



Fine Arts Department

*Theatre
Guidelines*

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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.

G. Damon Archer
Executive Director of Fine Arts

Theatre Handbook Acknowledgement Page:

Upon review of the Katy ISD Fine Arts Handbook for 2022-23, please complete the information below, sign and forward this page to the Fine Arts office, attention: 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 for 2022-23 and will abide by the guidelines and procedures contained therein.

Printed Name

Signature

Date

Campus – Theatre Department

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

1. **Collaboration:** Work respectfully with others by sharing responsibilities, exchanging and evaluating knowledge and ideas, and building consensus in order to achieve a common goal.
2. **Communication:** Convey information and ideas to effectively engage the audience using a medium appropriate to the topic and purpose.
3. **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.
4. **Critical Thinking:** Analyze, evaluate, and synthesize information, ideas, or objects to make inferences and predictions, and draw conclusions.
5. **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.
6. **Problem Solving:** Identify, define, and/or explore a problem or situation, and work through a process to determine and evaluate solutions.
7. **Social Contribution:** Contribute to the betterment of one's community through service.

Katy ISD Fine Arts Vision Statement

Inspire Lifelong Engagement in the Arts

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.

Finance & Purchasing

Financial/Purchasing Guidelines

1. **Budget**- Annual budgets follow the Katy ISD fiscal calendar. The fiscal year is from September 1 - August 31. Budgets for Theatre are handled at the campus level AND at the district level. Below are general guidelines per district policy. Work with your campus Financial Clerk regarding specific procedures for requesting Purchase Orders for your individual campus budget. Work with Kerrie Smith, Fine Arts Finance Clerk, for Purchase Orders charged to your Fine Arts Budget Account.
2. **Purchase Order Instructions** – Purchase orders will be issued if there are sufficient funds in the account being used, a quote from an approved Katy ISD vendor is attached to the request, and if budgeted funds are being properly used
 - Submit the appropriate PO request form to your campus financial clerk OR to the Fine Arts Finance Clerk.
 - A copy of the purchase order will be emailed to you.
 - All Purchase Order requests must have an itemized quote from the vendor to include shipping (if shipping is required).
 - Per district policy, you may not buy items without a purchase order.
3. **PAC Rigging Inspections** – Rigging Inspections are a financial responsibility that is handled by the Fine Arts Office. Please refer to the Rigging Inspection Rotation and Procedure for scheduling this inspection. Repairs identified by the rigging inspection are handled on a case by case basis and according to the availability of funds. **Please refer to the Rigging Inspection Schedule under the Safety Section for more information.**
4. **PAC Repair** – General repairs in the PAC pertaining to standard district equipment can be requested via the **PAC Repair Form** located in the PAC section of this handbook.
5. **Piano Tuning** - Fine Arts will provide each High School with six (6) tunings per year. Each Junior High is allowed three (3) tunings per year. These are used at campus discretion by the Campus Directors or the Fine Arts Department chair. If you have any questions concerning piano tuning that cannot be answered at the campus level, you may contact the Fine Arts Financial Clerk for clarification.

Transportation Overview

Transportation Overview

1. **Transportation Policy** - In accordance with district policy, all students must ride to/from school activities or events via district school bus. Schools and/or booster clubs may not contract charter bus services for transport to any UIL regulated event. Each Student should have the "[Parent/Guardian Authorization for Extra-curricular Activity Transportation and Consent to Emergency Treatment of Student](#)" form on file.
2. **Rules** - When your student group is traveling by school bus, the following safety precautions will be followed:
 - A. 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 access. These doors are for emergency use only
 - B. 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 ensure safety of students and instruments while loading and unloading
 - C. Each bus must have an adult chaperone to supervise students.
 - D. No exterior bus decorations are allowed - it is viewed as advertising. All advertising on buses is regulated by the State of Texas.
 - E. Please inform your students/parents/chaperones of safety protocol.
 - F. All Parent Chaperons must submit the "[Hold Harmless Form](#)" to ride on Katy ISD transportation.
3. **Parent Release** - Students may be released to parent or legal guardian at the conclusion of the activity, with a signed [Request for Post-Activity Student Release Form](#).
4. **Student/Parent Provided Transportation** - In the event of an extenuating circumstance involving a conflict between two (2) school-sponsored activities occurring on the same day, the parent may submit a written request to obtain approval from the director/sponsor and campus principal or designee for parent-provided transportation from the first activity to the second activity. Submit the Permission for Student/Parent-Provided Transportation Form to the campus principal.

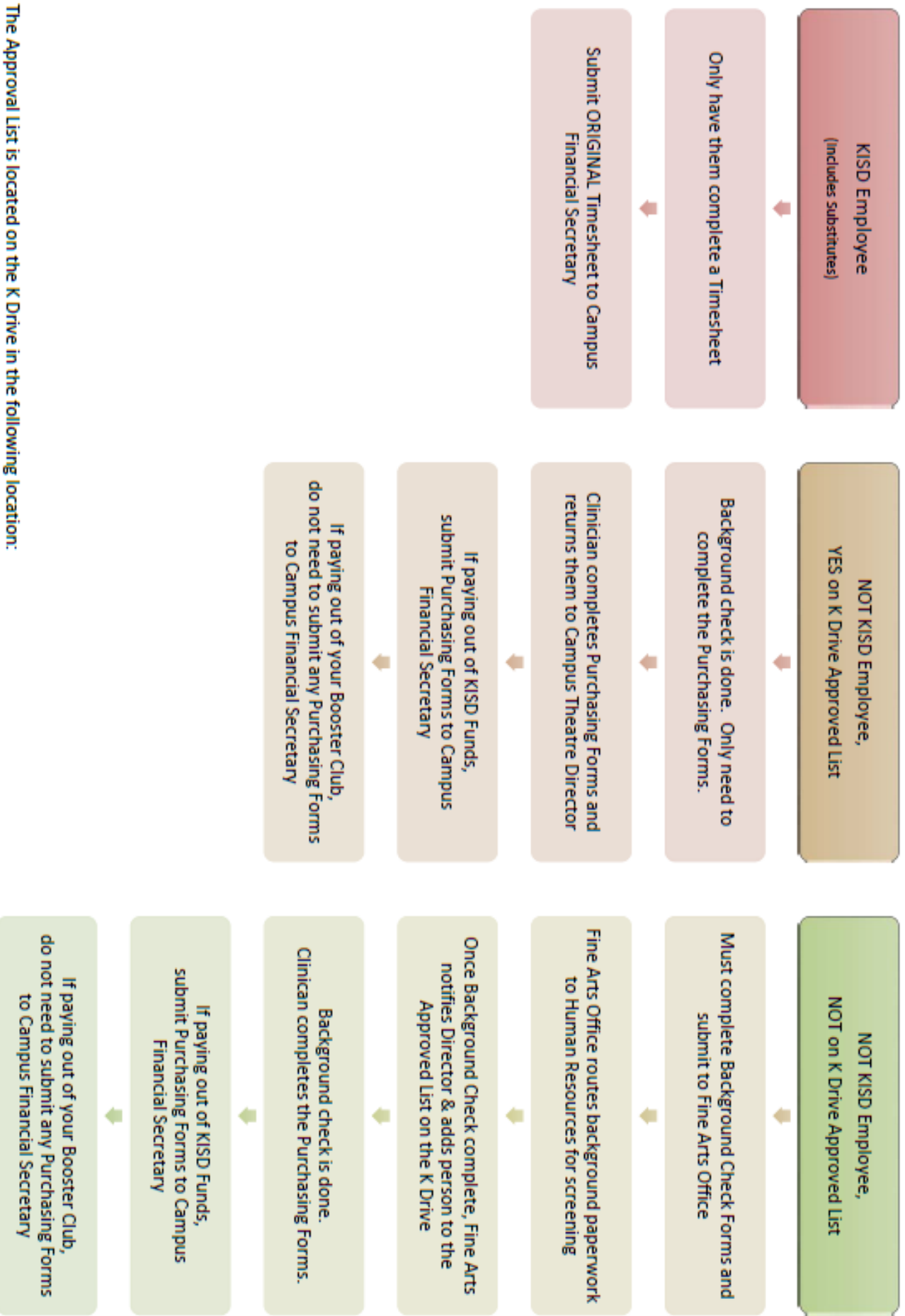
Transportation Request Procedures

1. **Regulations** - Review all policies and regulations for student trips to ensure your group is eligible for the type of trip you are requesting. View current regulation here, [Administrative Regulations for Travel](#).
2. **How to Request** - Complete the [Request for Student Trip](#) form. The form must be signed by the sponsoring director, the campus principal, and forwarded to the Fine Arts office. Once the Executive Director has approved this form, it will be routed back to the originator.
3. **Bus Trip Tracker** - Enter your approved trip into the Bus Trip Tracker tile in Katy Cloud



Clinician & Consultant Information

FINE ARTS CLINICIAN FLOWCHART – THEATRE DIRECTORS



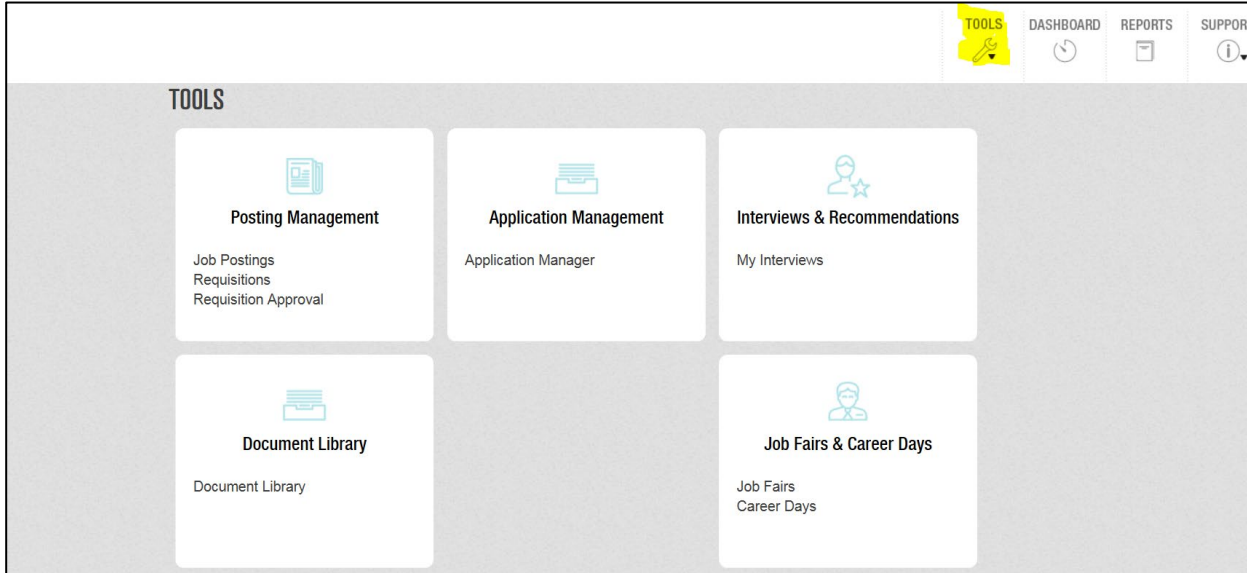
The Approval List is located on the K Drive in the following location:

K:\Groups\Fine Arts\Clinician & Private Lesson

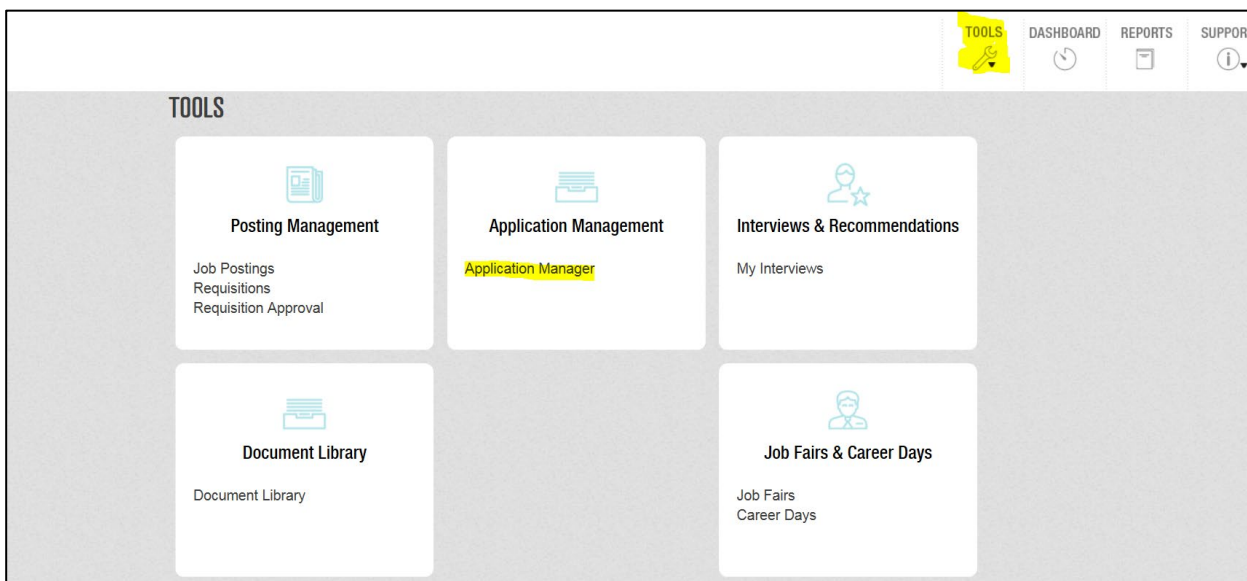
3. Information on Hiring PAC Technicians:

Human Resources requires that temporary PAC Technicians need to be processed through TalentED. This includes KISD students that will be working for you as PAC Technicians. Please follow the steps below to get your technicians hired in the TalentED system.

Tools



Application Manager



Search for applicant by Application Confirmation #. Applicant will get an email with this confirmation. See example email:

The screenshot shows a web interface with a navigation bar at the top containing links for Job Listings, Profile, Application Status, Interviews, References, Documents, and Help. A red banner at the top of the main content area reads "Your application was successfully submitted." Below this, a section titled "Please print this page for your records." contains the following information:

Application Confirmation #	124
Name	Martha Garcia
Username	Molly
Job Title	Temporary Workers (Athletics, Warehouse, Maintenance, PAC, ESY, LAMBS, LMC, PALS, Summer, etc.)
Job Posting ID	127

Below the table, there is a note: "You may check the [status of your application](#) and [interviews](#) at any time by entering your user name and password on Katy ISD [careers homepage](#)." A further note states: "Note: References selected for this application were automatically sent a survey."

On the right side, there is a "Helpful Links" section with links for Job Listings, Application Status, and Sign Out. Below that are buttons for "Print This Page" and "Print Application".

At the bottom right, there is a "SchoolSpring by PeopleAdmin" logo and a button that says "Create Your Profile".

Searching by Application Confirmation #. Click on Search

The screenshot shows the "APPLICATION MANAGER" search interface. At the top, there is a dropdown menu with "-- Select a Saved Search --" and a "NEW SEARCH" button. To the right are "HIDE" and "CLEAR" buttons. Below this, a search criteria row is visible with the following elements:

- Criteria ID: 1
- Field: Application Confirmation #
- Operator: Equals
- Value: 124

At the bottom of the search criteria row are "ADD", "CLEAR", "SAVE AS", and "SEARCH" buttons.

Searching by Posting number. Temporary Workers posting is 127. Click on Search

The screenshot shows the "APPLICATION MANAGER" search interface with a different search criteria row. The elements are:

- Criteria ID: 1
- Field: Posting ID
- Operator: Contains
- Value: 127

At the bottom of the search criteria row are "ADD", "CLEAR", "SAVE AS", and "SEARCH" buttons. Below the search criteria row is a general search box with the text "Search" and a placeholder "Start typing to search on First Name, Last Name or Position Title."

Searching by last name.

The screenshot shows the 'APPLICATION MANAGER' interface. At the top, there is a search bar with a dropdown menu set to '-- Select a Saved Search --' and a 'NEW SEARCH' button. Below the search bar, the search term 'Garcia' is entered. The interface includes a navigation bar with tabs for 'ACTIVE', 'DEACTIVATED', and 'ALL', and a 'VIEW: Default View' dropdown. A table displays search results with columns: Last Name, First Name, Conf#, Status, App Date, Posting ID, and Position Title. The first result is for 'Garcia, Martha' with Conf# 124, Status 'Application Received', App Date '02/28/2019', and Posting ID '127'. The position title is 'Temporary Workers (Athlet...'. To the right of the table row are icons for document, trash, and folder. Below the table, there are controls for 'Results 1-1 of 1', 'Select All (1)', 'Clear Selected (0)', 'Export Results', 'Bulk Actions', and 'GO'. At the bottom, there are 'Results per Page' and 'Jump to Page' dropdowns, and an 'ADVANCED CONFIGURATION' button. The footer contains the copyright notice: 'Copyright © 2005-2019 - PeopleAdmin | View Master Subscription Agreement'.

Click on the Blue folder.


This screenshot is identical to the one above, but with a yellow highlight around the blue folder icon in the table's action column. The rest of the interface, including the search bar, navigation tabs, table, and footer, remains the same.


Click on the interview tab. Scroll all the way down.


APPLICATION MANAGER

PROFILE UPDATED: 02/28/19 CID# 55 PID# 127

Martha Garcia
Temporary Workers (Athletics, Warehouse, Maintenance, PAC, ESY, LAMBS, LMC, PALS, Summer, etc.)

EMAIL


INTERNAL


PROFILE


APP DOCS INTERVIEW REFERENCE TASK SCREENING NOTES

SCHEDULING

<input type="checkbox"/>	Schedule Status	Date	Type	Job Title	Interviewer(s)	Results Count
No Interviews						

0 Selected [Select All](#) [Clear](#) [Delete](#)0-0 of 0

SCHEDULE INTERVIEW

Click on Add Recommendation to Hire.

RECOMMEND TO HIRE

<input type="checkbox"/>	Job Title	Date	Recommended By	Status
No Recommendations to Hire				

0 Selected0-0 of 0

ADD RECOMMENDATION TO HIRE

Fill in information. Under Position add the add and job class # see list. Under comments add details if non student or KISD student.

RECOMMEND TO HIRE: MARTHA GARCIA

Category * ▼

Name of Recommended Candidate *

YOU MAY NOT SUBMIT A REC TO HIRE FOR A CANDIDATE WHO HAS ALREADY BEEN RECOMMENDED BY ANOTHER CAMPUS OR DEPARTMENT. I have checked to ensure there are no other recommendations to hire for this applicant. *

Posting #

Location * ▼

Position *

Starting Date (mm/dd/yyyy)

Comments

Specific Jobs with code reference:

Athletics Temp – 9102	Clerk - 9110
ESY Temp Summer Help – 9100	TCHR - 9111
Lifeguards – 9202	TXT WRHS - 9205
Technology summer -9200	Maint Summer - 9206
PAC (add campus) -9105	Game Worker - 9207
LAMBS – 9106	Student Helper - 9208
LMC – 9107	Strength Condition - 9209
PALS -9108	Summer Rec - 9210
OLC -9109	

Reference can be a coach or teacher. Click submit.

Assignment Days	<input type="text"/>
I have reviewed the application of this applicant. *	Yes <input type="button" value="v"/>
I have contacted this applicant's previous administrator/principal/supervisor. *	Yes <input type="button" value="v"/>
Name of Reference *	Pat Dowling
Job Title of Reference *	Coach
Date Reference was checked *	02 / 26 / 2019 <input type="button" value="ca"/> (mm/dd/yyyy)
Recommendation Score *	3 <input type="button" value="v"/>
I verify that the above recommendation is within the staffing allotments allocated to my campus or department. *	Yes <input type="button" value="v"/>

NOTES:

This will initiate the recommendation to hire. The recommendation will go through the process. HR will contact applicant to get fingerprinted, if needed (\$49.00). If the hiring applicant is a KISD student he/she **does not need to get fingerprinted.** If a KISD student worker leaves the district (withdraws, graduates etc.) they can no longer be eligible to work for KISD. They will have to reapply as a new hire for KISD.

Once applicant completes new hire paperwork he/she is eligible to start working for KISD. Departments will be notified upon completion through an email by TalentED.

NO APPLICANT CAN START WORKING UNTIL THE HIRING PROCESS IS COMPLETE.

When an applicant is hired, you will need to update your “Temporary Workers Status Documentation Form” to include this new worker. The form notates all active temporary workers and the workers KISD student status. Once a temporary work has stopped working, you will need to notate that on the form as well.

For questions and concerns contact Ana Lopez in HR at AnaCLopez@KATYISD.ORG or (281) 396-2361.

Safety & Training

Katy ISD HS Rigging Inspection Schedule

2023	2024
Cinco	Katy
Jordan	Mayde Creek
Taylor	Morton
Tompkins	Seven Lakes

Procedure for Rigging Inspection:

- 1) In January of your scheduled year, please notify the Fine Arts Office of an open week in May, June or July to schedule an inspection.
- 2) The Fine Arts Office will then notify the vendor of the availability of the Performing Art Centers to be inspected.
- 3) The inspection date will then be confirmed and scheduled by the vendor.
- 4) A representative of the theatre department, preferably the PAC Manager, needs to be present during inspection.
- 5) Notify the Fine Arts Office when the inspection is completed. Ask inspector to send a copy of the inspection report to the Fine Arts Office and request a copy for your records.
- 6) Schedule a time with the Fine Arts Administrator to review report and delineate needed repairs and responsibilities.



**Consent Form
Theatre Equipment
Usage**

I give permission for my son/daughter _____ to receive instruction and training in the theatre tech area to identify and use equipment, power tools, and hand tools provided in the lab (see attached). I understand that my child under the direction of the instructor must pass all safety tests with a perfect score and demonstrate proper operation and use of the equipment. I understand that if my son/daughter does not meet these standards, they will not be allowed to use the equipment.

I, the student, and I, the parent /guardian of the student, acknowledge I have read this agreement and agree to follow all guidelines and procedures. It is understood that neither Katy Independent School District, nor any of its trustees, officers, employees are liable for any accident that occurs to the above named student as a result of any aspect of his / her participation in this course.

**Student
Expectations**

This course teaches safety standards and proper equipment use. Certain procedures and requirements must be met to insure personal safety and safety of the class. These include:

- Following all safety guidelines and procedures.
- Using and disposing of all solvents and paints in accordance with KISD policy.
- Keeping areas clean and free of hazards.
- Using safety goggles and appropriate / personal protective equipment (PPE) at all times in the lab.
- Reporting all injuries immediately to the instructor.
- Avoiding the use of any machine not operating properly, and informing the instructor immediately of the problem.

Please be aware that rigid safety standards are required and will be followed at all times to insure personal safety and the safety of the class. If safety guidelines and procedures are not followed, consequences will be determined in regard to the level of offense.

The undersigned acknowledges that his/her signature hereto evidences that he/she has read, fully understands, agrees with, and consents thereof. Failure to sign and comply with this form will result in exclusion from lab activities.

Signed: _____ Date: _____ Student Signature

Signed: _____ Date: _____ Parent Signature

Signed: _____ Date: _____ Teacher Signature

Theatre Equipment

The equipment listed is an example of, but not limited to, the type of equipment that the student will be properly trained and tested on. The models and brands may vary per labs.



Table Saw



Planer



Joiner



Band Saw



Belt Disc Sander



Drill Press



Scroll Saw



Oscillating Sander



Plasma Cutter



Miter/Chop Saw



Grinder



Circular Saw



Router Table



Router



Jig Saw



Pneumatic Nail/Staple Gun



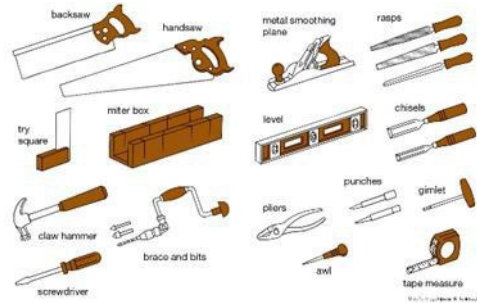
Shaper



Hand Grinder



Welder



Hand Tools



Hot Knife



Glue Gun



Compressor

Students in the Theatre Arts Program are expected to follow all safety procedures. [Equipment guides and tests](#) are available on the KISD Fine Arts webpage.

Awards

THEATRE LETTER JACKET AWARDS

Awards Jacket Point Sheet (Theatre Arts)

A Student Must:

- 1) Be enrolled in a theatre class to earn points
- 2) Be a member in good standing of the Theatre Program*
- 3) Participate in a minimum of two productions
- 4) Accumulate a minimum of 15 points per Katy ISD point allotment

To receive participation points the student must be enrolled in a theatre class and successfully completed the class and fulfilled all responsibilities as defined by the campus theatre director.

Participation:	Points	Earned/Year
First year	2	____/____
Second year	3	____/____
Third year	4	____/____
Fourth year	5	____/____
Second theatre class	1	____/____
Production Participation (UIL, Play, Musical)	1	____/____
International Thespians:	Points	Earned/Year
One point per 10 Thespian Points (Katy ISD revision)	_____	____/____
State Thespian Officer	3	____/____
International Thespian Officer	5	____/____
Individual Awards:	Points	Earned/Year
UIL OAP Award District/Bi-District/Area/Region/State	1/2/3/4/5	____/____
UIL Theatrical Designing (Qualifying/Winner)	2/4	____/____
UIL Filmmaker Festival (Semi-Finals/State Festival)	2/4	____/____
International Thespian Festival Superior Rating State	3	____/____
International Thespian Festival Superior Rating National	5	____/____

*Member in good standing is a critical prerequisite to earn an Award Jacket in Theatre. The criteria for this component will be defined by the theatre director and approved by the campus principal. It will be published in the campus theatre handbook/information as distributed by the campus theatre director.

Students wearing letter jackets represent more than their own individual achievement. Any student committing a serious offense as described in the Katy ISD Student Code of Conduct or the organization by-laws, which may bring disrepute on the organization, school or district, will forfeit the award jacket if the offense occurs at any time during the remainder of the student's high school career.

Total points earned:

My signature verifies that all above information is true and accurate.

Printed Name of Student

Point Total Application _____

Classification/Date _____ / ____ / ____

Signature of student

Signature of Theatre Director

Thespian Point System (Katy ISD Revision)

Category	Position/work	One Act	length	Category	Position/work done	One Ac	Full	
Acting	Major role	4	8	Directing	Director	4	8	
	Minor role	3	5		Assistant director	3	6	
	Walk-on	1	2		Vocal director	3	6	
	Chorus	1	3		Video producer/director	3	4	
	Dancer	1	3		Assistant vocal director	2	5	
	Understudy	1	2		Orchestra or band director	3	6	
Production	Stage manager	4	8		Assistant orchestra or band director	2	5	
	Stage crew	2	4		Choreographer	4	7	
	lighting technician	3	6		Assistant choreographer	3	5	
	lighting crew	2	3		Writing	Original play (produced)	5	8
	Set designer	4	5			Original radio script (produced)	4	6
	Set construction	3	5	Original TV script (produced)		4	6	
	Costumer	3	6	Original play [unproduced]		1	2	
	Costume crew	2	5	Original radio script (unproduced)		0.5	1.5	
	Properties	3	5	Original TV script (unproduced)	0.5	1.5		
	Properties crew	2	3	Miscellaneous	Oral interpretation		2	
	Sound technician	3	5		Duet acting scenes		2	
	Sound crew	2	3		Participation in theatre festival or		3	
	Video editor	1.5	2		Attending theatre festival		1/day	
	Video crew	1.5	3	Assembly program		1		
	Makeup manager	3	5	Advocacy	Participation in advocacy event		1/day	
	Rehearsal	2	4		local advocacy work		.1/hour	
	Pianist	3	6	Officers	President		6	
Musicians	2	3	Vice president, treasurer, or web editor			4		
Business	Business manager	4	6		Secretary/clerk		5	
	Business crew	2	4		International Thespian Officer (ITO)		10	
	Publicity manager	3	5	State Thespian Officer (STO)		8		
	Publicity crew	2	3	Audience	Troupe directors may award points at		_____	
	Ticket manager	2	4		rate for attending productions, or they			
	Ticket crew	1	3		point for attending and writing a			
	House manager	2	4		reflecting the educational value of the			
	House crew	1	2		experience.			
	Ushers	1	2					
	Programs	1	3					
	Program crew	1	2					

Medication Administration

Guidelines for medication administration by school personnel who sponsor off-campus activities

Board Policy FFAC (LEGAL) and (LOCAL) addresses issues related to the administration of medication. The Board has delegated the Superintendent or designee to administer medication and for the administration to establish procedures to ensure medication is distributed appropriately. The following employees are thereby delegated this responsibility: superintendents, principals, classroom teachers, supervisors, counselors, registered nurses, teachers' aides, secretaries, or any other classified person employed by a school district. The Board Policy and Administrative Regulations at FFAC further provide information related to the requirements and procedures for medications to be administered by school personnel.

Texas Education Code 22.052(a), (b) states that the District, the Board, and its employees shall be immune from civil liability for damages or injuries resulting from the administration of medication to a student, if:

1. The school district has received a written request to administer the medication from the parent, legal guardian, or other person having legal control of the student; and
2. **When administering prescription medication** - the medication is administered either:
 - A. From a container that appears to be the original container and to be properly labeled; or
 - B. From a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from a container that appears to be the original container and to be properly labeled.

Medications are defined as substances used to prevent, diagnose, cure or relieve signs and symptoms of disease. Some medicines applied locally act mainly at the site of application (creams, ointments, etc.). Others are ingested or inhaled and act systemically when they are absorbed into the bloodstream and circulated in the body. The action of the medication is affected by several factors including dosage, route of administration, drug / diet interactions, drug / drug interactions, age, gender, body weight, pathological condition and psychological consideration. All medicines are capable of producing adverse reactions ranging from rare, mild, and localized, to widespread, severe and life threatening depending on the medication and the patient.

Prescription medications require a prescriber's order and may include a class of medications called controlled substances which are subject to additional state and local regulation and may pose the potential for abuse.

Nonprescription medicines or over the counter drugs are medicines that can be purchased without a prescription including first aid cream, analgesics and antacids.

3. THE FIVE RIGHTS OF MEDICATION ADMINISTRATION

- | | |
|-------------------|---|
| 1. RIGHT STUDENT | properly identifies the student by asking them their name or, if nonverbal, identification by a third party |
| 2. RIGHT TIME | administers medicine at the right time |
| 3. RIGHT MEDICINE | administers the correct medicine |
| 4. RIGHT DOSE | administers the right amount of medicine |
| 5. RIGHT ROUTE | uses the prescribed method of medication administration |

4. The guidelines for administering medication to students are as follows:

- Verify completed parent authorization to administer medication to individual student is current.
- Be sure that medication is in its original labeled container and that instructions regarding name and dosage of medication and frequency of administration are clear and legible on permission form.
- Label nonprescription medicine container with student name and dosage.
- Check label for name, dosage, time and route when picking up medication bottle.
- Prepare correct dosage of medication by pouring into lid cap or into medicine cup if liquid.
- Recheck name, dosage, time and route when preparing dose for student.
- Recheck label a third time when returning medicine to container.
- **DO NOT LEAVE MEDICATION UNATTENDED AT ANY TIME.** All medication must be kept in a locked container at all times.
- Identify student by asking student to say his name or verify identity with third party if student is nonverbal.
- Administer proper medicine to correct student at correct time, using the correct dose and administration route.
- Observe student placing medicine in his/her mouth and swallowing.
- Observe student for any adverse reactions or unusual behaviors both before and after giving medication and record.
- Record medication dose, date and time of administration and your initials on individual student consent form.
- Report any medication errors or omissions immediately. A medication incident report form must be completed and filed. (Medication Incident Report Form)
- Students with permission on file for self-administration of asthma, anaphylaxis or diabetes medications may self-administer their prescribed medications as ordered by their physician. (Self-Administration Form)
- District employees are required to treat all records regarding medication and health-related conditions confidential.
- During the school day, all medication is administered by the school nurse.

Errors in recording should be easily visible. Use red ink and clearly mark as an error. Make sure to record omissions, student absences, or student refusals immediately. Only record medication that you have, in fact, administered.

Auto injector medications used for anaphylactic emergencies have specific directions for administration on the medication packaging itself. Activate 911 and follow the emergency procedures outlined on the student's allergy action plan.

Medical Forms

See your campus nurse for the most current forms to use.

Performance Practices

FINE ARTS PERFORMANCE DRESSING GUIDELINES

In an effort to ensure the privacy and safety of students involved in activities involving wardrobe changes, all school personnel are reminded that students conducting wardrobe/uniform changes must do so in areas designated as dressing rooms, locker rooms, or restrooms. Students should not be directed to nor allowed to change in non-designated areas such as closets, classrooms, practice rooms, offices, or other non-private areas that could compromise modesty or privacy. There may be circumstances during student performances where alternative dressing areas may need to be considered. If alternative dressing areas must be used, the following guidelines must be followed.

1. Arrangement: It is the responsibility of the teacher and designated campus administrator to determine the appropriate use of the school facility or performance area to provide a safe environment for students to change clothing and to provide all students with an opportunity to fulfill their roles and commitment to the activity.

2. Supervisory Responsibility: The program sponsor* is responsible for providing appropriate monitoring arrangements for all students. The program sponsor* may use a designated chaperone(s) to provide an appropriately monitored environment once the space has been approved. The program sponsor* shall articulate arrangements to students and chaperone(s).

3. Conduct: Students are expected to adhere to the Discipline Management Plan and Student Code of Conduct.

4. Discipline Regulations: Students should only enter their assigned dressing area. A student violating this rule will be subject to disciplinary action as directed in the Katy ISD Code of Conduct.

5. Procedure for Determining Dressing Areas: The following procedure must be followed to assure that all students will be provided a safe and secure changing area.

1. The program sponsor* will locate the closest restrooms or formal dressing rooms (i.e. performing arts center dressing rooms) to the event and use these specified areas.
2. If the closest facilities identified above are not adequate in location or size, the administrative approved sponsor will then determine an alternate area to be utilized.
3. If other areas are to be used, they must be visibly identified by signage as changing areas and identified as male and female.
4. The designated changing area must be monitored by the district employed program sponsor* or a designated parent chaperone(s).
5. If the space being used has a window or clear area on the door or wall(s), it must be covered to allow privacy for each of the changing areas for male and female.
6. Under special circumstances, the program sponsor* may need to provide individual or alternate dressing areas.

*Program sponsor must be an employee of the district acting in their capacity as a district employee.

General Flag Display Guidelines

It is the universal custom to display the **American flag** only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.

The flag should be hoisted briskly and lowered ceremoniously.

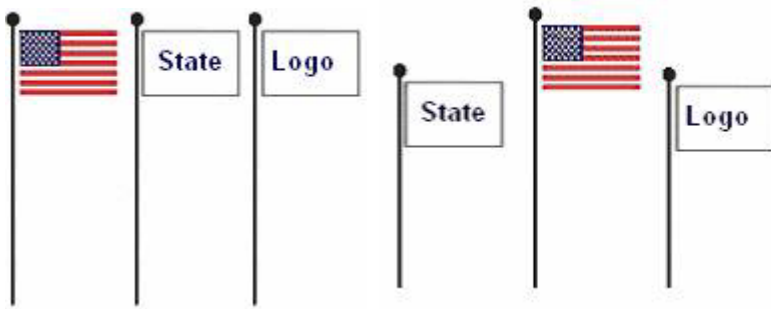


1. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the American flag should be displayed in the same way, with the union or blue field to the left of the observer in the street. No other flag or pennant should be placed above, or, if on the same level, to the right of the flag of the United States of America, except during church services conducted by naval chaplains at sea...for personnel of the Navy...when the church pennant may be flown above the flag.

No person shall display the flag of the United Nations or any other national or international flag equal, above, or in a position of superior prominence or honor to, or in place of, the flag of the United States at any place within the United States or any Territory of possession thereof; provided, that nothing in this section shall make unlawful the continuance of the practice heretofore followed of displaying the flag of the United Nations in a position of equal prominence or honor, and other national flags in positions of equal prominence or honor, with that of the flag of the United States at the headquarters of the United Nations.



2 OTHER FLAGS ON SAME HALYARD – When flags of states, cities, or localities, or pennants of societies are flown on the same halyard with the US flag, the US flag should always be at the peak. When the flags are flown from adjacent **flagpoles**, the **US flag** should be hoisted first and lowered last. No such flag or pennant may be placed above the US flag, or to the right of the US flag



3. When the flags are flown from adjacent staffs, the **American flag** should be joustted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the right of the United States flag.



4. The American flag, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.



5. When flags of two of more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.



6. When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker of the right of the audience.



Half-Staff

The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day.

Days the American flag should be flown at half-staff:

- May 15th – Peace Officers Memorial Day
- Last Monday in May – Memorial Day (half-staff until noon, then raise to the top of the staff)
- July 27th – Korean War Veterans Armistice Day
- September 11th – Patriot Day
- December 7th – Pearl Harbor Day

By order of the President, the flag shall be flown at half-staff upon the death of principal figures of the United States Government and the Governor of the State, territory or possession, as a mark of respect to their memory.

In the event of the death of other officials of foreign dignitaries, the flag is to be displayed at half-staff according to presidential instructions or orders, or in accordance with recognized customs practices not inconsistent with law. In the event of the death of a present or former official of the government of any State, territory or possession of the United States, the Governor of that State, territory or possession may proclaim that the National flag shall be

flown at half-staff.

Flags flown on poles affixed to a home or building are not to be flown at half-staff but a memorial streamer can be affixed to the top of the flagpole to signify half-staff.



7. CASKET – When the flag is used to cover a casket, the union (blue field of stars) is at the head and over the left shoulder (of the deceased). The flag should not be lowered into the grave or allowed to touch the ground.



8. OVER A STREET – When the flag is displayed over the middle of the street, it should be suspended vertically with the union (blue field of stars) to the north over an east-west street, or to the east over a north-south street.

Portions taken from the The Flag Code of **The United States and the National Flag Foundation**

*Please refer to the United States Code Title 4, Chapter 1, section 7 for exact rules of the United States Flag Position and Manner of Display.

Religious Inclusion



*Division of Teaching and Learning
Department of Student Support Services
Fine Arts Department*

MEMORANDUM

TO: All Principals

FROM: Rhonda Ward, Assistant Superintendent for Student Support Services
Michael Ouellette, Executive Director for Fine Arts

DATE: September 5, 2019

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, and Freedom Forum have cited these guidelines as being 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 EMI LOCAL (adopted February 18, 2010) 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

National Association for Music Education – www.nafme.org

Contact Michael Ouellette at 281-396-2270 or michaelouellette@katyisd.org with any questions.

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 the 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 Frideric Handel's *Messiah*, spirituals, and Ernest Bloch's *Sacred Service* all have an important place in the development of a student's musical understanding and knowledge.

In order to ensure that any music class or program is conforming 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 in 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 confusion 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.

If 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.³

Several other cases, most notably *Brandon v. the Board of Education of the Guilderland Central School District*,⁴ involving free exercise of religion, and *Widmar v. Vincent*,⁵ 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 text focus on musical and artistic considerations?
- 3. Are the traditions of different people shared and respected?
- 4. Is the role 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 nonparticipation.

If it is possible to study Communism without indoctrination or 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

- 1. 403 U.S. 602, 612 (1971).
- 2. 619 F. 2d 1311 (8th Cir. 1980).
- 3. 900 F. Supp 254 (D. Utah 1995).
- 4. 635 F. 2d 971 (2nd Cir. 1980), Cert denied. 454 U.S. 1123 (1981).
- 5. 454 U.S. 263 (1981).
- 6. Abraham Schwadron, "On Religion, Music, and Education," *Journal of Research in Music Education* 18, no. 2 (Summer 1970), 157-66.

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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 still feel like outsiders in an auditorium bedecked 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.

Secular Program	The District may instruct students in the study of comparative religion or the history of religion and its relationship to the advancement of civilization. The study of the Bible or of religion for its literary and historic qualities, when presented objectively as part of a secular program of education, is consistent with the First Amendment. <i>School Dist. of Abington v. Schempp</i> , 374 U.S. 203 (1963)
Academic Freedom	The District shall not require teaching and learning to be tailored to the principles or prohibitions of any religious sect or dogma. The District shall not adopt programs or practices that aid or oppose any religion. <i>Epperson v. Arkansas</i> , 393 U.S. 97 (1968) (<i>holding unconstitutional a prohibition against teaching evolution</i>); <i>Edwards v. Aguillard</i> , 482 U.S. 578 (1987) (<i>holding unconstitutional a requirement that creationism be taught with evolution</i>)
Religious Exercises	<p>The District shall not prescribe a religious exercise as part of the curricular activities of students even if the religious exercise is denominationally neutral or its observance on the part of the students is voluntary. <i>School Dist. of Abington v. Schempp</i>, 374 U.S. 203 (1963) (<i>holding unconstitutional a requirement of daily Bible readings and recitation of the Lord's Prayer</i>); <i>Engel v. Vitale</i>, 370 U.S. 421 (1962) (<i>holding unconstitutional required recitation of state-adopted prayer</i>)</p> <p>[For information on student expression of religious viewpoints in class assignments, see FNA]</p>
Elective Courses	<p>In accordance with Education Code 28.011 and 19 TAC 74.36, the District may offer to students in grade 9 or above, and grant elective credit for:</p> <ol style="list-style-type: none">1. An elective course on the Hebrew Scriptures (Old Testament) and its impact and an elective course on the New Testament and its impact; or2. An elective course that combines the courses described above. <p>If, for a particular semester, fewer than 15 students at a District campus register to enroll in a course required by this section, the District is not required to offer the course at that campus for that semester.</p> <p>The Board may offer an elective course based on the books of a religion other than Christianity. In determining whether to offer such a course, the Board may consider various factors, including student and parent demand for such a course and the impact such books have had on history and culture.</p>

Katy ISD
101914

MISCELLANEOUS INSTRUCTIONAL POLICIES
STUDY OF RELIGION

EMI
(LEGAL)

The District may offer a course, other than the course authorized by Education Code 28.011, in the academic study of the Hebrew Scriptures, the New Testament, or both for local credit or for state elective credit towards high school graduation.

Education Code 28.011; 19 TAC 74.36; Att'y Gen. Op. GA-657 (2008)

Performing Arts Center

Junior High/High School PAC Reservation Alignment Procedures

When a feeder pattern junior high music group would like to have a concert in their respective high school Performing Arts Center, please use the following steps **For Individual Program Concerts** –

1. The junior high director (band, choir, orchestra) contacts the high school director (of the same) to set a date on the PAC Calendar.
2. The high school director will check with the PAC Manager for availability of the PAC.
3. When an available date is agreed upon by the junior high director and the high school director, the junior high director will complete the PAC Reservation Form (enclosed) and send it to the high school PAC Manager to reserve the date on the official PAC Calendar. The PAC Manager will then send the confirmation of the date to the Junior High Director and High School Host Director.
4. In the event that the desired date, or only available date, for the junior high performance is in conflict with required duties of the high school director (e.g. playoff games, Region activities, UIL activities, etc.) the junior high director will need to secure the services of the high school PAC Manager to arrange for concert logistics – opening/closing of PAC, lighting, sound, setup, etc. Please note there is an established district fee that must be paid for these services.
5. Please review the board regulations regarding [PAC reservations](#).

2022-23 PAC Managers:

CRHS – Lindsay Pritchett
JHS – Andrew Midkiff
KHS – Charlie Woods
MCHS – Paul Shaffer
MRHS – Joey Watkins

OTHS – Mark McManus
PHS – John Holt
SLHS – Joshua Heerssen
THS – Sara Blumber

Katy ISD UIL One Act Play PAC Rotation – District Level

2022-23	Cinco Ranch HS
2023-24	Taylor HS
2024-25	Mayde Creek HS

PAC Rotation for UIL/TMEA/Graduation

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
KHS	UIL MS String	UIL Orch Full Orch	UIL HS Varsity String	UIL String Sub & NV UIL Theatre OAP Zone	TMEA HS Region Band Clinic/Concert(Jan)	UIL Band MS Sub & NV	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov) Grad - Summer(Aug)	UIL Band HS Sub & NV
	Grad - Spring(May)		Grad - Summer(Aug)	Grad - Summer(Aug)				
THS	UIL Band HS Sub & NV TMEA JH Band Clinic/Concert(Dec) Grad - Winter(Jan)	UIL MS String	UIL Orch Full Orch	UIL HS Varsity String	UIL String Sub & NV UIL Theatre OAP Zone	TMEA HS Region Band Clinic/Concert(Jan)	UIL Band MS Sub & NV	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov)
				Grad - Spring(May)			Grad - Winter(Jan)	
MCHS	UIL Band HS Var	UIL Band HS Var TMEA JH Band Clinic/Concert(Dec)	UIL Band HS Var UIL Theatre OAP D & BID	UIL Band HS Var	UIL Band HS Var	UIL Band HS Var UIL Theatre OAP Zone	UIL Band HS Var TMEA HS Region Band Clinic/Concert(Jan) Grad - Spring(May)	UIL Band HS Var
			Grad - Summer(Aug)	Grad - Winter(Jan)				
CRHS	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov)	UIL Band HS Sub & NV	UIL MS String TMEA JH Band Clinic/Concert(Dec)	UIL Orch Full Orch UIL Theatre OAP District	UIL HS Varsity String	UIL String Sub & NV	UIL Theatre OAP Zone	UIL Band MS Sub & NV TMEA HS Region Band Clinic/Concert(Jan) Grad - Summer(Aug)
		Grad - Winter(Jan)						
MRHS	UIL Band MS Sub & NV Grad - Summer(Aug)	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov)	UIL Band HS Sub & NV	UIL MS String TMEA JH Band Clinic/Concert(Dec)	UIL Orch Full Orch	UIL HS Varsity String	UIL String Sub & NV	UIL Theatre OAP Zone Grad - Winter(Jan)
					Grad - Winter(Jan)			
SLHS	UIL Theatre OAP-D TMEA HS Region Band Clinic/Concert(Jan)	UIL Band MS Sub & NV	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov) Grad - Spring(May)	UIL Band HS Sub & NV	UIL MS String TMEA JH Band Clinic/Concert(Dec) Grad - Spring(May)	UIL Orch Full Orch UIL Theatre OAP-D	UIL HS Varsity String	UIL String Sub & NV Grad - Spring(May)
OTHS	UIL String Sub & NV	UIL Theatre OAP-D TMEA HS Region Band Clinic/Concert(Jan)	UIL Band MS Sub & NV	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov) Grad - Winter(Jan)	UIL Band HS Sub & NV	UIL MS String TMEA JH Band Clinic/Concert(Dec) Grad - Summer(Aug)	UIL Orch Full Orch	UIL HS Varsity String UIL Theatre OAP-D
PHS	UIL Orch Full Orch UIL HS Varsity String	UIL String Sub & NV	TMEA HS Region Band Clinic/Concert(Jan) Grad - Summer(Aug)	UIL Band MS Sub & NV	UIL Band MS Varsity UIL Theatre OAP D & BID TMEA Region Orch Clinic/Concert(Nov)	UIL Band HS Sub & NV	UIL MS String TMEA JH Band Clinic/Concert(Dec)	UIL Orch Full Orch
JHS		UIL HS Varsity String	UIL String Sub & NV	TMEA HS Region Band Clinic/Concert(Jan)	UIL Band MS Sub & NV	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov) Grad - Winter(Jan)	UIL Band HS Sub & NV UIL Theatre OAP D & BID	UIL MS String TMEA JH Band Clinic/Concert(Dec)
			UIL HS Varsity String	UIL String Sub & NV TMEA HS Region Band Clinic/Concert(Jan) Grad - Spring(May)	UIL Band MS Sub & NV TMEA HS Region Band Clinic/Concert(Nov) Grad - Spring(May)	UIL Band MS Varsity TMEA Region Orch Clinic/Concert(Nov) Grad - Spring(May)	UIL Band HS Sub & NV UIL Theatre OAP D & BID	UIL MS String TMEA JH Band Clinic/Concert(Dec)

Key: UIL Music Events UIL Theatre Events TMEA Events District Grad Events

For specific dates refer to the UIL Region 23 Website: <http://uilmusicregion23.com/>

Katy Independent School District
Performing Arts Center (PAC) Rental Request Form

All events must comply with current Katy ISD facility use policies, guidelines and restrictions. Availability of the Performing Arts Center (PAC) may be limited by previously scheduled events. The PAC will not be available for use during the day for nonschool-related activities. **This form must be submitted at least three (3) months in advance of the first date of requested use.** Request Forms will be accepted on August 1st, no requests will be accepted prior to August 1st. Reservation confirmations will be available after September 5th.

Return this completed form to the Katy ISD Special Events, Reservations, and Marketing Department to initiate rental of a PAC facility. The group/organization must designate a "Contact Person" who will be responsible for ensuring the proper care of the facility. The deposit, **payable to Katy ISD**, will be applied toward the final charges for the event. Rental fees will be charged based on the group's/organization's classification type, the Rental Level Fees, and employee service charges, as applicable. The deposit will not be refunded if the event is canceled less than 30 days in advance. Groups/Organizations should not assume that additional services, rooms, times, or dates can be provided after this event has been approved. Use, possession, or storage of any pesticide or herbicide on District property is prohibited as required by law. Violating this prohibition may result in the cancellation of a current event and in forfeiture of future activities on District property.

Location of PAC Facility:			
<input type="checkbox"/> Cinco Ranch High School	<input type="checkbox"/> Jordan High School	<input type="checkbox"/> Katy High School	<input type="checkbox"/> Mayde Creek High School
<input type="checkbox"/> Morton Ranch High School	<input type="checkbox"/> Paetow High School	<input type="checkbox"/> Seven Lakes High School	<input type="checkbox"/> Taylor High School
<input type="checkbox"/> Tompkins High School			

Group/Organization Information		
Name of Group/Organization		
Address	City	Zip
Contact Person (Sponsor)	Work Phone	
Mobile Phone	E-mail	

Event Name	Number of Expected Attendees		
Brief Description of Event			
Will there be an admission charge? <input type="checkbox"/> Yes <input type="checkbox"/> No		Amount	
<input type="checkbox"/> Level 1 Rental: Load-In or Rehearsal dates needed.		<input type="checkbox"/> Level 2 Rental: Performance Dates, including Load-out	
Requested Event Date(s)	From	<input type="checkbox"/> AM <input type="checkbox"/> PM	To <input type="checkbox"/> AM <input type="checkbox"/> PM
Alternate Event Date(s)	From	<input type="checkbox"/> AM <input type="checkbox"/> PM	To <input type="checkbox"/> AM <input type="checkbox"/> PM
Additional Load-In Date	From	<input type="checkbox"/> AM <input type="checkbox"/> PM	To <input type="checkbox"/> AM <input type="checkbox"/> PM
Requested Rehearsal Date(s)	From	<input type="checkbox"/> AM <input type="checkbox"/> PM	To <input type="checkbox"/> AM <input type="checkbox"/> PM

Group/Organization's Agreement

As the officially designated Contact Person for the group/organization named above, I understand that failing to comply with the Katy ISD "Performing Arts Centers (PAC) Facility Rentals and Related Fees Including Reservation Guidelines and Procedures" may result in the cancellation of a current event and the loss of future facility use privileges. Upon completion of the Consultation Session and determination of the technical services necessary for the event, I understand that an estimated cost of the event will be determined and communicated to me as the Contact Person for the group/organization. A Deposit of \$750.00 must be submitted with the PAC Reservation Request Form. I understand that the group/organization will be responsible for the replacement/repair of any PAC equipment due to accidents, misuse, neglect, and/or vandalism on the part of any individual associated with the group/organization. It is also the group's responsibility to provide proof of insurance at least 10 business days prior to the event. I have read and understand the Katy ISD PAC guidelines/restrictions and will abide by and help in the enforcement of said guidelines/restrictions.

Hold Harmless Agreement and Facility Use Acknowledgement

To the extent permissible by the Constitution and laws of the State of Texas, the user of a District facility agrees to protect, indemnify and hold free and harmless, Katy Independent School District, its Board of Trustees, officers, employees, and agents from and against any and all claims, demands, causes of action, or other litigation (including all costs thereof and attorney's fees) of every kind and character on account of personal injuries, death, bodily injury or damage to property, of the public, Katy ISD or the user herein, its or their guests, employees, supervisors, vendors and agents whether resulting from the performance of its obligations hereunder or the quality or safety of the programs used and/or the equipment or property of the user herein, all of these without regard to fault, even if any indemnified or injured party is negligent in whole or part.

By signature on this agreement, I, as the contact person duly authorized to act on behalf of the above-named organization, I acknowledge and agrees that:

1. The District shall have first priority of facility use and may cancel any agreement of any facility prior to the event if the District determines that it must use the facility for a function directly related to the operation of the District.
2. The District reserves the right to adjust or restrict the hours of use by any group or organization in order to accommodate the greatest number of requests.
3. The use of the facility requested will be restricted to the areas designated and approved for the reservation and to individuals associated with the organization in order to maintain security. (Subleasing is prohibited.)
4. Adult supervision will be provided by the group/organization at all times.
5. **The use, sale, or possession of any weapon, firearm (including concealed handguns without specific authorization), illegal drugs, alcoholic beverages, and pyrotechnics (including fireworks) and the use of tobacco products on any Katy ISD property are prohibited.**
6. The use, possession, or storage of any pesticide or herbicide on any Katy ISD property is prohibited.
7. Food and drinks are not allowed in any Katy ISD Junior High or High School gymnasium.
8. Performances, exhibitions, or activities that are deemed indecent, obscene, immoral, or in any manner publicly offensive are not allowed.
9. Groups/Organizations reserving a District facility may not post any signage on District property except at the facility during the scheduled date and time of the facility reservation. All signs (inside and outside) must be freestanding or suspended from existing hardware and must be approved by the Special Events, Reservations and Marketing Department prior to use.
10. Proof of the required insurance must be submitted 10 business days prior to the event.
11. Failure to adhere to District procedures, as specified in the Campus or District-Wide Facility Rental and Related Fees document (as appropriate), may result in forfeiture of the current utilization and future use of District facilities.
12. Facility Reservations Requests are not valid until confirmation from the District is provided.
13. Charges for an event are assessed from the time the facility is opened for the event until it is cleaned and secured.
14. Deposit fees are due immediately upon confirmation of date availability, and payment for rental and employee fees is due 10 business days prior to an event.
15. The user understands and acknowledges that it is wholly responsible for ensuring that its guests, employees, supervisors, vendors, agents, and other persons present in relation to the use of the facility under this agreement are in full and complete compliance with any and all government restrictions on gatherings and formal Centers for Disease Control and Protection (CDC) guidance related to social distancing and preventing the spread of COVID-19 and any other communicable disease.
16. The user agrees to take any and all reasonable action to ensure compliance of its guests, employees, supervisors, vendors, agents and other persons present in the facility in relation to the user's use of the facility under this agreement with any and all government restrictions on gatherings and formal CDC guidance related to social distancing and preventing the spread of COVID-19 and any other communicable disease.
17. The District reserves the right to cancel any agreement for the use of any District facility prior to or during the event if the District determines, in its sole discretion, that use of the facility is in violation of government restriction or CDC guidance, or otherwise poses a risk to the health and safety of the public, its students, staff or other persons in use of the facility. In the event that the District exercises its right to cancel an event under this provision, refund of fees paid to the District for such event shall be in the sole discretion of the District and the parties will have no further liability to each other for the cancelled event. The District shall not be liable in damages or injunction for failure or delay of any obligations under this agreement and any claim arising out of the cancellation of this agreement, including any claim for lost business as a result of cancellation under this provision.
18. The user agrees to provide written notice to Ben Rolens at BenjaminRRolens@katyisd.org within twenty-four hours of learning that any person physically present in a District facility for the event under this agreement has developed symptoms of COVID-19, has tested positive for COVID-19 or has been in direct contact with a person who has tested positive for COVID-19 within two weeks of the event under this agreement.
19. The user understands and acknowledges that any and all other guests, employees, supervisors, vendors, agents, and other persons present during the use of a District facility under this agreement assume any and all risk of exposure to COVID-19 and any other communicable disease or condition potentially developed or contracted in connection with use of the facility.
20. The user agrees to take reasonable action to inform and obtain consent from all guests, employees, supervisors, vendors, agents, and other persons present in relation to the use of a District facility, that by using the District facility they each assume the risk of exposure to COVID-19 and any other communicable disease or condition potentially developed or contacted in connection with use of the facility.
21. In the event a guest, employee, supervisor, vendor, agent or other person present in relation to the use of a District facility refuses to expressly assume the risk of exposure, the user agrees to refuse to permit such person to physically enter the District facility. If the user is unable to prevent such person from entering the District facility, the user agrees to immediately contact the Katy ISD police department at 281-237-4000 and to report the impermissible entrance into the District facility.

Contact Person's/Sponsor's Signature	Date
--------------------------------------	------

FOR OFFICE USE ONLY		
Facilities Coordinator	Reservation #	Date Received

Katy Independent School District

Performing Arts Center Repair Request

Use this form to request any repairs related to items in your school's Performing Arts Center. Once you obtain campus approval, please forward to the Fine Arts Office.

Campus Information:	
Date	
Campus	
PAC Manager	
Person making request	
Contact phone/email	

Repair Information: (Please attach a quote to your request)	
Details of needed repairs	
Item	
Model#	
Estimated Cost	

Approvals:			
Campus Principal	Printed Name		
	Signature	Date	
Fine Arts	Printed Name		
	Signature	Date	
Asst Superintendent of Operations	Printed Name		
	Signature	Date	

Outcome:	
	Approved Continue with process of completing repairs.
	Pending Additional supporting data needed.
	Denied Request not needed at this time.

Grading

Secondary Fine Arts Grading Category Recommendations

Junior High

Course	Major Grades	Minor Grades	Other Grades	Template
7 Arts and Crafts	Project , Written Test	Sketchboo, Daily assignments, Quiz	Materials, Participation	C- Major 50% Minor 35% Other 15%
7 Art I				
6, 7, 8 Beginning Band	Performances, Tests	Participation, Quizzes, Daily Grades	Homework	
7, 8 Band				
6, 7, 8 Beginning Orchestra	Concerts/Public performances- Recitals, UIL concert & sight-reading contest, KISD solo &	Care of equipment, Rehearsal department, Participation in Region Auditions, Playing quizzes	Paperwork sent home Written homework worksheets, Practice records, Materials check	
7, 8 JH Orchestra				
6, 7, 8 Choir	Performances, Tests, Daily Classroom Engagement, After school engagement, attendance, participation	Quizzes, Concert/Performance, attire & Punctuality, Sectionals/Rehearsals	Daily Skills, Preparation, Written Homework	
6, 7, 8 Theatre I, 8 Theatre II	Designs, Presentations, Projects , Performances	Classroom engagement, Crew Work, Performance Evaluations , Written Reports	Preparation materials, Homework, In class written/general assignments, Quizzes	
8 Art I, II, 8 Art I (HS credit)	Project, Written Test	Sketchbook, Daily assignments, Quiz	Materials, Participation	
8 Arts and Crafts				

**Secondary Fine Arts
Grading Category
Recommendations –
High School**

Course	Major Grades	Minor Grades	Other Grades	Template
Applied Music	Projects/Portfolio		Daily Work Participation	A Major 90%
Applied Art 1				
Technical Theatre I, II, III, IV	Designs , Portfolio, Projects, Tests, Quizzes	Class labs, Afterschool labs, Performance Evaluations/Etiquette, Written Reports, Classroom engagement	Preparation Homework In class written/general assignments	C Major 50% Minor 35% Other 15%
Band I, II, III, IV, Stage (Jazz)	Performance Tests After school engagement Attendance Participation	Playing Quizzes Concert/Performance Attire & Punctuality Sectionals/Rehearsals	Daily engagement in rehearsals Preparation Written homework	
Music I, II, III, IV Choir			Daily skills Preparation Written homework	
Orchestra I, II, III, IV	Performances, Tests, Extended curricular activities	Playing Quizzes, Concert/Performance Attire & Punctuality, Sectionals/Rehearsals, UIL music competitions/preparation, TMEA auditions process	Daily engagement in rehearsals Preparation Written homework	
Voice Ensemble	Performance, Tests, After school engagement Attendance Participation	Quizzes, Concert Performance attire Punctuality Sectionals/rehearsals	Daily skills Preparation Written homework	
Music Theory, Music Theory II, Music History Theatre I, II, III, IV				
Theatre Production 1, 2, 3, 4	Designs Portfolio	Classroom Engagement, Class labs/after school labs Performance	Preparation, Homework, In Class written/general	
Art 1	Major Project Test Portfolio	Daily Assignments, Sketchbook, Quiz	Participation Homework	
Fundamental Art 1				
Art 2, 3, 4 Ceramics				
Art 2, 3 Drawing				
Art 2, 3, 4 Painting				
Art 2, 3, 4 Sculpture				
Dance (Dance), (Dance Team Training), (Dance Team), (Colorguard)	Portfolio, Tests, Performances	Classroom Engagement	Participation Homework, In class written/general assignments, Quizzes	
AP Music Theory	Portfolio, Exam, Major Project	Class Assignments, Homework, Quizzes	Daily, Participation, Materials	F Major 70% Minor 20% Other 10%
AP 2-Dimensional Design Portfolio				
AP Studio Art: Drawing				
AP Art History				



*Division of Teaching and Learning Department of Secondary
Curriculum and Instruction*

MEMORANDUM

TO: Secondary Principals

FROM: Rhonda Ward, Executive Director of Secondary Curriculum & Instruction DATE: June
11, 2015

SUBJECT: **2015-2016 HONORS (PreAP) COURSES IDENTIFIED AS EXEMPT FROM NO-PASS, NO-
PLAY**

At the Monday, May 18, 2015 Board Meeting, the Katy ISD Board of Trustees approved the No-Pass, No-Play exempt courses for the 2015-2016 school year. Policy FM (LEGAL), Student Activities, specifies that "A student shall be suspended from participation in any extracurricular activity sponsored by the District of the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described below as EXEMPT COURSES."

The following are honors classes for purposes of eligibility to participate in extracurricular activities:

1. **ALL College Board Advanced Placement courses** and International Baccalaureate courses in all disciplines;
2. **English Language Arts:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)";
3. **Languages other than English:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" and languages other than English courses Levels IV-VII;
4. **Mathematics:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" and pre-calculus;
5. **Science:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide manual (Part One); and
6. **Social Studies:** Social Studies Advanced Studies, Economics Advanced Studies, high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One).

June 11, 2015

2015 - 2016 Honors (PreAP) Courses Identified as Exempt From No-Pass, No-Play Page 2

Districts **may identify additional honors courses** in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for the purposes of extracurricular eligibility, but must identify such courses before the semester in which any exemptions related to extracurricular activities occur.

The courses listed below are EXEMPT from No-Pass, No-Play consideration:

English	Mathematics	Science	Social Studies	Languages other than English(LOTE)
English 1 PreAP	GeometryPreAP	BiologyPreAP	World Geography PreAP	Spanish III PreAP
English I PreAP/GT	Geometry PreAP/GT	Biology PreAP/GT	World Geography PreAP/GT	Spanish for Spanish Speakers III PreAP
English II PreAP	Algebra II PreAP	Chemistry PreAP	World History PreAP	German III PreAP
	Algebra II PreAP/GT	Chemistry PreAP/GT		French III PreAP
	PreCalculus PreAP	Physics PreAP		Japanese III PreAP
	PreCalculus PreAP/GT	Physics PreAP/GT		Latin III PreAP
				Chinese III PreAP

Contact Rhonda Ward at 281-396.2315 or rhondarward@katyisd.org with any questions.

2022 – 2023 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

- Thursday 9/22 Evaluate All Students (1st - 6 weeks grading period)
- Thursday 9/29 Students gain/lose eligibility (2:35 pm)
- Friday 10/14 Re-evaluate failing students (3 week evaluation)
- Friday 10/21 Students may regain eligibility (2:35 pm)

-
- Thursday 11/03 Evaluate All Students (2nd - 6 weeks grading period)
 - Thursday 11/10 Students gain/lose eligibility (2:35 pm)
 - **THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE**
 - Friday 12/02 Re-evaluate failing students (3 week evaluation)
 - Friday 12/09 Students may regain eligibility (2:35 pm)

-
- Friday 12/16 Evaluate All Students (3rd - 6 weeks grading period)
 - **CHRISTMAS BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE**
 - Wednesday 1/11 Students gain/lose eligibility (2:35 pm)
 - Monday 1/23 Re-evaluate failing students (3 week evaluation)
 - Monday 1/30 Students may regain eligibility (2:35 pm)

-
- Friday 2/17 Evaluate All Students (4th - 6 weeks grading period)
 - Friday 2/24 Students gain/lose eligibility (2:35 pm)
 - Friday 3/10 Re-evaluate failing students (3 week evaluation)
 - **SPRING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE**
 - Monday 3/27 Students may regain eligibility (2:35 pm)

-
- Thursday 4/06 Evaluate All Students (5th - 6 weeks grading period)
 - Thursday 4/13 Students gain/lose eligibility
 - Friday 4/28 Re-evaluate failing students (3 week evaluation)
 - Friday 5/05 Students may regain eligibility (2:35 pm)

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 academically eligible through the Summer.
- Total credits earned determine the first 2022-2023 six week eligibility for students in Gr 10-12.
- Promotion status determines the first 2022-2023 six week eligibility for students in Gr 7-9.

Directories

2022-23 THEATRE ROSTER

6/30/2022

HIGH SCHOOL CAMPUS	THEATRE	JUNIOR HIGH CAMPUS	THEATRE
Cinco Ranch HS <i>Dr. Kaye Williams - 237-7006</i>	Donald Wile (H) 237-5065 Lindsay Pritchett (PM)	Adams JH Elisabeth Brodt - 234-3406	Mollie Boulware (H) 234-3467 Jo Bradley
Jordan HS Dr. Ethan Crowell - 234-9006	Andy Midkiff (H/PM) 237-7437 Jackie Kana	Beck JH Dr. Leah Radloff - 237-3306	Stephen Sisk 237-3378
Katy HS Dr. Rick Hull - 237-6706	Katy Tagliabue (H) 237-1712 Charles Wood (PM) 237-1936	Beckendorff JH Paul Moussavi - 237-8800	Emily Hernandez (H) 237-9479 Austin Oliver 237-9453
Mayde Creek HS Gina Cobb - 237-3063	Paul Shaffer (H/PM) 237-3803 Lindsay Luker 237-3533	Cardiff JH Scott Rounds - 234-0606	Nicole Kapalski 234-0649
Morton Ranch HS Julie Hinson - 237-7806	Joey Watkins (H/PM) 237-2515 (T) Brittany Walker 237-7904	Cinco Ranch JH Mona Salinas - 237-7306	Catherine Ponder (H) 237-1416 (T) Laura Quebodeaux
Paetow HS Mindy Dickerson - 234-4906	Elizabeth Mace (H) 234-4967 John Holt (PM) 237-5814	Haskett JH Dr. David Paz - 234-3606	Elaine Weisberg
Seven Lakes HS Kerri Finnesand - 237-2806	Joshua Heerssen (H/PM) 237-9507 Julia Carrington 237-2893	Katy JH Carrie Lowery - 237-6806	Kendra Curtis 237-8230
Taylor HS Dr. Melinda Stone - 237-3106	Sara Blumber (H/PM) 237-3663 Kelley Hughes 237-3653	Mayde Creek JH Amanda Weaver - 237-3906	Nicole Johnson 237-4912
Tompkins HS Mark Grisdale - 234-1006	Mark McManus (H/PM) 234-1246 Kelsie Morris 234-1076	McDonald JH Carrie Caruso - 237-5307	Brigitte Becker 237-4208
		McMeans JH Steve Guzzetta - 237-8006	Carolyn Collins 237-8119
		Memorial Parkway JH Greg Kraus - 237-5806	Rachel Hoffman 237-5919
		Morton Ranch JH Dr. Frederick Black - 237-7406	Adrienne White
		Seven Lakes JH Kristin Harper - 234-2106	Katy Wood (H) 234-2146 Rachel Drewes 234-8191
		Stockdick JH Dr. Anne Lalime - 234-2706	Lisa Hart 234-2842
		Tays JH Dr. Kris Mitzner - 234-2406	Tina Holt (H) 234-2454 Heather Villano 234-2428
		West Memorial JH Todd Knobbe - 237-6406	Marika "Maria" Karastamatis
HS Key: H - Head Director PM - PAC Manager		Woodcreek JH Dr. Andrew Lowry - 234-0806	Denise Moreno (H) 234-0899 Angela Feeney 234-0886 Matthew Lusk 234-0838

HS: 9 Campuses, 18 Teachers

JH: 17 Campuses, 24 Teachers

Theatre Team Meetings

The purpose of the monthly team meetings is to collaborate and communicate district information that is specific and relevant to your students and program. **It is an expectation that the head theatre teacher attend these meetings.** Assistant Director may attend, but are not required. The dates for the upcoming year are listed below for junior high and high school theatre directors.

Team Meeting Schedule 2022-23

HIGH SCHOOL THEATRE

Date	Location
September 2	TEAMS 2:30pm
October 7	TEAMS 2:30pm
November 4	Fine Arts PD Day
December 2	TEAMS 2:30pm
January 6	6:00am Location TBD
February 3	TEAMS 2:30pm
March 31	TEAMS 2:30pm
April 5	TEAMS 2:30pm
May 5	6:00am Location TBD

JUNIOR HIGH THEATRE

Date	Location
September 2	Chick-fil-A Mason Road 7am
<i>October</i>	<i>No Meeting</i>
November	Fine Arts PD Day
December 2	TEAMS 7:30am
January 20	Chick-fil-A Mason Road 7am
February 3	TEAMS 7:30am
March 3	TEAMS 7:30am
April 4	Chick-fil-A Mason Road 7am
May 3	TEAMS 7:30am

**SECONDARY DIRECTORS
MUSIC/DANCE/CHEER 2022-23**

CAMPUS	BAND	CHOIR	ORCHESTRA	CHEER	DANCE
CRHS - 007 Dr. Kaye Williams 237-7000	Ray Jones 237-5046 Daniel Rivera 237-5202 Rory Davis 237-5045	Dorothy Wilson 237-5204 Andres Davila	Brett Nelsen 237-5206 Oscar Vera 237-2476	Rebecca Bingham 237-5147	Samantha Cockerham 237-5261 Holly Trotschi - 237-3840
JHS - 013 Dr. Ethan Crowell 234-9000	Daniel Galloway 234-8260 Lauren Batchelor 234-8259 Mitchell Vereide	Raegan Grantham 234-8276 Audrey de la Cruz	Kyle Davis 234-8322 Grace Ibernere	Loren Williamson - 234-8230	Victoria Way 234-1295 Alex Worrell
KHS - 001 Dr. Rick Hull 237-6700	Terence Gorton 237-1834 Dale Fremin 237-1882 Maria Singer	Katy Cuddihoe 237-1807 Camilla Boles 237-1800	Glen Garrido	Patty Henson - 237-1849 Olivia Skrabanek 237-9094	Patty Henson 237-1849 Olivia Skrabanek 237-9094
MCHS - 005 Gina Cobb 237-3000	Donnie Christian 237-3596 Dennis Beaver 237-6419 Casey Watson	Jessica Shine 237-3523 Christopher Walker 237-3594	Andrew Geyssens 237-3595	Erica Hodges 237-3485	Jennifer Oconnell 237-3840 Alexandra Paul 237-3840
MRHS - 009 Julie Hinson 237-7800	Chris Brown 237-7908 Emma Wade 237-7885 Jacob Gutierrez	David Van Wyk 237-7791 Emily Moore 237-2532	Gabe Katz 237-2535 Natalie Koopp	Lorraine Eberly 237-7899	April Hunt 237-7988 Ciera Rice
PHS - 013 Mindy Dickerson 234-4906	Greg Redner 234-4974 Kevin Thompson 237-7885 Open	Sara Proodian Corey Swann	Matt Tavilson 237-4957	Erica Wood 234-4962	Christine Deei 237-4972 Jesslan Decesare
SLHS - 010 Kerri Finessand 237-2800	John Mays 237-2848 James Vinson 237-2862 Brody Wadkins	Klint Jordan 237-2857 Elizabeth Tait 237-2846	Desiree Overree 237-2923 Sean Carlton	Amy Weaston 237-9182 Jaime Wilson 237-9579	Allison Peady Rachel Christopher
THS - 002 Dr. Melinda Stone 237-3100	Michael Ary 237-9268 Eric Weingartner 237-9266 Andrew Fruge	Casey Carruth 237-9265 Jo Beth Wasicek 237-9264	Clint Capshaw 237-3652 Kate Matthews	Audrey (Buffy) Brummelt 237-3628	Lauren Butard Sarah Peterson 237-9282
OTHS - 012 Mark Grisdale 234-1000	Stephen Bond 234-1071 Cimo Hernandez 234-1077 Ken Brown 234-1078	Christian de la Cruz 234-1075 Kristin Killingsworth	Matthew Porter 234-1074 Sarah Marts 234-1370	Ashlyn Wagner 234-1145	Rossey Fortenberry 234-1073 Sharma Rinehart 234-1295
AJH - 056 Elisabeth Brodt 234-3400	Darlene Blöse 237-3465 Randallyn Holdford 237-3466 Jessica Martinez	Jennifer Agbu 234-3464 Tiffany Sau 237-3557	Nicole McNeal 234-3549 Ruby Ortiz	Rachel Christensen Candra Maly 234-3552	XXXXXXXXXXXXXXXXXX
BJH - 046 Dr. Leah Lowry 237-3300	Brenden Steber 237-3335 Taffy Singletary 237-3414	Shannon Skillman 237-3320 Open	Barb Nelsen 237-3407 Aimee Cho 237-1295	Carly Simich 237-3405 Christin Fancher 237-9719	XXXXXXXXXXXXXXXXXX
BDJH - 050 Paul Moussavi 237-8800	Susan Steber 237-9476 Jonathan Churak-Simpson 237-1273	Bonnie Hulse 237-9474 Julie Rodriguez 237-1271	Amy Williams 237-9486 Vivian Vuu	Kari Sohaefers 237-9460 Kayla Gilmore 237-8819	XXXXXXXXXXXXXXXXXX
CJH - 051 Scott Rounds 234-0600	Daniel Zavala 234-0710 Dan Brodt 234-0711	Rachael Freed 234-0698	Marcia Sadberry 234-0699	Monique Rubesh 234-0729	XXXXXXXXXXXXXXXXXX

**SECONDARY DIRECTORS
MUSIC/DANCE/CHEER 2022-23**

CAMPUS	BAND	CHOIR	ORCHESTRA	CHEER	DANCE
CRJH - 048 Mona Sallinas 237-7300	Rachelle Isaacson 237-7364 Lisa James 237-4646	Julia Peoples 237-4627 Juliana Dean 237-7398	Laura Vu 237-4077 Barbara Jones 237-4626	Amy Kindred 237-7365 Andrea Salmon 237-7376	XXXXXXXXXXXXXXXXXX
KJH - 041 Carrie Lowery 237-6806	Richard Maher 237-8214 Cindy Gorton 237-8215	Bobby Miles 237-8286	Ed Ellsworth 237-8235	Lisa Hane 237-2702 Rian Jobe 237-8240	XXXXXXXXXXXXXXXXXX
HJH - 057 Dr. David Paz 234-3606	Jeffrey Tipps 234-3682 Inez McGraw 234-3691	Christin Abbott 234-3680	Emory Daniel 234-3681	Kelsy Michele Emeish 234-3673	XXXXXXXXXXXXXXXXXX
MCJH- 043 Amanda Weaver 237-3900	Jeff Eldridge 237-4959 Kris McKee 237-4960	Leigh Schmidt 237-4956	Karen Giffin	Chelsea Haden 237-4951 Taylor Rensink-Kortlever 237-4930	XXXXXXXXXXXXXXXXXX
MDJH - 045 Carrie Caruso 237-5307	Luis de la Garza Scott Taylor	Ariel Ortega 237-4238	Kelli Houston 237-4214	Bryanna Hernandez 237-4242	XXXXXXXXXXXXXXXXXX
MMJH - 047 Steve Guzzetta 237-8000	Meredith Hernandez 237-8046 Joe Semmler 237-8037	Steve Kalke 237-8047 Sabrina Silva 237-8119	Julie Allevalo 237-8073	Edna Martinez 237-8116 Jacqueline Sampay Laura Fox	XXXXXXXXXXXXXXXXXX
MPJH - 044 Greg Kraus 237-5800	David Lonnie 237-5943 Israel Hernandez Barron 237-5941	Alex Lathrom 237-5945	Alejandro Padro-Fuentes 237-1259	Jessica Yakin 237-5905 Holland Sumrall 237-5845	XXXXXXXXXXXXXXXXXX
MRJH - 049 Dr. Frederick Black 237-7400	John Limer 237-7489 Isabelle Frakey 234-2108 Mark Rios	Jeff Van Hal 237-7481	Zach Miller 237-2228	SteReisha Valentine 237-4444	XXXXXXXXXXXXXXXXXX
SLJH - 053 Kristin Harper 234-2100	Adam Seltzer 234-2243 John Shaw 234-2108 Nathan Poteet	Kristin Likos 234-2244 Lindsay Fulton 234-2306	Jennifer Gingell 237-2242 Bethany Hagin 237-2875	Brittany Picht	XXXXXXXXXXXXXXXXXX
SJH - 055 Dr. Ann Lalime 234-2700	George Liverman 234-2872 Kelsey Wells 234-2880	Kerianne Wright 234-2780	Rebecca Geysens 234-2228	Brittany Calvit 234-2785 Lauren Stewart 234-2722	XXXXXXXXXXXXXXXXXX
TJH - 054 Dr. Kris Mitzner 234-2400	Donnie Arley 234-2456 Joseph Cherwink 234-2443	David Lee 234-2384 Regan Murrell 234-2306	Bryanna Porter 234-2451 Jessica Capshaw 237-6436 Karissa Williams	Megan Thixton 234-0089 Anne Fuller 234-0285	XXXXXXXXXXXXXXXXXX
WMJH - 042 Todd Knobbe 237-6400	Molly Casillas 237-3853 Tom Fester 237-6445	Mischa Brinkmeyer 237-6441	Charles Petersen	Brianna Graffagnino Hilary Fezell 237-4289	XXXXXXXXXXXXXXXXXX
WCJH - 052 Dr. Andrew Lowry 234-0800	Bobby Guess 234-2024 Bryan Cremer 234-0827 Katherine Blackburn	Anne Guess 234-0845 Sean Jackson 234-0835	Klayton Hoefler 234-0980 Erin Delavan 234-0864	Karli Lintner 234-0993 Hayley Strickler 234-0868	XXXXXXXXXXXXXXXXXX

KATY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
2022-2023 SCHOOL YEAR

Victor Perez, Member

Position #1

P.O. Box 159

Katy, TX 77492-0159

281-396-2306

victorperez@katyisd.org

Greg Schulte, President

Position #5

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281-396-2306

gregschulte@katyisd.org

Lance Redmon, Vice President

Position #2

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lanceredmon@katyisd.org

Rebecca Fox, Member

Position #6

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rebeccafox@katyisd.org

Ashley Vann, Secretary

Position #3

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ashleyvann@katyisd.org

Dawn Champagne, Member

Position #7

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dawnchampagne@katyisd.org

Leah Wilson, Member

Position #4

P.O. Box 159

Katy, TX 77492-0159

281-396-2306

leahwilson@katyisd.org

Assistant Superintendents for Elementary School Leadership and Support

Dr. Carlson-Scruggs - Elementary Cindy Burnham 281.396.7728 Anita Kotellos 281.396.2025	Dr. Vonda Washington - Elementary Cindy Burnham 281.396.7728 Anita Kotellos 281.396.2025
Bryant Elementary-BES-142-Ashley Pierce	Bear Creek Elementary-BCE-106-Stephanie McElroy
Cimarron Elementary-CE-107-Lindsey Chase	Bethke Elementary-CBE-141-Kara Morgan
Exley Elementary-JEE-124-Thea Wofford	Campbell Elementary-ACE-143-Jaime Shipley
Franz Elementary-FES-126-Yvette Sylvan	Davidson Elementary-KDE-138-Jessie Miller
Hutsell Elementary-HE-105-Margie Blount	Holland Elementary-BHE-131-Linnea Griffith
Katy Elementary-KE-102-Beth Grimet	Leonard Elementary-OLE-144-Stephanie Vaughan
King Elementary-RKE-120-Tammi Wilhelm	McRoberts Elementary-PME-116-Kelly Stroud
McElwain Elementary-PMCE-145 Euberta Lucas	Randolph Elementary-JRE-139-Michelle Gaskamp
Memorial Parkway Elementary-MPE-104-Norma Martinez	Rhoads Elementary-RES-125-Tim Wolff
Morton Ranch Elementary-MRE-130-Deb Hubble	Schmalz Elementary-SES-121-Charlotte Gilder
Robertson Elementary-SERE-146-Martha Pulido	Shafer Elementary-FPSE-137-Shannon Smith
Rylander Elementary-RRE-123-Tanya Heard	Stanley Elementary-SSE-132-Rebecca Wingfield
Sundown Elementary-SE-110-Kari Torres	Wilson Elementary-TWE-133-Shae Harwell
West Memorial Elementary-WME-103-Becky Marron	Wolfe Elementary-WE-101-Anna Hinojosa
Williams Elementary-JWE-118-Jason Brown	Elementary #45-147-TBD
Winborn Elementary-DWE-108-Lisa Frison	Elementary #46-148-TBD
Mr. Rahsan Smith - Elementary Anita Kotellos 281.396.2025 Cindy Burnham 281.396.7728	Mr. Rahsan Smith - Elementary Anita Kotellos 281.396.2025 Cindy Burnham 281.396.7728
Alexander Elementary-RAE-117-Charmaine Hobin	Kilpatrick Elementary-OKE-122-Malynn Rodriguez
Creech Elementary-SCE-119-Sally Gupton	Mayde Creek Elementary-MCE-111-Felicia Sheedy
Fielder Elementary-FE-114-Marc Kampwerth	Nottingham Country Elementary-NCE-109-Tracy Stroud
Golbow Elementary-GE-113-Jessica Hale	Pattison Elementary-PE-112-Debbie Barker
Griffin Elementary-MGE-127-Jacki Keithan	Stephens Elementary-USE-128-Michael Schwartz
Hayes Elementary-JHE-115-Heather Mulcahy	Wolman Elementary-RJWE-134-Kelly Ricks
Jenks Elementary-MJE-140-Troy Kemp	Woodcreek Elementary-WCE-129-Ronnie Mosher

Assistant Superintendents for Secondary School Leadership and Support

Dr. Emily Craig - Secondary Joy Thumann 281.396.7823	Mr. Chris Morgan - Secondary Joy Thumann 281.396.7823
Jordan HS - JHS - 014 - Ethan Crowell	Cinco Ranch HS - 007 - Kaye Williams
Mayde Creek HS - MCHS - 005 - Gina Cobb	Katy HS - KHS - 001 - Rick Hull
Morton Ranch HS - MRHS - 009 - Julie Hinson	Paetow HS - PHS - 013 - Mindy Dickerson
Taylor HS - THS - 002 - Melinda Stone	Seven Lakes HS - SLHS - 010 - Kerri Finnesand
Tompkins HS - OTHS - 012 - Mark Grisdale	Raines Academy - MRA - 011 - Richard Merriman
Robert R. Shaw Center - RSC - 854 - Steve Adams	Miller Career & Technology Center-MCTC-004-Kelley Kirila
Opportunity Awareness Center-OAC-003-Janelle Coleman	
Junior Highs	Junior Highs
Adams JH - AJH - 056 - Elisabeth Brodt	Beckendorff JH - BDJH - 050 - Paul Moussavi
Cardiff JH - CJH - 051 - Scott Rounds	Beck JH - BJH - 046 - Leah Radloff
Katy JH - KJH - 041 - Carrie Lowery	Cinco Ranch JH - CRJH - 048 - Mona Salinas
Mayde Creek JH - MCJH - 043 - Amanda Weaver	Haskett JH - HJH - David Paz
McDonald JH - MDJH - 045 - Carrie Caruso	Memorial Parkway JH - MPJH - 044 - Greg Kraus
McMeans JH - MMJH - 047 - Steve Guzzetta	Seven Lakes JH - SLJH - 053 - Kristin Harper
Morton Ranch JH - MRJH - 049 - Fred Black	Stockdick JH - SJH - 055 - Ann Lalime
Tays JH - TJH - 054 - Kris Mitzner	West Memorial JH - WMJH - 042 - Todd Knobbe
	WoodCreek JH - WCJH - 052 - Andrew Lowry

Links

FORMS AND LINKS

Medical Forms

Please see your campus nurse for the most current version of medical forms.

Travel Forms

1. [Parent/Guardian Auth for Tvl and Emerg Consent for Treatment](#)
2. [Parent/Guardian authorization for regular extra-curricular travel - Spanish](#)
3. [Request for Student Trip](#)
4. [Hold Harmless Agreement for parents traveling on KISD bus](#)
5. [Request for Post-Activity Student release](#)

Miscellaneous Forms

6. [Request for Acceptance of Donated Items](#) (live form in Online Forms, search “donate”)
7. [Facility Reservation Request](#)
8. [Leonard E. Merrell Center Reservation Form](#)

Important Information Links

1. [Katy ISD Instructional Calendar](#)
2. [Katy ISD Local Assessment Calendar](#)
3. [Texas Educational Theatre Association](#)
4. [Texas Thespians](#)
5. [Educational Theatre Association](#)