President
Position #5
P.O. Box 159
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billlacy@katyisd.org

Rebecca Fox, Member
Position #2
P.O. Box 159
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Susan Gesoff, Member
Position #6
P.O. Box 159
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Ashley Vann, Secretary
Position #3
P.O. Box 159
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Dawn Champagne, Member
Position #7
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dawnchampagne@katyisd.org

Courtney Doyle, President
Position #4
P.O. Box 159
Katy, TX 77492-0159
281-396-2306
courtneydoyle@katyisd.org
<table>
<thead>
<tr>
<th>Campus/Principal</th>
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<tr>
<td>Alexander Elementary 237-7100 (Dr. Charmaine Hobin)</td>
<td>Jonathan Langan</td>
<td>Mayde Creek Elementary 237-3950 (Felicia Sheedy)</td>
<td>Rhea Marsh</td>
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<td>Memorial Parkway Elementary 237-5850 (Dr. Doreen Martinez)</td>
<td>Katrinia Parco</td>
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| Cinco Ranch High School CRHS - 007 | Ray Jones (H) 237-5046  
Daniel Rivera 237-5202  
Rory Davis 237-4646 | Dorothy Wilson (H) 237-5204  
Melanie Piche 237-5203 | Brett Nelsen (H) 237-5206  
Oscar Vera 237-2476 |
| Katy High School KHS - 001 | Terence Gorton (H) 237-1834  
Dale Fremin 237-1882  
Brannon Baker | Brian Miller (H) 237-1800  
Katy Cuddihe 237-1807 | Ellen Lawrence (H) 237-1754 |
| Mayde Creek High School MCHS - 005 | James Dolnik (H) 237-3596  
Molly Casillas 237-3853 | Ruben Alcala (H) 237-3594  
Jessica Shine | Michael Chandler (H) 237-3512 |
| Morton Ranch High School MRHS - 009 | Kyle Coleman (H) 237-7908  
Tom Barlow 237-7929  
Alexander Hedden 237-7855 | David Van Wyk (H) 237-7791  
Justin Bair 237-5232 | Gabe Katz (H) 237-2535  
Aimee Cho 237-7844 |
| Paetow High School PHS - 013 | Greg Redner 237-7929  
Kevin Thompson 237-7885  
John Liner 234-5106 | Klint Jordan 237-2846 | Sarah Lopes (H) 234-4997 |
| Seven Lakes High School SLHS -010 | John Mays (H) 237-2848  
Jonathan Yoo 237-9022  
James Vinson 23-2862 | Emily Chandler (H) 237-2857  
Travis Jones 237-2846 | Desiree Overree (H) 237-2923  
Sean Carlton 237-9133 |
| Taylor High School THS – 002 | Michael Ary (H) 237-9268  
Jon Cabot 237-9267  
Eric Weingartner 237-9266 | Kevin Riehle (H)237-9264  
Jo Beth Waseck 237-9265 | Clint Capshaw (H) 237-3652  
Tiffany Webb 237-0093 |
| Tompkins High School OTHS - 012 | Stephen Bond (H) 234-1071  
Dave Singlety 234-1077  
Joseph Cherwink 234-1078 | Christin Reinartz (H) 234-1075  
Austin Hart 234-1129 | Matthew Porter (H) 234-1074  
Sundas Mohi 234-1117 |
| Beck Junior High BJH - 046 | Brenden Steber 237-3335  
Pam Smith 237-3414 | Mark Palombo (H) 237-3408  
Kody Pisney 237-9265 | Barb Nelsen 237-3407 |
| Beckendorff Junior High BDJH - 050 | Susan Steber 237-9476  
Darlene Blose 237-4634  
Randallyn Holdford 237-1273 | Elizabeth Tait 237-9474  
Bonnie Hulse 237-9474 | Karel Butz (H) 237-9486  
Anna Clement 237-1259 |
| Cardiff Junior High CJH - 051 | Daniel Zavala 234-0710  
Dan Brodt 234-0711 | Charnelle Pendarvis-Romeo 234-0698 | Marcia Sadberry 234-0699 |
| Cinco Ranch Junior High CRJH - 048 | Rachelle Isaacson 237-7364  
Lisa James 237-4646 | Judy Bou Kheir (H) 237-4627  
Susie Low 237-9248 | Catherine Urban 237-4626 |
| Katy Junior High KJH - 041 | Richard Maher 237-8214  
Cindy Gorton 237-8215 | Bobby Miles (H) 237-8286  
Kerianne Wright 237-6843 | Ed Ellsworth 237-8235 |
| Mayde Creek Junior High MCJH- 043 | Jeff Eldridge 237-4959  
Kris McKee 237-4960 | Leigh Schmidt 237-4956 | Matt Tavilson 237-4957 |
| McDonald Junior High MDJH - 045 | Joe Young 237-4261  
Jeffrey Tipps 237-4212 | Ariel Ortega 237-4238 | Emory Daniel 237-4217 |
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<td>Rachel Knight 237-8046</td>
<td>Steve Kalke 237-8047</td>
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<td>David Lorine 237-5943</td>
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<td>Jeff Van Hal (H) 237-7481</td>
<td>Zach Miller 234-2228</td>
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<td>Luke Zamprelli 237-7489</td>
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<td>Shelley Bailey 234-2260</td>
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<td>Sara Proodian 237-9265</td>
<td>Emily Hornbake 234-2228</td>
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<td><strong>Mischa Brinkmeyer 237-8210</strong></td>
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7/11/2018
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<td>Katy Tagliabue (H) 237-1712</td>
<td>Beckendorff JH - 050</td>
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<td>Charles Woods 237-1936</td>
<td>Dr. Ethan Crowell 237-8800</td>
<td>Austin Oliver 237-9453</td>
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<td>Morgan Gardiner (H) 237-3803</td>
<td>Cardiff JH - 051</td>
<td>Nicole Kapalski 234-0649</td>
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<td>Ronnie Edwards - 237-3000</td>
<td>Tammy Reed 237-3533</td>
<td>Scott Rounds - 234-0600</td>
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<td>Morton Ranch HS</td>
<td>BK Goodman (H) 237-7904</td>
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<td>Sara Nowina 237-7399</td>
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<td>Mindy Dickerson - 234-4900</td>
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<td>Dr. Jacob LeBlanc -237-6800</td>
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<td>Seven Lakes HS</td>
<td>Chocs Landgrebe (H) 237-2893</td>
<td>Mayde Creek JH- 043</td>
<td>Janae Wineland 237-3917</td>
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<td>Kerri Finnesand -237-2800</td>
<td>Joshua Heerssen 237-9507</td>
<td>Dr. David Paz - 237-3900</td>
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<td>Taylor HS</td>
<td>Sara Blumber (H) 237-3663</td>
<td>McDonald JH - 045</td>
<td>Brigitte Becker 237-4208</td>
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<tr>
<td>Christopher Morgan -237-3100</td>
<td>(T) Kelley Hughes 237-3803</td>
<td>Dr. K. Cummings -237-5300</td>
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<td>Tompkins HS</td>
<td>Maggie Rodriguez (H) 234-1076</td>
<td>McMeans JH - 047</td>
<td>Carolyn Lacy 237-8119</td>
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<td>Mark Grisdale - 234-1000</td>
<td>Mark McManus 234-1246</td>
<td>Steve Guzzetta 237-8000</td>
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<td>Memorial Parkway JH - 044</td>
<td>Rachel Hoffman 237-5919</td>
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<td>Dr. Emily Craig -237-5800</td>
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<td>Morton Ranch JH - 049</td>
<td>Andrew Midkiff 237-7437</td>
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<td>Dr. Sanee Bell -237-7400</td>
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<td>Seven Lakes JH - 053</td>
<td>Katy Wood (H) 234-2146</td>
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<td>Kristin Harper -234-2100</td>
<td>Rachel Drewes 234-8191</td>
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<td>Stockdick JH - 055</td>
<td>Mason Patterson 234-2842</td>
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<td>Tays JH - 054</td>
<td>Tina Holt (H) 234-2454</td>
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<td>Dr. Kris Mitzner - 234-2400</td>
<td>(T) Heather Villano 234-2428</td>
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<td>Taylor Fono</td>
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<td>West Memorial JH - 042</td>
<td>Erin Eder</td>
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<td>Gina Cobb -237-6400</td>
<td>Denise Moreno (H) 234-0899</td>
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<td>(T) Kelly Bumett 234-0838</td>
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Katy Independent School District
2018-2019 Elementary Feeder Patterns

Wolf Elementary
- 43 - Mayde Creek Junior High
- 44 - Memorial Parkway Junior High
- 51 - Cardiff Junior High

Katy Elementary
- 41 - Katy Junior High
- 52 - WoodCreek Junior High

West Memorial Elementary
- 42 - West Memorial Junior High

Memorial Parkway Elementary
- 44 - Memorial Parkway Junior High

Hutsell Elementary
- 41 - Katy Junior High

Bear Creek Elementary
- 51 - Cardiff Junior High

Cimarron Elementary
- 42 - West Memorial Junior High

Winborn Elementary
- 49 - Morton Ranch Junior High
- 55 - Stockdick Junior High

Nottingham Country Elementary
- 42 - West Memorial Junior High
- 44 - Memorial Parkway Junior High

Sundown Elementary
- 49 - Morton Ranch Junior High

Maybe Creek Elementary
- 43 - Mayde Creek Junior High

Pattison Elementary
- 47 - McMeans Junior High

Golbow Elementary
- 45 - McDonald Junior High

Fielder Elementary
- 48 - Cinco Ranch Junior High

Hayes Elementary
- 44 - Memorial Parkway Junior High
- 47 - McMeans Junior High

McRoberts Elementary
- 45 - McDonald Junior High
- 51 - Cardiff Junior High

Alexander Elementary
- 50 - Beckendorff Junior High

Williams Elementary
- 46 - Beck Junior High

Creech Elementary
- 46 - Beck Junior High

King Elementary
- 41 - Katy Junior High
- 55 - Stockdick Junior High

Schmalz Elementary
- 43 - Mayde Creek Junior High
- 51 - Cardiff Junior High

Kilpatrick Elementary
- 50 - Beckendorff Junior High
- 54 - Tays Junior High

Rylander Elementary
- 48 - Cinco Ranch Junior High
- 52 - WoodCreek Junior High

Exley Elementary
- 46 - Beck Junior High
- 47 - McMeans Junior High

Rhoads Elementary
- 43 - Mayde Creek Junior High
- 51 - Cardiff Junior High

Franz Elementary
- 45 - McDonald Junior High
- 49 - Morton Ranch Junior High

Griffin Elementary
- 48 - Cinco Ranch Junior High
- 50 - Beckendorff Junior High

Stephens Elementary
- 43 - Mayde Creek Junior High
- 45 - McDonald Junior High
- 49 - Morton Ranch Junior High

WoodCreek Elementary
- 52 - WoodCreek Junior High
- 54 - Tays Junior High

Morton Ranch Elementary
- 45 - McDonald Junior High
- 49 - Morton Ranch Junior High
Holland Elementary
- 50 - Beckendorff Junior High

Stanley Elementary
- 53 - Seven Lakes Junior High

Wilson Elementary
- 53 - Seven Lakes Junior High
- 54 - Tays Junior High

Wolman Elementary
- 52 - WoodCreek Junior High

Shafer Elementary
- 53 - Seven Lakes Junior High
- 54 - Tays Junior High

Davidson Elementary
- 52 - WoodCreek Junior High
- 54 - Tays Junior High

Randolph Elementary
- 53 - Seven Lakes Junior High

Jenks Elementary
- 52 - WoodCreek Junior High
- 54 - Tays Junior High

Bethke Elementary
- 41 - Katy Junior High
- 55 - Stockdick Junior High

Bryant Elementary
- 41 - Katy Junior High
- 52 - WoodCreek Junior High

Campbell Elementary
- 52 - WoodCreek Junior High
- 53 - Seven Lakes Junior High
Katy Independent School District
2018-2019 Junior High Feeder Patterns

**Katy Junior High**
- 102 - Katy Elementary
- 105 - Huttsell Elementary
- 120 - King Elementary
- 141 - Bethke Elementary
- 142 - Bryant Elementary

**West Memorial Junior High**
- 103 - West Memorial Elementary
- 107 - Cimarron Elementary
- 109 - Nottingham Country Elementary

**Mayde Creek Junior High**
- 101 - Wolfe Elementary
- 111 - Mayde Creek Elementary
- 121 - Schmalz Elementary
- 125 - Rhoads Elementary
- 128 - Stephens Elementary

**Memorial Parkway Junior High**
- 101 - Wolfe Elementary
- 104 - Memorial Parkway Elementary
- 109 - Nottingham Country Elementary
- 115 - Hayes Elementary

**McDonald Junior High**
- 113 - Goebow Elementary
- 116 - McRoberts Elementary
- 126 - Franz Elementary
- 128 - Stephens Elementary
- 130 - Morton Ranch Elementary

**Beck Junior High**
- 118 - Williams Elementary
- 119 - Creech Elementary
- 124 - Exley Elementary

**McMeans Junior High**
- 112 - Pattison Elementary
- 115 - Hayes Elementary
- 124 - Exley Elementary

**Cinco Ranch Junior High**
- 114 - Fielder Elementary
- 123 - Rylander Elementary
- 127 - Griffin Elementary

**Morton Ranch Junior High**
- 108 - Winborn Elementary
- 110 - Sundown Elementary
- 126 - Franz Elementary
- 128 - Stephens Elementary
- 130 - Morton Ranch Elementary

**Beckendorff Junior High**
- 117 - Alexander Elementary
- 122 - Kilpatrick Elementary
- 127 - Griffin Elementary
- 131 - Holland Elementary

**Cardiff Junior High**
- 101 - Wolfe Elementary
- 106 - Bear Creek Elementary
- 116 - McRoberts Elementary
- 121 - Schmalz Elementary
- 125 - Rhoads Elementary

**WoodCreek Junior High**
- 102 - Katy Elementary
- 123 - Rylander Elementary
- 129 - WoodCreek Elementary
- 134 - Wolman Elementary
- 136 - Davidson Elementary
- 140 - Jenks Elementary
- 142 - Bryant Elementary
- 143 - Campbell Elementary

**Seven Lakes Junior High**
- 132 - Stanley Elementary
- 133 - Wilson Elementary
- 137 - Shafer Elementary
- 139 - Randolph Elementary
- 143 - Campbell Elementary

**Tays Junior High**
- 122 - Kilpatrick Elementary
- 129 - WoodCreek Elementary
- 133 - Wilson Elementary
- 137 - Shafer Elementary
- 138 - Davidson Elementary
- 140 - Jenks Elementary

**Stockdick Junior High**
- 108 - Winborn Elementary
- 120 - King Elementary
- 141 - Bethke Elementary
Katy Independent School District
2018-2019 High School Feeder
Patterns

**Katy High**
- 41 - Katy Junior High
- 42 - West Memorial Junior High
- 52 - WoodCreek Junior High

**Seven Lakes High**
- 50 - Beckendorff Junior High
- 53 - Seven Lakes Junior High

**Tompkins High**
- 52 - WoodCreek Junior High
- 53 - Seven Lakes Junior High
- 54 - Tays Junior High

**Paetow High**
- 41 - Katy Junior High
- 45 - McDonald Junior High
- 55 - Stockdick Junior High

**Taylor High**
- 42 - West Memorial Junior High
- 44 - Memorial Parkway Junior High
- 47 - McMeans Junior High

**Mayde Creek High**
- 43 - Mayde Creek Junior High
- 51 - Cardiff Junior High

**Cinco Ranch High**
- 46 - Beck Junior High
- 48 - Cinco Ranch Junior High

**Morton Ranch High**
- 41 - Katy Junior High
- 45 - McDonald Junior High
- 49 - Morton Ranch Junior High