KEYS

Keep Encouraging Youth Towards Success

2026-2027 MENTOR MANUAL



KEYS MENTORING

KATY INDEPENDENT SCHOOL DISTRICT

EVIDENCE-BASED STRATEGIES FOR MENTORING SUCCESS

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Dear KEYS Mentors,

You may never know the full impact of the time you spend with a student.

You may not see the confidence that grows because you listened. You may not hear the stories they share years from now about the mentor who showed up each week. You may not realize that a simple conversation, a shared laugh, or a familiar face can become a reminder that they are seen, valued, and supported.

A smile. A game of cards. A conversation about dreams, fears, or favorite hobbies. These moments may seem ordinary, but they can build trust, confidence, and the belief that someone truly cares. That is the heart of KEYS.

Being a KEYS mentor is not about being perfect or having all the answers. It is about building relationships, being present, and showing a student they have someone who believes in them.

The power of mentoring begins with one caring adult generously giving their time. By showing up, listening, and encouraging, mentors create connections that can leave a lasting impact.

This manual is a guide to help you feel prepared and supported throughout your mentoring journey. Whether this is your first year or your fifteenth, we hope you return to these pages whenever you need guidance or inspiration.

Thank you for saying yes and investing your time, heart, and encouragement in the life of a student. The relationship you build may become one of the chapters they remember for years to come.

Together, let's write a story filled with hope, encouragement, and possibility — one student, one mentor, and one meaningful connection at a time.

Welcome to the KEYS family. We're so glad you're here.

Keren Cruz

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ARE YOU HERE TO VOLUNTEER?

BE THE HANDS-ON HEARTBEAT OF KATY ISD

JOIN OUR VOLUNTEER COMMUNITY

REGISTER TODAY WITH THESE EASY STEPS:



SIGN UP

COMPLETE THE REQUIRED VOLUNTEER REGISTRATION AND CREATE YOUR PERSONAL PROFILE.



SHOW UP

ONCE REGISTERED, YOU'RE READY TO VOLUNTEER! CHECK IN AT THE FRONT OFFICE WITH YOUR PHOTO ID BEFORE EVERY VOLUNTEER OPPORTUNITY.



WEAR YOUR BADGE

WEAR YOUR VOLUNTEER BADGE EVERYWHERE, EVERY TIME.



LOG YOUR HOURS

DON'T FORGET TO LOG YOUR VOLUNTEER TIME - YOUR IMPACT COUNTS AND HELPS SUPPORT KATY ISD.

ENGLISH **ESPAÑOL** **HOURS**

PARTNERS IN EDUCATION
KATY INDEPENDENT SCHOOL DISTRICT

Katy ISD requires all volunteers serving on or off-campus during or outside of the instructional day to register with the district through its Raptor security system.

It is the policy of Katy ISD not to discriminate on the basis of sex, disability, race, religion, color, gender, age or national origin in its educational programs and/or activities, including career and technical education programs, nor in its employment practices and to provide equal access to the Boy Scouts and other designated youth groups.

KEYS Happenings
2026-2027

KEYS 101 New Mentor Training	**Tuesday, September 15, 2026** *8:30 am – 9:30 am* *Professional Development Annex*
KEYS Kickoff	**Friday, September 25, 2026** *8:00 am – 10:00 am* *Merrell Center*
KEYS 101 New Mentor Training	**Tuesday, October 6, 2026** *1:00 pm – 2:00 pm* *Professional Development Annex*
National Mentoring Day	**Tuesday, October 27, 2026**
National Mentor Month	**January 2027**
Men Who Mentor	**Friday, January 22, 2027** *7:30 am – 9:00 am* *Legacy Community Rooms*
KEYS 101 New Mentor Training	**Thursday, January 28, 2027** *1:00 pm – 2:00 pm* *Professional Development Annex*
KEYS Spring Celebration	**Friday, April 16, 2027** *7:30 am – 9:00 am* *Legacy Community Rooms*
VIPS Celebration	**Friday, April 30, 2027** *9:00 am – 10:30 am* *Merrell Center*

Program Overview

The KEYS Mentor Program

KEYS stands for Keep Encouraging Youth toward Success. Offered at every Katy ISD campus and at every grade level, the primary focus of the KEYS Mentor Program is on relationship-building, rather than tutoring. Teachers, counselors and school administrators identify students who are good candidates for the program, while Katy ISD Partners in Education actively recruits mentors from the community. It's the power of ONE caring adult gifting their time to make a difference in the life of a student.

The Purpose of the KEYS Mentor Program

- Strengthen student **self-esteem**
- Improve student **planning skills**
- Develop student **interpersonal skills**
- Improve student **academic achievement**

Benefits the Mentor Receives

- Sense of pride in the student's progress
- Personal growth and development through insights gained from the student
- Deeper sense of individual worth through being trusted and needed
- Meaningful involvement in the community
- Improved self-confidence

Benefits the Student Receives

- Support and guidance from a caring adult who will listen
- Sense of security in having someone to trust
- Increased self-esteem and motivation to succeed
- Improved self-confidence
- Appreciation for the value of gaining knowledge
- Encouragement to attend school regularly and to stay in school
- Reinforcement of coping and problem-solving skills
- Awareness of social responsibility and a concern for others
- Ability to set and achieve realistic goals

KEYS MENTORING

Sparks hope and transforms lives
one student, one mentor at a time.

Mentors and KEYS Kids

Mentors
A mentor is someone who understands that the greatest gift any of us can give is our time. Mentors give the time it takes to slowly, gently build a relationship into a friendship.

What is a Mentor?

Guide	Coach	Advocate
Trusted friend	Listener	Encourager
Role model	Cheerleader	Goal setter

Mentor Requirements

- Complete the online KEYS mentor application.
- Agree to a Katy ISD conducted background check.
- Complete the district-required Raptor volunteer registration and create your volunteer profile.
- Attend a KEYS 101 Mentor Training session and/or complete KEYS 101 Mentor Training online.
- Commit for one school year to meet weekly on campus with your student, at a regularly scheduled time.
- If possible, follow your student each school year as they progress to graduation.
- Notify the KEYS Campus Liaison when unable to meet with your mentee.
- Follow all Katy ISD security procedures, including Raptor Visitor Management System check-in, when on campus.
- Wear Katy ISD Raptor badge for the duration of your visit.

KEYS Kids
KEYS students are referred to the KEYS Mentor program based on a variety of reasons, which may include grades, discipline referrals, absences or family circumstances. Students may be referred to the KEYS Mentor program by Katy ISD staff members and family members who feel that these students could use additional support. Students represent a wide range of ages and interests in grades K-12.

Just as mentoring is voluntary for adults, it is likewise for students. Before being assigned to a mentor, the student, along with their parent or guardian, must agree to participate in the KEYS mentor program. Once the parent permission form is received, the student will be assigned to a mentor.

Disclosure of Abuse

Reporting Requirements

Information shared by a mentee is confidential, except for the following:

- Mentee is the victim of physical, sexual or emotional abuse.
- Mentee intends to hurt him/herself or someone else.
- Mentee is involved in any illegal activity.
- Texas law requires that any person suspecting that a child has been abused or neglected must immediately make a report. If there is an emergency, call 911 and then call the DFPS Texas Abuse Hotline at 1-800-252-5400. You can also make a report online at www.txabusehotline.org.

Note: Contact your KEYS Campus Liaison immediately if you suspect your mentee is in danger of any of these listed above.

Your attitude

- Respect the need for privacy and speak quietly.
- Reflect in your face a calm and reassuring attitude. Do not look panicked or shocked.

Your behavior

- Determine the child's immediate need for safety and talk where you cannot be overheard.
- Use the student's vocabulary. Talk at the child's pace and in a quiet, calm voice.
- Be non-judgmental and supportive. Focus on listening, as probing questions can often cause anxiety and guilt. Leave that to the school authorities.

Your conversation

- Remind the child that you are available for support and to listen.
- Reassure the child that it is safe to talk to you, even when the subject is painful.
- Avoid being overly critical of the offender. Regardless of what has happened, the child may care for that person. Reassure the child that they are not to blame.
- Let the child know that you are required to tell campus staff.

Expectations

Mentor Expectations
Katy ISD has procedures in place to ensure compliance with federal, state, local laws and school board policies. These restrictions exist to protect students and adults who lead them, and to prevent any appearance of impropriety on the part of individual KEYS mentors.

- Complete the KEYS 101 Mentor training.
- Register as a Katy ISD District Volunteer with Raptor.
- KEYS mentors should have **no contact** with their mentee outside of Katy ISD staff supervision.
- KEYS mentors should have **no contact** with their mentee's parent or guardian.
- Physical contact between mentor and mentee other than a handshake or pat on the back is prohibited.
- Anything your mentee tells you is confidential unless abuse or illegal activity is involved, in which case mentors are required to immediately notify their KEYS Campus Liaison. State law requires immediate reporting of suspected abuse.
- Avoid and redirect personal topics such as religion and sexuality. Consult your KEYS Liaison regarding conversations that make you uncomfortable.
- KEYS mentors must adhere to all campus and district policies.
- Any gifts given must be of nominal value.

KEYS Mentors are considered an extension of Katy ISD campus staff; therefore, mentors must adhere to all Katy ISD staff/student interaction regulations.

Physical Contact
Many of the children we work with have a strong need and desire for positive physical contact with caring adults. You are encouraged to be a positive role model. However, your physical contact should be limited to giving a soft pat on the back or the sharing of a hug in full view of school staff. Remember that what you see as a simple, friendly affection between the student and yourself may be viewed as something entirely different by someone else.

Meetings
Meetings between the mentor and the student are to take place under Katy ISD staff supervision in designated areas – library, cafeteria, classroom – during regular school hours. All mentoring meetings must take place in a supervised location where mentor-student interactions are continuously observable by school personnel.

Communication/Texting/Social Media
Katy ISD policy strictly prohibits mentor/student private communication.

Gifts
Mentors may bring gifts of nominal value to their mentees. However, gifts should be infrequent and appropriate for the occasion. For example, a gift on a holiday, birthday, or for your last meeting. Do not

ever loan or give money to students. “Friends” do not maintain relationships by supplying each other with these items.

Safety

When on campus, all KEYS mentors are required to follow the Katy ISD Safety and Security Protocol found in the Emergency Response Guides located in every classroom and workspace in the district. Everyone conducting business at a Katy ISD facility should take the time to review this guide as a pre-emptive measure to crisis. Any questions should be directed to the school or facilities’ safety liaison or your KEYS Campus Liaison.

Student Expectations

- Meet regularly with the mentor.
- Respect confidentiality.
- Expect no money, gifts, or any off-campus activity.
- Exhibit appropriate behavior and follow all KEYS guidelines.

School Expectations

- Designate a KEYS Campus Liaison to promote and support the KEYS mentor program and regularly communicate between district staff, school administrators, mentors, and students.
- Schedule campus orientations with new mentors and provide all mentors with helpful school information such as a map, special rules/policies, school calendar, and bell schedule.
- The KEYS Campus Liaison will match mentors and students and help schedule a mutually convenient weekly meeting time.
- Provide meeting space on campus for KEYS mentors and mentees to meet.
- Communicate and support KEYS mentors throughout the school year.

Frequently Asked Questions



What do I do…

If the student changes schools?
Follow the student if you can and be sure to let the KEYS Campus Liaison know of your decision. The KEYS Campus Liaison of the new school should contact you; however, if you do not hear from them within a week, please reach out to them or the KEYS Program Coordinator.

If the student has a problem that he does not want to share with family or teachers?
Ask the student's KEYS Campus Liaison for direction. Listen carefully.

If a friend asks for details about my mentor experience?
Discuss the activities and the program rather than giving specific information about the student. Encourage and invite your friends to become a KEYS mentor and join the KEYS family!

If the student asks a question I can't answer?
It is okay, in fact it is normal, not to know all the answers. Perhaps you can offer to help the student learn the answer, or at least you can find someone who would be more knowledgeable.

If the student asks my opinion about a sensitive religious or moral issue and I realize my opinion may differ from that expressed by his family?
You can explain to the student that some topics are best discussed within the family and that your opinions might differ from those expressed at home. Generally, you can give simple, direct answers to questions without elaborating about "why." Remember that you are not to take the place of the parent. The KEYS Campus Liaison can help you determine appropriate limits to particular topics.

If a teacher asks me to help with a specific subject matter or assignment?
It is your decision. Determine if you feel comfortable with the request. Remember, however, that tutoring is not a requirement for mentors, and you may certainly say that you are not prepared to provide that kind of help.

If the student misbehaves when in my company?
Though you are never expected to assume the role of disciplinarian, it is reasonable for you to explain what you consider to be appropriate behavior in a given situation. Let the student know what your expectations are and what you will do in the future (e.g., report the incident to the liaison, terminate the session, only meet in a school office, or whatever seems appropriate to you). Be clear, firm, and be consistent.

Frequently Asked Questions



If I say the wrong thing to my mentee?
We do not expect you to be perfect. Mentees want mentors to be present. Everyone will make mistakes and say the wrong things at one time or another. This is real-life opportunity to model humility, offer a sincere apology, and to show your mentee how to handle making a mistake. You may be the first adult who has ever shown your mentee this type of respect by asking forgiveness. Seeing adults handle problems and take responsibility helps youth develop their own positive conflict resolution skills. No one learns much from perfect people.

If the student seems to respond to questions mostly with "yes" or "no" answers?
Shyness and awkward silence are common at the beginning of any relationship. These are not an indication that you are not connecting! In our young people's world today, face-to-face conversation is diminishing, so communicating verbally and not via technology is a new skill you can bring to your mentee through your time together. All relationships take time.

If your mentee is quiet, do not overwhelm him or her with lots of questions that require a yes or no response. Instead, use open-ended questions, or ask him or her to teach you how to do something or ask his or her advice to help build trust. Other options to help quiet or shy people open up more is to engage them in an activity while talking, such as playing cards or games.

If your mentee seems to not need a mentor? They appear well adjusted and happy.
Someone in this child's life saw a need in them and felt a mentor would be beneficial. As a mentor, focus on building a relationship with your mentee rather than searching for a problem to solve. Focus on giving your student your time, attention and encouragement because everyone needs someone in their life that will simply listen to them.

Qualities of a Good Mentor



- Outstanding mentors demonstrate admirable qualities, as they are **honest, fair, compassionate, empathetic, and warm**.
- Mentors not only impact students through their words, but also through their actions. By modeling **commitment, punctuality, and dependability**, mentors show that they care and will be available.
- Good mentors recognize that **relationships take time to develop,** and communication is a two-way street. They are willing to take time to get to know their students, to learn new things that are important to them (music, styles, and philosophies), and even to be changed by their relationships.
- Good mentors are **selfless** by nature, as they have a genuine desire to invest in others' lives and help them reach their full potential.
- **Mentors show respect** for individuals and for their abilities and rights to make their own choices in life. When people feel accepted and respected, they are more likely to ask for and respond to good ideas.
- Good mentoring is **intentional**. Effective mentors take time to reflect on what would be most beneficial for their mentee, understanding that **thoughtful preparation** leads to a more meaningful relationship.
- Most people are willing to give advice or express opinions. It is much harder to find mentors who will suspend their judgments and **really listen**. Mentors often help simply by listening, asking thoughtful questions, and giving their mentee an opportunity to explore their own thoughts with minimum interference.
- Good mentors are **perceptive**. They can recognize when a mentee is struggling and offer **genuine support**, especially during periods of stress or personal difficulty.
- Good mentors serve as **role models for balance** because they can offer guidance on how to navigate both academic and extracurricular demands alongside personal life.
- Most importantly, ***Mentors are FRIENDS.***

References:

Angle, S. (2025, December 9). Three qualities of exceptional mentors. *Duke University Office for Faculty Advancement*.

Cho, C. S., Ramanan, R. A., & Feldman, M. D. (2011). Defining the ideal qualities of mentorship: A qualitative analysis of the characteristics of outstanding mentors. *The American Journal of Medicine, 124*(5), 453–458.

Davis, J. S., Sakwe, A. M., Ramesh, A., Lindsey, M. L., & Woods, L. (2023). How to be a GREAT mentor. *Advances in Physiology Education, 47*(3).

The GREAT Mentor Model

We know mentoring can sometimes feel like uncharted territory, especially if it's your first time. The GREAT model, developed by researchers and published in *Advances in Physiology Education*, offers a simple and practical framework to help guide your relationship with your mentee. Keep it in mind as you grow together throughout the year.

G	Give opportunities and open doors.
R	Reach out to help students identify their strengths and reach their goals.
E	Encourage them by serving as a positive support network.
A	Advise each mentee according to their individual personality, career interests, and individual goals.
T	Train them for independent thinking.

References:

Davis, J. S., Sakwe, A. M., Ramesh, A., Lindsey, M. L., & Woods, L. (2023). How to be a GREAT mentor. *Advances in Physiology Education, 47*(3).

Healthy Boundaries

What is a boundary?

- Boundaries are the basic ground rules that shape how you and your mentee interact with one another.
- They create a sense of safety and structure in the relationship, so your mentee always knows you have their best interest at heart.
- As the adult in the relationship, setting and maintaining boundaries is your responsibility.

What makes a boundary healthy?

Not every boundary situation is clear cut. There is an important distinction between a *boundary crossing* (a departure from typical practice that may be acceptable depending on the context) and a *boundary violation* (this causes harm or puts your mentee's wellbeing at risk). When you are unsure, ask yourself:

- Will this action genuinely help my mentee?
- Could this action cause harm?
- Does this promote my mentee's independence, or does it create dependence on me?

The unique nature of adult-adolescent mentoring:

Your relationship with your mentee will naturally feel like a friendship. Embrace it, but hold boundaries warmly and consistently to model healthy relationships. If a mentee's parent or guardian places unexpected requests on you, contact your KEYS Campus Liaison right away rather than navigating it alone.

What are the areas where boundaries are important?

- **Money**: How will I react if my mentee requests money?
- **Behavior**: How will I respond if my mentee is disrespectful or uses inappropriate language?
- **Self-disclosure**: How will I respond if my mentee asks about personal topics like past relationships or drug use?
- **Time**: How will I respond if asked why I only come once a week, or if I am invited to a weekend or evening outing with the mentee?
- **Religion**: How will I respond if my mentee brings up the topic of religion? How much are we allowed, in a public school, to share?
- **Working with parents/guardians**: How will I respond if a parent asks for my contact information?

If you are unsure:

- Plan ahead. Thinking through difficult situations before they happen helps you respond calmly.
- It is better to thoroughly adjust a boundary than to walk away from the relationship entirely.
- Your KEYS Campus Liaison is always available to help.

References:

Barnett, J. E. (2008). Mentoring, boundaries, and multiple relationships: Opportunities and challenges. *Mentoring & Tutoring: Partnership in Learning, 16*(1), 3-16.

Barrowclough, K. W., & White, C. H. (2011). Negotiating relational boundaries in adult-adolescent mentoring relationships. *Southern Communication Journal, 76*(2), 137-154.

Stages of the Mentoring Relationship

Research on youth mentoring shows that youth-adult mentoring relationships tend to develop through predictable stages, each with their own opportunities and challenges. Understanding what to expect at each stage helps mentors show up in ways that truly make a difference.

You do not have to do this alone! If you are unsure about a situation, reach out to your KEYS Campus Liaison or the District KEYS Program Coordinator.

Stage 1: Getting Started – Developing Rapport and Building Trust

This is the foundation of the entire mentoring relationship. Research indicates that trust between a mentor and a young person rarely develops instantly. Instead, it grows gradually through consistent, caring presence over time. During Stage 1, the mentor should be prepared for some disappointments and frustrations as the relationship begins.

Building trust takes weeks, sometimes months

One of the best ways to build trust early is to help your student accomplish something tangible that matters to them. For example, following up on an interest, helping them get involved in a club, or setting a goal. Small wins early in the relationship help establish confidence and connection.

Testing behavior may occur

Testing is a form of protection from further disappointment. Students may be slow to give their trust because they expect inconsistency or a lack of commitment; they may test the mentor's commitment with unreasonable requests, sullen behavior, withdrawn behavior, frustration, and other challenging actions. This is not rejection; it is a form of self-protection. The best response is patience and consistency.

Predictability builds trust so BE CONSISTENT

Be on time for arranged meetings and follow through on agreements. National standards for effective mentoring identify regular, frequent contact as one of the most important factors in developing a strong mentoring relationship.

Reassure students that what you discuss together is CONFIDENTIAL

Early in the mentor relationship, explain that nothing your student shares with you will be discussed without his or her permission with anyone else, with one exception. If the student tells you something that may harm him/her, or anyone in any way, then the mentor must seek help from the appropriate person such as the Counselor or KEYS Campus Liaison.

(refer to Disclosure of Abuse- page 6)

Relationships sometimes appear to stagnate instead of grow

Your student may have experienced disappointment in the past and may be hesitant to fully engage in a helping relationship. Some students, especially those who have been let down by adults before, may be slow to open up, even after several meetings. The mentor relationship may still be in the testing stage after the first year, and mentors should talk with the campus liaison for guidance and support rather than giving up.

Stage 2: Reaching Goals

Research describes this stage as the heart of the mentoring process, where consistent interaction supports cognitive growth, social-emotional skills, and a stronger sense of identity in the student. Your role expands from trust-builder to guide, coach, encourager, and role model. Let your student's interests and goals shape your time together.

Building your relationship.

Once the testing is over, the ups and downs of a relationship usually end and exciting progress may begin to take place. The friendship is established, and the mentor can introduce activities designed to explore the student's full potential:

- Academic support
- Career planning
- Development of self-esteem and self-confidence
- Personal and social growth

Stage 3: Winding Down – Closure of the Relationship
(Without Harming the Child)

Sometimes, life just happens. In fact, that is a huge part of what you have tried to teach your student. Perhaps the student is moving far away or maybe you are? Perhaps the student has outgrown the need for a mentor or chooses not to have a mentor? Or maybe you have come to realize that your student might be better served by a different mentor. No matter the reason, it can sometimes prove to be a difficult goodbye.

How a mentoring relationship ends matters as much as how it begins. National standards for effective mentoring emphasize that closure should affirm the contributions of both mentor and mentee and protect the well-being of the mentee. Research indicates that when closure is not formally processed, mentees may experience negative emotional outcomes such as disappointment and anger. They may even reframe previously positive experiences in a negative light. A well-handled ending can itself be a powerful lesson in healthy relationships.

Inform the KEYS Campus Liaison

Mentors should discuss guidelines for ending the relationship with the KEYS Campus Liaison before talking to the student.

Inform the student

If the situation occurs, meet with the student to explain why the current arrangement must end. Encourage your student to verbalize their feelings about the change in the relationship. Set the example. Be honest, candid, and supportive regardless of the reason for the termination. Share your thoughts and feelings about the student and discuss your emotions regarding the end of the relationship as you have known it.

Focus on the positive

Discuss the achievements that your relationship has made. Talk about your own feelings and be supportive and positive, especially about what the future may hold for your student. If possible, set a specific date for your last meeting so you can plan something special.

A final caution

The student must not be allowed to feel that the meetings ended because of something he/she did wrong. They can all understand schedule changes, illness, and moving, but just as with a friend, they cannot understand the disappearance of a mentor without explanation. Do not make promises you know you may not keep. Research cautions that young people whose mentors disappear without explanation may internalize the loss as a personal failure.

When Your Student Graduates

If you stay with your student until they graduate, congratulations! You did it. Know that after graduation, you are welcome to continue your relationship with the graduated student on yours and your mentee's own terms.

References:

Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., & Tai, T. (2015). *Elements of effective practice for mentoring* (4th ed.). MENTOR/National Mentoring Partnership.

Keller, T. E. (2005). The stages and development of mentoring relationships. In D. L. DuBois & M. J. Karcher (Eds.), *Handbook of youth mentoring* (pp. 82–99). Sage.

Rhodes, J. E. (2005). A model of youth mentoring. In D. L. DuBois & M. J. Karcher (Eds.), *Handbook of youth mentoring* (pp. 30–43). Sage.

What Do We Do The First Time We Meet?

Greetings
Greet the student warmly, with a smile, and a friendly introduction. Remember to say, "I am Ms. Jones," if that's how you wish to be addressed. Do not use your first name unless you expect the student to use it as well. First meetings can feel uncomfortable for both the mentor and student, so focus on helping the student feel welcomed and at ease.

School Tour
Ask the student to take you on a tour of the school or show you around their favorite areas such as the athletics department, fine arts area, library, and more (clear this with the KEYS Campus Liaison first). This is an easy way to become comfortable with each other before embarking on more personal topics. It also gives the student an opportunity to take the lead and share important parts of their school experience. The most important part of this first meeting is creating an environment where the mentee feels comfortable enough to begin getting acquainted.

A Place to Talk
Find a comfortable place on campus to meet up with your mentee. The library is a great place but check with your KEYS Campus Liaison on what they prefer. Especially in the beginning, remember to use the student's name often and be relaxed in your approach. The goal is to build trust through listening and positive conversation. The first meeting is focused on getting to know the student, not solving problems.

Getting Acquainted
Take the time to describe yourself briefly – your background and where/if you are employed. Keep the focus on being relatable rather than impressive, as the student is probably more interested in knowing where you grew up, the size of your family, what you imagined doing as an adult and other aspects of your life that you both might have in common.

In turn, ask the student about his/her brothers and sisters, pets, favorite subjects, hobbies, favorite sports, favorite outings and special events in life. Take the time to listen for strengths, future aspirations, and common interests. Finding common interests and showing genuine interest helps build trust and a strong mentoring relationship.

You may also ask what the student hopes to gain from having a mentor this year. Encourage them to share any goals, interests, challenges, or experiences they would like your support with. This conversation can help you better understand how to support the student throughout the mentoring relationship.

Confidentiality
During your first meeting, be sure to discuss mentoring: What it means to each of you, what your expectations are, and how you intend to handle issues of confidentiality should they arise. Explain your role as a supportive adult who will listen, encourage, and help explore goals and opportunities. At the outset, establish your ground rules: where and when you will meet, some of the things you might do together, how long you will be able to spend at the school and when to schedule your next meeting.

Plan Your Next Meeting Together

Decide on a plan for your next meeting. Talk about what games you can bring or what activities you can do next time you meet. Discuss any goals, interests, or topics the student would like to explore in the future.

Before concluding the meeting, identify one thing you can help the student with before your next visit. This could be learning more about a career interest, bringing information about a hobby or activity, exploring educational opportunities, or discussing a topic that is important to the student. Following through on small commitments helps build trust and demonstrates your support.

"My mentor makes me feel good about myself and listens to me without judging me." - KEYS Student



"It is a very rewarding and beneficial program for both the Mentee and Mentor." - KEYS Mentor

References:

Schenk, L., Sentse, M., Lenkens, M., Nagelhout, G. E., Engbersen, G., & Severiens, S. (2021). Instrumental mentoring for young adults: A multi-method study. *Journal of Adolescent Research*, *36*(4), 398–424.

Venktaramana, V., Ong, Y. T., Yeo, J. W., Pisupati, A., & Krishna, L. K. R. (2023). Understanding mentoring relationships between mentees, peer and senior mentors. *BMC Medical Education*, *23*, 76.

50 Things To Do With Your Mentee

Below are some tips and strategies for your mentoring sessions. To help you plan, activities are organized into four sections: All Ages, Elementary, Middle, and High School. Make sure activities are suited to the age and maturity level of your mentee before trying them and that they are approved by the school if needed. Also, be creative. This list is just a springboard to help you think of good activities. While it is important to have a plan for each meeting, be flexible and willing to adapt activities based on your mentee's interests, needs, and goals.

Activities for All Ages

1. Start by telling your mentee why you decided to become a mentor. Tell about yourself with pictures if possible. Kids are very visual these days.
2. Talk about friends—those that the mentee would like to have and those they do have.
3. Discuss people you admire. Compare heroes and research your favorites.
4. Spend time talking about life experiences, lessons learned, and memorable moments.
5. Talk about your first job.
6. Create a vision board at the beginning of the year that represents your mentee's goals, interests, and aspirations for the year ahead.
7. Ask your mentee where they hope to be in five years? In ten?
8. Make an "activities jar" to pull from during each meeting. Both you and your mentee can decide on things to write on paper to place in the jar.
9. Play games—card games such as Uno, board games such as chess, Monopoly or Sorry! and crossword puzzles. Allow your mentee to decide on games to play together.
10. Do an arts and crafts project (if your mentee enjoys arts and crafts).
11. Create a design and paint a pumpkin on Halloween.
12. Make a scrapbook together and add to it throughout the year.
13. Take an imaginary trip around the world and study about each place you might visit.
14. Ask your mentee to teach you about their favorite social media platforms, apps, and trends.

Elementary (K-5)

15. Read books you like together and pause at an exciting part to finish next time.
16. Write and illustrate an original book together.
17. Play a storytelling game where you take turns adding sentences to build an exciting story.
18. Build something together (model car, LEGOS, puzzle).
19. Make something out of modeling clay.
20. Make friendship bracelets or simple craft projects.
21. Create a holiday, get-well, thank you, or greeting card for a special occasion.
22. Play 20 Questions by choosing an object in the room and taking turns asking yes-or-no questions to figure out what it is.
23. Create a scavenger hunt and solve it together.
24. Do a fun science experiment. (Check with the campus liaison first for approval).
25. Teach the alphabet, different words, and phrases of a foreign language.

26. Plan a random act of kindness (such as putting chocolate kisses in every teacher's box).

Middle School (6-8)

27. Take a personality quiz with your mentee to learn more about their interests and strengths.
28. Keep a journal together by writing or drawing about your day, thoughts, goals, or things you're interested in each time you meet.
29. Ask your mentee—if you could go back to elementary school what would you do differently?
30. Make a bucket list of things your mentee wants to accomplish before middle school ends.
31. Learn effective study habits and time management skills.
32. Help your mentee organize their binder or locker and develop a calendar system.
33. Help your mentee learn about the Covey Seven Habits for Highly Effective Teens.
34. Practice making a good first impression by using eye contact, friendly greeting, and confident conversation skills.
35. Create a new board or card game.
36. Write poems or rap songs together.
37. Have a trivia competition on a topic that your mentee loves and take turns being quizmaster.
38. Explore a topic your mentee is interested in using online resources or the school library and share what you learn together.

High School (9-12)

39. Explore post-secondary options such as colleges, technical schools, and apprenticeships. Talk about what different pathways require, including courses, skills, and financial aid. Discuss what might fit your mentee's goals and interests!
40. Investigate different career fields by learning what people actually do in those roles, and discussing what interests, skills, and education are needed for them.
41. Build a basic resume that highlights skills, interests, and experiences. Talk about ways to strengthen it for future opportunities.
42. Practice a mock job interview using common interview questions and discuss communication skills and confidence.
43. Paint tote bags together and use them proudly. Let your mentee design one for you to carry!
44. Create a playlist of your favorite songs and take turns introducing music you like.
45. Plan and host a pretend dinner party—choose a theme, create a menu, and make a guest list.
46. Plan a fantasy trip. Pick a destination, research what you would do there, create a rough itinerary, and calculate the cost.
47. Work on a community service idea or project through your mentee's school or local community organizations. Check out Project Linus!
48. Ask your mentee—if you could go back to middle school, what would you do differently?
49. Talk about basic financial skills such as opening a bank account, saving money, budgeting, and managing credit cards.
50. Learn the basics of a programming language, such as Python or Java, using a free, beginner-friendly coding platform.

70 Questions To Ask Your Mentee

These questions are here to help you get to know your mentee and break the ice, especially in those first few meetings. As always, come prepared with a plan and have a few questions already selected before you arrive. Within each of the eight categories, questions are ordered from lighthearted and easy to a little more thoughtful and deeper, so choose questions that feel right for the age and personality of your mentee.

All About You

1. Tell me the three best things about you.
2. What was your favorite toy when you were little?
3. Who is the funniest relative in your family? Why?
4. Would you rather have a uniform for school, so you never have to pick an outfit, or do you like to wear your own clothes?
5. What's your most embarrassing moment?
6. When you are completely bored at home, what is your favorite activity to do? How did you first discover you liked this activity?
7. What do you say to comfort yourself when something scares you (like when a plane is bumpy, or when you are in a scary place)?
8. Who do you think you are most like in your family? Why?
9. What is a cool skill, sport, or language that you have not learned yet, but would love to learn how to do it?
10. If you could change three things about yourself, what would they be?
11. What is something meaningful that you wish adults would ask you more?

Fun and Favorites

12. What is the grossest thing you can think of?
13. If you could tell your parents to never serve two vegetables again, which would you choose?
14. If you are feeling sad, what meal would be the one that would cheer you up?
15. What kinds of things on TV and in movies make you laugh?
16. Tell me about your favorite movies of all time and why you like them so much.
17. What is the scariest movie you've ever seen? Why?
18. Tell me who you think are the three greatest musicians in the world. Why?
19. Name the three movie stars, celebrities, or influencers you most admire.
20. If you could be a cast member on any TV show, which would you pick?
21. Name a celebrity or actor that everyone loves, but you think is overrated.
22. If your best friend could be a character from any book or graphic novel you have read, who would you choose?

School and Learning

23. What's your absolute favorite subject in school right now, and what makes that class so good?
24. Do you think it's important to get physical education in school? Why or why not?
25. Who was the best teacher you ever had? Why?

26. What would the ideal teacher be like?
27. What is something that everyone in your grade seems to be excited about right now?
28. Is there anything you pretend you understand, but you really don't? What is it?
29. What is the hardest thing about school for you right now? Is it making friends, talking to teachers, or just dealing with homework and tests?
30. How do you think the increasing use of AI tools is both helping and hurting students when it comes to learning?

Friends and Relationships

31. What are the qualities that make a good friend?
32. What is the nicest thing a friend has ever done for you?
33. What qualities do you like about your friends? Why?
34. If you knew a friend of yours had stolen something, what would you do about it?
35. Tell me about the best, most unforgettable memory you have with your friends.
36. Do you think the current generation relies too much on texting and facetime rather than face-to-face conversations? Do you wish you had more in-person interactions?

Big Questions and Values

37. If you found a wallet on the street, what would you do?
38. What is the nicest thing you've ever done for another person, group, or animal?
39. If you were on a basketball team…, would you rather score fifty points and lose, or score ten points and win?
40. Is there anybody in history that you have read about that you would like to be?
41. What are the first three things you would do if you were elected President?
42. How much screen time do you think kids should have each day? How do you think the growing use of technology in school has affected that?
43. If you had to imagine it, how different do you think your life would be without social media and technology?

Dreams and Imagination

44. If you could have a superpower, which one would you pick?
45. If a genie could grant you any three wishes, what would they be?
46. Do you believe in aliens? If not, why? If so, what do you think they are like?
47. If you could invent something that doesn't exist yet, what would it be and what would it do?
48. If you were going to have a unique pet, what would it be? Why?
49. If you could visit any place in the world, where would it be?
50. What would your perfect day look like from start to finish?
51. If you were trapped on a deserted island and could pick one person to be with, who would it be? Why?
52. If you won $1 million in a lottery, what would you do with the money?
53. If you could open your own store, what kind of things would you sell, and why?
54. If you could wake up one day and suddenly be fluent in any language, which would you choose?
55. If you could travel back in time for exactly one day, what time period or specific day would you visit? Why?

56. If you could trade lives with somebody you know for one day, who would it be?
57. If someone could make a movie about your life, what would the title be and who would you choose to be in it?

Memories and Experiences

58. Tell me three things you remember about kindergarten.
59. What have you done, in school, sports, or extracurriculars that you are most proud of?
60. Have you ever had a dream that really scared you? What was it about?
61. Do you ever have a dream that comes back over and over? If so, what is it like?
62. What is the most enjoyable thing your family has done together in the last year?
63. What was something you were scared to try at first but once you did it, you realized it was fun?
64. Have you ever gotten really lost? If so, tell me about it. How did you feel?
65. Can you describe the most beautiful place you have ever visited?

Goals and the Future

66. Name two things we should do for a fun activity.
67. What sport (that you haven't tried) do you think you would be good at? Why?
68. If you were allowed to create a brand-new club at your school, what would it be?
69. What profession do you want to have when you're older?
70. What are your goals for after graduation? Are you thinking about college/university, trade school, or something else?

Acknowledgments

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Katy ISD Instructional Calendar 2026-2027

Approved by the Katy ISD Board of Trustees on January 20, 2026.

Calendar Highlights

JULY
- 1-2 District and Campuses Closed to the Public
- 3 Holiday • Staff
- 28-30 New Teacher Orientation Days
- 31 Teacher Start Date • I00 and I01 Pay Grade Employee Flex Day

AUGUST
- 3 Campus Day
- 4-5 District Professional Learning Days
- 6-11 Campus Days
- 12 First Day of School and Fall Semester

SEPTEMBER
- 7 Holiday • Students and Staff
- 18 Campus Professional Learning Day • No Students
- 21 2nd Secondary Grading Cycle Begins

OCTOBER
- 9-13 Fall Break • Students and Staff
- 14 2nd Elementary Grading Cycle Begins
- 23 Campus Professional Learning Day • No Students

NOVEMBER
- 2 Campus Professional Learning Day • No Students
- 3 3rd Secondary Grading Cycle Begins
- 23-27 Holiday • Students and Staff

DECEMBER
- 18 Early Dismissal and End of Semester
- 21-31 Winter Break • Students and Staff

JANUARY
- 1 Winter Break • Students and Staff
- 4 Campus Day • No Students
- 5 First Day of Spring Semester
- 18 Holiday • Students and Staff

FEBRUARY
- 12 Campus Professional Learning Day • No Students
- 15 Holiday • Students and Staff
- 16 5th Secondary Grading Cycle Begins

MARCH
- 8-12 Spring Break • Students and Staff
- 22 4th Elementary Grading Cycle Begins
- 26-29 Holiday • Students and Staff

APRIL
- 9 Campus Professional Learning Day • No Students
- 12 6th Secondary Grading Cycle Begins

MAY
- 26 Early Dismissal and Last Day of School
- 27 Campus Day
- 31 Holiday • Staff

JUNE
- 18 Holiday • Staff

Days of Instruction	Elem.	Sec.
1st Grading Cycle	40	26
2nd Grading Cycle	41	26
3rd Grading Cycle		29
Fall Semester Total:	81	81
3rd Grading Cycle	46	
4th Grading Cycle	45	27
5th Grading Cycle		31
6th Grading Cycle		33
Spring Semester Total:	91	91
Days of Instruction Total:	**172**	**172**

July 2026

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

August 2026

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

September 2026

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

October 2026

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

November 2026

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

December 2026

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

January 2027

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

February 2027

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

March 2027

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

April 2027

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

May 2027

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

June 2027

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

Symbols Key:

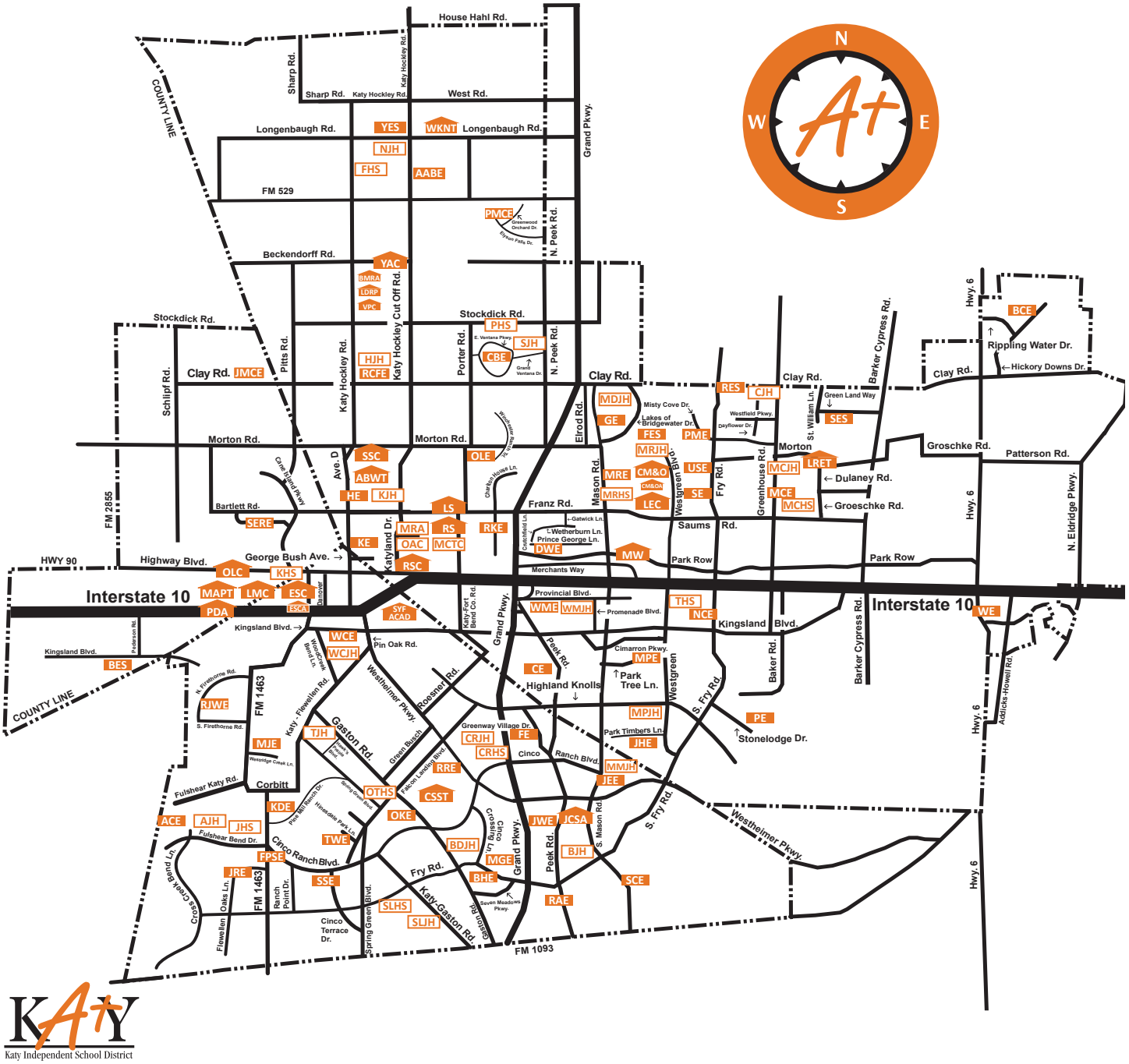
- [Begin Elementary Grading Cycle
-] End Elementary Grading Cycle
- ⟨ Begin Secondary Grading Cycle
- ⟩ End Secondary Grading Cycle
- ☆ New Teacher Orientation Day
- ⊠ District Professional Learning Day
- □ Campus Day
- ○ Early Dismissal
- ■ Holiday / Break • Students and Staff

- ⌑ District and Campuses Closed to the Public
- ⬡ Campus Professional Learning Day • No Students
- ⬢ Teacher Start Date • I00 and I01 Pay Grade Employee Flex Day

Note: 238-day employees will need to work eight (8) additional days.

Bad Weather Make-Up Day: This calendar contains enough minutes to cover two bad weather days.

Katy ISD Map



Katy Independent School District

05-15-2026

Elementary Schools

- RAE Roosevelt Alexander Elementary
- BCE Bear Creek Elementary
- CBE Catherine Bethke Elementary
- AABE Alfred & Ann Boudny Elementary
- BES Robert & Felice Bryant Elementary
- ACE Amy Campbell Elementary
- CE Cimarron Elementary
- SCE Betty Sue Creech Elementary
- JMCE James & Mitzi Cross Elementary
- KDE James & Keiko Davidson Elementary
- JEE Jo Ella Exley Elementary
- RCFE Russell & Cindie Faldyn Elementary
- FE Edna Mae Fielder Elementary
- FES Franz Elementary
- GE Loraine T. Golbow Elementary
- MGE Michael L. Griffin Elementary
- JHE Jeanette Hayes Elementary
- BHE Bonnie Holland Elementary
- HE Zelma Hutsell Elementary
- MJE MayDell Jenks Elementary
- KE Katy Elementary
- OKE Odessa Kilpatrick Elementary
- RKE Robert E. King Elementary
- OLE Olga Leonard Elementary
- MCE Mayde Creek Elementary
- PMCE Peter H. McElwain Elementary
- PME Polly Ann McRoberts Elementary
- MPE Memorial Parkway Elementary
- MRE Morton Ranch Elementary
- NCE Nottingham Country Elementary
- PE Hazel S. Pattison Elementary
- JRE James E. Randolph Elementary
- RES Jack & Sharon Rhoads Elementary
- SERE Steve & Elaine Robertson Elementary
- RRE Roberta Wright Rylander Elementary
- SES Jean & Betty Schmalz Elementary
- FPSE Fred & Patti Shafer Elementary
- SSE Stan C. & Patsy Stanley Elementary
- USE Ursula Stephens Elementary
- SE Sundown Elementary
- WME West Memorial Elementary
- JWE James Williams Elementary
- TWE Tom Wilson Elementary
- DWE Diane Winborn Elementary
- WE Maurice L. Wolfe Elementary
- RJWE Ray & Jamie Wolman Elementary
- WCE WoodCreek Elementary
- YES David & Terri Youngblood Elementary

Secondary Schools

- AJH Joe M. Adams Junior High
- BJH Rodger & Ellen Beck Junior High
- BDJH Beckendorff Junior High
- CJH Cardiff Junior High
- CRJH Cinco Ranch Junior High
- HJH Bill & Cindy Haskett Junior High
- KJH Katy Junior High
- MCJH Mayde Creek Junior High
- MDJH T.H. McDonald Junior High
- MMJH Garland McMeans Junior High
- MPJH Memorial Parkway Junior High
- MRJH Morton Ranch Junior High
- NJH Nelson Junior High
- SLJH Seven Lakes Junior High
- SJH Stockdick Junior High
- TJH James & Sharon Tays Junior High
- WMJH West Memorial Junior High
- WCJH WoodCreek Junior High
- CRHS Cinco Ranch High School
- FHS Freeman High School
- JHS Jordan High School
- KHS Katy High School
- MCHS Mayde Creek High School
- MRHS Morton Ranch High School
- PHS Patricia E. Paetow High School
- SLHS Seven Lakes High School
- THS James E. Taylor High School
- OTHS Obra D. Tompkins High School
- MCTC Arthur Miller Career & Technology Center
- MRA Martha Raines Academy
- OAC Opportunity Awareness Center

Central Facilities

- ESC Education Support Complex
- LMC Leonard E. Merrell Center
- OLC Kenneth D. Welch Outdoor Learning Center
- HRA Human Resources Annex
- RSC Robert R. Shaw Center for Science, Technology, Engineering, Arts & Mathematics
- LRET Lester Reinecker II East Transportation
- CSST Cyndy Self South Transportation
- ABWT Anna Baker West Transportation
- WKNT William “Bill” Kyser North Transportation
- JCSA Jeanne Coleman Student Support Annex
- LEC Mark L. Hopkins Law Enforcement Center
- MAPT Martha Lopez Aki ECI Project TYKE
- MW Merchants Way
- PDA Professional Development Annex
- YAC Gerald D. Young Agricultural Sciences Center
- BMRA W.E. “Billy” Morgan Rodeo Arena
- LDRP L.D. Robinson Pavilion
- VPC Gary A. Vos Project Center
- LS Legacy Stadium
- RS Jack F. Rhodes Memorial Stadium
- CM&O Central Maintenance & Operations
- CM&OA Central Maintenance & Operations Annex
- SSC Support Services Complex
  - Nutrition & Food Service
  - Publications & Printing
  - Warehouse-Distribution Center

Katy ISD Schools & Facilities 2026-2027

High Schools

(CRHS) Cinco Ranch High School
23440 Cinco Ranch Blvd. • Katy 77494
Call: 281-237-7000
9th Grade Center
Call: 281-237-7090

(FHS) Freeman High School
7800 Katy Hockley Rd. • Katy 77493
Call: 281-234-6600

(JHS) Jordan High School
27500 Fulshear Bend Dr. • Fulshear 77441
Call: 281-234-9000

(KHS) Katy High School
6331 Highway Blvd. • Katy 77494
Call: 281-237-6700
9th Grade Center
Call: 281-237-6750

(MCHS) Mayde Creek High School
19202 Groeschke Rd. • Houston 77084
Call: 281-237-3000
9th Grade Center
Call: 281-237-3090

(MRHS) Morton Ranch High School
21000 Franz Rd. • Katy 77449
Call: 281-237-7800
9th Grade Center
Call: 281-237-7800

(PHS) Patricia E. Paetow High School
23111 Stockdick School Rd. • Katy 77493
Call: 281-234-4900

(SLHS) Seven Lakes High School
9251 S. Fry Rd. • Katy 77494
Call: 281-237-2800
9th Grade Center
Call: 281-237-2950

(THS) James E. Taylor High School
20700 Kingsland Blvd. • Katy 77450
Call: 281-237-3100
9th Grade Center
Call: 281-237-3170

(OTHS) Obra D. Tompkins High School
4400 Falcon Landing Blvd. • Katy 77494
Call: 281-234-1000
9th Grade Center
Call: 281-234-1020

Innovative Pathways Choice Schools

(LVHS) Legacy Virtual High School
Call: 281-234-7920

(MCTC) Arthur Miller Career & Technology Center
1734 Katyland Dr. • Katy 77493
Call: 281-237-6300

(MRA) Martha Raines Academy
1742 Katyland Dr. • Katy 77493
Call: 281-237-1500

(OAC) Opportunity Awareness Center
1732 Katyland Dr. • Katy 77493
Call: 281-237-6350

Junior High Schools

(AJH) Joe M. Adams Junior High
4141 Cross Creek Bend Ln. • Fulshear 77441
Call: 281-234-3400

(BJH) Rodger & Ellen Beck Junior High
5200 S. Fry Rd. • Katy 77450
Call: 281-237-3300

(BDJH) Beckendorff Junior High
8200 S. Fry Rd. • Katy 77494
Call: 281-237-8800

(CJH) Cardiff Junior High
3900 Dayflower Dr. • Katy 77449
Call: 281-234-0600

(CRJH) Cinco Ranch Junior High
23420 Cinco Ranch Blvd. • Katy 77494
Call: 281-237-7300

(HJH) Bill & Cindy Haskett Junior High
25737 Clay Rd. • Katy 77493
Call: 281-234-3600

(KJH) Katy Junior High
5350 Franz Rd. • Katy 77493
Call: 281-237-6800

(MCJH) Mayde Creek Junior High
2700 Greenhouse Rd. • Houston 77084
Call: 281-237-3900

(MDJH) T.H. McDonald Junior High
3635 Lakes of Bridgewater Dr. • Katy 77449
Call: 281-237-5300

(MMJH) Garland McMeans Junior High
21000 Westheimer Pkwy. • Katy 77450
Call: 281-237-8000

(MPJH) Memorial Parkway Junior High
21203 Highland Knolls • Katy 77450
Call: 281-237-5800

(MRJH) Morton Ranch Junior High
2498 N. Mason Rd. • Katy 77449
Call: 281-237-7400

(NJH) Nelson Junior High
25747 Longenbaugh Rd. • Katy 77493
Call: 281-234-6400

(SLJH) Seven Lakes Junior High
6026 Katy-Gaston Rd. • Katy 77494
Call: 281-234-2100

(SJH) Stockdick Junior High
4777 Peek Rd. • Katy 77449
Call: 281-234-2700

(TJH) James & Sharon Tays Junior High
26721 Hawks Prairie Blvd. • Katy 77494
Call: 281-234-2400

(WMJH) West Memorial Junior High
22311 Provincial Blvd. • Katy 77450
Call: 281-237-6400

(WCJH) WoodCreek Junior High
1801 WoodCreek Bend Ln. • Katy 77494
Call: 281-234-0800

Central Facilities

(HRA) Human Resources Annex
438 FM 1463 • Katy 77494
Call: 281-396-2347

(ESC) Education Support Complex
(LMC) Leonard E. Merrell Center
6301 S. Stadium Ln. • Katy 77494

Education Support Complex
Call: 281-396-6000
Leonard E. Merrell Center
Call: 281-396-2562

Central Facilities

(MAPT) Martha Lopez Aki ECI Project TYKE
6361 S. Stadium Ln. • Katy 77494
Call: 281-237-6647

(PDA) Professional Development Annex
6361 S. Stadium Ln. • Katy 77494
Call: 281-396-6000

(OLC) Kenneth D. Welch Outdoor Learning Center
6301 S. Stadium Ln. • Katy 77494
Call: 281-396-2460

(RSC) Robert R. Shaw Center for Science, Technology, Engineering, Arts & Mathematics
1730 Katyland Dr. • Katy 77493
Call: 281-396-7670

(LRET) Lester Reinecker II East Transportation
2901 Dulaney Rd. • Houston 77084
Call: 281-396-2700

(CSST) Cyndy Self South Transportation
3151 Falcon Landing Blvd. • Katy 77494
Call: 281-396-2115

(ABWT) Anna Baker West Transportation
5364 Franz Rd. • Katy 77493
Call: 281-396-7560

(WKNT) William "Bill" Kyser North Transportation
25030 Longenbaugh Rd. • Katy 77493
Call: 281-371-1100

(JCSA) Jeanne Coleman Student Support Annex
4242 S. Mason Rd. • Katy 77450
Call: 281-396-2610

(MW) Merchants Way
21700 Merchants Way • Katy 77449
Call: 281-234-5450

(LEC) Mark L. Hopkins Law Enforcement Center
20370 Franz Rd.• Katy 77449
Call: 281-237-4000

(YAC) Gerald D. Young Agricultural Sciences Center
5801 Katy Hockley Cut Off Rd. • Katy 77493
Call: 281-396-7808

(BMRA) W.E. "Billy" Morgan Rodeo Arena
(LDRP) L.D. Robinson Pavilion
(VPC) Gary A. Vos Project Center

(LS) Legacy Stadium
1830 Katyland Dr. • Katy 77493
Call: 281-396-2149

(RS) Jack F. Rhodes Memorial Stadium
1733 Katyland Dr. • Katy 77493
Call: 281-396-6380

(CM&O) Central Maintenance & Operations
20380 Franz Rd. • Katy 77449
Call: 281-396-2500

(CM&OA) Central Maintenance & Operations Annex
20400 Franz Rd. • Katy 77449

(SSC) Support Services Complex
5364 Franz Rd.• Katy 77493

Nutrition & Food Service
Call: 281-396-6240
Publications & Printing
Call: 281-396-6250
Warehouse-Distribution Center
Call: 281-396-6290

Katy ISD Schools & Facilities 2026-2027

Elementary Schools

(RAE) Roosevelt Alexander Elementary
6161 S. Fry Rd. • Katy 77494
Call: 281-237-7100

(BCE) Bear Creek Elementary
4815 Hickory Downs Dr. • Houston 77084
Call: 281-237-5600

(CBE) Catherine Bethke Elementary
4535 E. Ventana Pkwy. • Katy 77493
Call: 281-234-4200

(AABE) Alfred & Ann Boudny Elementary
7402 Katy Hockley Cut Off Rd. • Katy 77493
Call: 281-234-3200

(BES) Robert & Felice Bryant Elementary
29801 Kingsland Blvd. • Brookshire 77423
Call: 281-234-4300

(ACE) Amy Campbell Elementary
3701 Cross Creek Bend Ln. • Fulshear 77441
Call: 281-234-4500

(CE) Cimarron Elementary
1100 S. Peek Rd. • Katy 77450
Call: 281-237-6900

(SCE) Betty Sue Creech Elementary
5905 S. Mason Rd. • Katy 77450
Call: 281-237-8850

(JMCE) James & Mitzi Cross Elementary
900 Sunterra Shores Dr. • Katy 77493
Call: 281-234-5300

(KDE) James & Keiko Davidson Elementary
26906 Pine Mill Ranch Dr. • Katy 77494
Call: 281-234-2500

(JEE) Jo Ella Exley Elementary
21800 Westheimer Pkwy. • Katy 77450
Call: 281-237-8400

(RCFE) Russell & Cindie Faldyn Elementary
25615 Clay Rd. • Katy 77493
Call: 281-234-2900

(FE) Edna Mae Fielder Elementary
2100 Greenway Village Dr. • Katy 77494
Call: 281-237-6450

(FES) Franz Elementary
2751 Westgreen Blvd. • Katy 77449
Call: 281-237-8600

(GE) Loraine T. Golbow Elementary
3535 Lakes of Bridgewater Dr. • Katy 77449
Call: 281-237-5350

(MGE) Michael L. Griffin Elementary
7800 S. Fry Rd. • Katy 77494
Call: 281-237-8700

(JHE) Jeanette Hayes Elementary
21203 Park Timbers Ln. • Katy 77450
Call: 281-237-3200

(BHE) Bonnie Holland Elementary
23720 Seven Meadows Pkwy. • Katy 77494
Call: 281-234-0500

(HE) Zelma Hutsell Elementary
5360 Franz Rd. • Katy 77493
Call: 281-237-6500

(MJE) MayDell Jenks Elementary
27602 Westridge Creek Ln. • Katy 77494
Call: 281-234-4100

(KE) Katy Elementary
5726 George Bush Dr. • Katy 77493
Call: 281-237-6550

(OKE) Odessa Kilpatrick Elementary
26100 Cinco Ranch Blvd. • Katy 77494
Call: 281-237-7600

(RKE) Robert E. King Elementary
1901 Charlton House Ln. • Katy 77493
Call: 281-237-6850

(OLE) Olga Leonard Elementary
2602 Winchester Ranch Trl. • Katy 77493
Call: 281-234-4600

(MCE) Mayde Creek Elementary
2698 Greenhouse Rd. • Houston 77084
Call: 281-237-3950

(PMCE) Peter H. McElwain Elementary
6631 Greenwood Orchard Dr. • Katy 77493
Call: 281-234-4800

(PME) Polly Ann McRoberts Elementary
3535 N. Fry Rd. • Katy 77449
Call: 281-237-2000

(MPE) Memorial Parkway Elementary
21603 Park Tree Ln. • Katy 77450
Call: 281-237-5850

(MRE) Morton Ranch Elementary
2502 N. Mason Rd. • Katy 77449
Call: 281-234-0300

(NCE) Nottingham Country Elementary
20500 Kingsland Blvd. • Katy 77450
Call: 281-237-5500

(PE) Hazel S. Pattison Elementary
19910 Stonelodge Dr. • Katy 77450
Call: 281-237-5450

(JRE) James E. Randolph Elementary
5303 Flewellen Oaks Ln. • Fulshear 77441
Call: 281-234-3800

(RES) Jack & Sharon Rhoads Elementary
19711 Clay Rd. • Katy 77449
Call: 281-237-8500

(SERE) Steve & Elaine Robertson Elementary
7400 Innovation Dr. • Katy 77493
Call: 281-234-5900

(RRE) Roberta Wright Rylander Elementary
24831 Westheimer Pkwy. • Katy 77494
Call: 281-237-8300

(SES) Jean & Betty Schmalz Elementary
18605 Green Land Way • Houston 77084
Call: 281-237-4500

(FPSE) Fred & Patti Shafer Elementary
5150 Ranch Point Dr. • Katy 77494
Call: 281-234-1900

(SSE) Stan C. & Patsy Stanley Elementary
26633 Cinco Terrace Dr. • Katy 77494
Call: 281-234-1400

(USE) Ursula Stephens Elementary
2715 N. Fry Rd. • Katy 77449
Call: 281-234-0200

(SE) Sundown Elementary
20100 Saums Rd. • Katy 77449
Call: 281-237-5400

(WME) West Memorial Elementary
22605 Provincial Blvd. • Katy 77450
Call: 281-237-6600

(JWE) James Williams Elementary
3900 S. Peek Rd. • Katy 77450
Call: 281-237-7200

(TWE) Tom Wilson Elementary
5200 Falcon Landing Blvd. • Katy 77494
Call: 281-234-1600

(DWE) Diane Winborn Elementary
22555 Prince George Ln. • Katy 77449
Call: 281-237-6650

(WE) Maurice L. Wolfe Elementary
502 Addicks-Howell Rd. • Houston 77079
Call: 281-237-2250

(RJWE) Ray & Jamie Wolman Elementary
28727 N. Firethorne Rd. • Katy 77494
Call: 281-234-1700

(WCE) WoodCreek Elementary
1155 WoodCreek Bend Ln. • Katy 77494
Call: 281-234-0100

(YES) David & Terri Youngblood Elementary
25600 Longenbaugh Rd. • Katy 77493
Call: 281-234-6200

KATY
Katy Independent School District

NOTES

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KEYS MENTORING

KATY INDEPENDENT SCHOOL DISTRICT

KEYS Mentoring Information

Apply now to be KEYS Mentor

PARTNERS IN EDUCATION

KATY INDEPENDENT SCHOOL DISTRICT

It is the policy of Katy ISD not to discriminate on the basis of sex, disability, race, religion, color, gender, age or national origin in its educational programs and/or activities, including career and technical education programs, nor in its employment practices and to provide equal access to the Boy Scouts and other designated youth groups.