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COMMUNITY RELATIONS

HANDBOOKS 1100

SCHOOL POLICIES AND HANDBOOK FOR CATHOLIC SCHOOLS 1110

Each school will develop written policies and procedures to supplement and/or make specific the Archdiocesan guidelines contained in this HANDBOOK FOR CATHOLIC SCHOOLS. These policies and procedures may not contradict Archdiocesan policies or procedures. In the absence of local school policies, Archdiocesan policies will govern situations.

PARENT/STUDENT HANDBOOK 1120

Each school will develop policies and procedures for parents and students. These policies and procedures will be contained in a parent-student handbook. Parents are required to sign a statement that they have read the handbook and agree to be governed by the rules and regulations stated in the handbook. These policies or procedures may not contradict Archdiocesan policies or procedures. In the absence of local school policies, Archdiocesan policies will govern the situation.

FACULTY/STAFF HANDBOOK 1130

Each school will develop a faculty/staff handbook outlining policies and procedures for teachers. These policies and procedures may not contradict Archdiocesan policies or procedures. In the absence of local school policies, Archdiocesan policies will govern the situation.

DIRECTORY OF CATHOLIC SCHOOLS 1140

The Office of Lifelong Formation and Education annually publishes a current directory of Catholic schools in the Archdiocese of Louisville. This directory is distributed to all Catholic schools and educational centers at the beginning of the school year.

REGIONS OF THE ARCHDIOCESE 1150

The schools of the Archdiocese are divided into regions. The schools have the opportunity to meet in regions to discuss planning, professional development opportunities, retreats and other activities.

PARISH COMMITTEES 1200

PARISH COUNCIL 1210

The parish pastoral council is responsible for assisting the pastor in establishing parish goals and programs.

FORMATION AND EDUCATION COMMITTEE 1220

The formation and education committee is one of the coordinating committees of the parish pastoral council. Along with the administration, worship and service committees, it operates in a spirit of collaboration to foster the overall mission and goals of the parish. It has a direct voice on the parish council and represents all formation and education boards, committees and teams.

SCHOOL BOARD 1230

The consultative school board works in the context of the parish's mission statement, programs, and parish policies that are established by the pastor and the parish pastoral council. It is the

responsibility of the board, through the formation and education committee, to bring to the attention of the parish pastoral council all those matters which are broader than the education programs for which the board is responsible. Also, through the formation and education committee, the board should provide a regular means of communication with the parish pastoral council about educational programming, accomplishments and needs. (*A Primer on Educational Governance in the Catholic Church, 1990, p.23*)

Because a Catholic school involves a significant amount of energy and resources of the parish's overall ministry of lifelong formation and education, it is particularly important that there be clarity regarding the relationship of the school board to the formation and education committee. The following statements are offered to assist in the clarification of the roles of the two bodies in any given parish:

- The responsibilities of the school board (articulated in section 2231) are accomplished within the larger context of the responsibilities and work of the formation and education committee.
- The school board works to ensure that the school mission fits in with the parish's vision for formation and education, as articulated by the formation and education committee.
- The school board shares the long-range plan of the school with the formation and education committee.
- The school board works to see that its religious education program, sacramental preparation programs and family life programs are in synchronization with any parish-wide policy for formation and education.
- The school board submits a tentative school budget for each upcoming fiscal year to the formation and education committee.
- The school board reports to the formation committee on the completion of goals and objectives based on the school's long-range plan and overall results of student performance based on assessment.

SCHOOL BOARD AND PARISH FINANCE COUNCIL

1231

The parish finance council is responsible for assisting the pastor in administering the temporal goods of the parish. The consultative school board is governed by the financial policies that are established by the finance committee. The consultative school board provides information about educational needs and programming to the finance committee, through the formation and education committee, and request parish funds through the mechanism established by the parish finance committee. The board does not have responsibility for determining the amount of parish funds in support of the education programs; however, it is the primary advocacy group for parish funding of the education programs and it has responsibility for the effective use of parish funds allocated for educational purposes.

In general, the finance council is responsible for the total amount of money spent on education; the board is responsible for articulating the need and determining how the money is spent. (*A Primer on Educational Governance in the Catholic Church, CACE/NCEA, 1990, p.24-25*)

SCHOOL BOARD AND PARENT TEACHER ORGANIZATIONS

1232

At the parish level, the respective roles of the Parent Teacher Organization and parish School Board must be carefully distinguished. In the Archdiocese, the parish School Board is a consultative board to the pastor and a subcommittee of the Formation Committee of the Parish Council. It is concerned with policy recommendations pertaining to the parish school. The school/parent organization is responsible for maintaining good communications between the home and school, for providing a

vehicle through which parents can provide service to the school (i. e., volunteers and fund-raising), for offering a mechanism for parent education and for serving as a structure for political action when needed (i. e., letter writing, phone calls, visits to legislators). The board works closely with the officers of the parent organization in order to understand more fully parent needs and concerns. It works with parent fund-raising groups to coordinate the overall financing programs of the school. It uses the communication mechanism of the parent organization to report to school families about board activities. (*A Primer on Educational Governance CACE/NCEA, 1990, p.25-27*)

PARENT TEACHER ORGANIZATIONS

1240

Every school is urged to form an organization for parents and teachers. The purpose of such a group is to foster better communication and to establish a means for coordinated activities on the part of the total school community.

The role of parents in the formation of their children is considered primary by the Church. Therefore, an organization such as a local Parent Teacher Organization assumes an important role in the continuing cooperation of parent educators and professional teachers. Principals are expected to work closely with the leadership of the Parent Teacher Organization.

The five major activities of Parent Teacher Organizations are to:

1. promote communication;
2. provide parents and teachers with information;
3. promote good will and cooperation;
4. direct and coordinate parental support; and
5. organize political action of parents as advocates on local, state, and federal legislation that affects Catholic schools.

ORGANIZATIONS

1300

NATIONAL CATHOLIC EDUCATION ASSOCIATION (N.C.E.A.)

1310

N.C.E.A. is an important national affiliation for Catholic schools to maintain. Work done through this organization is guided by national Catholic policy groups. Every school is urged to hold membership in the N.C.E.A.

OHIO CATHOLIC EDUCATION ASSOCIATION

1320

The Ohio Catholic Education Association is comprised of representatives from Ohio, Kentucky, Indiana and West Virginia. The OCEA Conference takes place every two years in Ohio. It brings together educators and catechists to share ideas, obtain new information and receive input for new and innovative programs.

NATIONAL COUNCIL FOR PRIVATE SCHOOL ACCREDITATION

1330

The National Council for Private School Accreditation is dedicated to the accreditation process as a viable and responsible means of establishing witness of school excellence. NCPSA is committed to accreditation based on the concept of voluntary peer recognition; that is, the principle that institutions sharing common purposes and distinctions are better able to assist one another in achieving academic excellence and responsiveness to their respective publics and the nation.

Specifically, the purposes of the National Council for Private School Accreditation include the following:

- 1) to encourage the accreditation process as an organizational witness of credibility for the preschool, elementary and secondary private school sector, as characterized by voluntary peer recognition based on accepted and published standards of

excellence;

- 2) to provide national leadership and communication for private school accreditation through the recognition and voluntary association of credible and responsible private school accrediting associations; and
- 3) to recognize, encourage and improve the quality and diversity of private preschool, elementary and secondary education, including, but not necessarily limited to, the development of educational and research activities, services and opportunities related to accreditation.

The Kentucky Nonpublic Schools Commission is approved by the National Council for Private School Accreditation.

KENTUCKY NON-PUBLIC SCHOOLS COMMISSION (02/04)

1340

Schools in the Archdiocese of Louisville are to be certified through an accrediting agency recognized by the Kentucky Non-Public Schools Commission. The Kentucky Non-Public Schools Commission (KyNPSC) believes that the parents in the Commonwealth of Kentucky have a responsibility and a right to choose how their children are educated. This freedom of choice allows for a variety of alternatives to public education. The Kentucky Non-Public Schools Commission is the official group that speaks for these alternatives. It is an organization whose purpose is to address common concerns of non-public schools in the Commonwealth of Kentucky and to communicate these concerns to the Commissioner of Education and the Kentucky State Board of Education.

The Commission is responsible for overseeing the certification of nonpublic schools in the Commonwealth of Kentucky. The process includes a self-study of the school with sections that address all areas of school accountability. A school improvement process is also included that continually challenges the schools to better meet the needs of the students they serve.

The entire certification process is considered to be a constructive exercise for the school to improve the educational process.

CATHOLIC CONFERENCE OF KENTUCKY

1350

The Catholic Conference of Kentucky represents the Catholic community working together to do the things committed to us both internally and externally. The conference was created by the bishops of Kentucky to advance the mutual public policy and pastoral interests of the Archdiocese of Louisville and the Dioceses of Covington, Lexington and Owensboro. The conference's Board of Directors is composed of the four Catholic bishops of Kentucky. Conference policy related to public affairs is developed by committees representative of the four dioceses, with each committee focusing on key areas of Church political concerns. Positions of public policy developed by the committees and endorsed by the conference's Board of Directors are advocated in Kentucky and the nation's capital. In Kentucky, conference representatives work in Frankfort with the general assembly, governor and state agencies. In Washington, D.C., the primary public policy effort of the Conference is directed toward Kentucky's delegation to the U.S. Congress.

KENTUCKY LEAGUE FOR EDUCATIONAL ALTERNATIVES (K.L.E.A.)

1360

The Kentucky League for Educational Alternatives (KLEA) is the grassroots political involvement program for parents of children attending Catholic schools in Kentucky. KLEA provides updates and takes political action initiatives on legislative issues affecting entitlements for Catholic school parents and students.

CHURCH'S ROLE IN POLITICAL ACTION

1361

The Kentucky Bishops have cited from their recently published statement, *Political Responsibility: Proclaiming the Gospel of Life, Protecting the Least Among Us, and Pursuing the Common Good*, that the Church's role in political action includes the following:

- educating the faithful regarding the teachings of the Church and their responsibilities;
- analyzing issues for their social and moral dimensions;
- measuring public policy against gospel values;
- participating with other concerned parties in debate over public policy; and
- speaking out with courage, skill and concern on public issues involving human rights, social justice and the life of the Church in society.

The Bishops of Kentucky approved the following policy:

Catholic parishes and schools are asked to distribute only those voter education materials which have been developed by either the United States Catholic Conference or the Catholic Conference of Kentucky and its sub-organization, KLEA. The Kentucky League of Educational Alternatives (KLEA) is the only officially sanctioned organization representing Catholic schools in Kentucky.

ACADEMY OF CATHOLIC EDUCATORS (A.C.E.)

1370

The Academy of Catholic Educators is the local professional body of the Archdiocese of Louisville for elementary school principals, teachers, librarians and counselors. All such individuals automatically become members when they accept employment with the Archdiocese.

Persons are encouraged to participate in ACE activities as a means of involving the energy and wisdom of its members in strengthening the teaching profession and educational programs within the schools. Yearly payment of a small voluntary dues fee, which is used for scholarships, educational donations, postage, printing, etc., is requested.

Senators will be relieved from school duty during the day to attend 4-5 general meetings per year without loss of pay, personal leave or sick leave.

The Academy of Catholic Educators and Archdiocesan officials will operate in a spirit of Christian collegiality to achieve mutually beneficial goals.

ACE will be a voice of direction and leadership for excellence in Catholic education. Its goals are:

- to promote professional development of educators;
- to continue to foster the image of the organization;
- to voice teacher concerns in all areas;
- to collect and disseminate information; and
- to promote unity among Catholic educators.

FEDERAL PROGRAMS

1400

Participation in federal programs of students enrolled in Catholic schools located in Jefferson County will normally be coordinated by the Office of Lifelong Formation and Education. In Catholic schools located in counties other than Jefferson County, the Office of Lifelong Formation and Education can assist as a resource in establishing communication with the appropriate local public educational agency.

TITLE I

1410

The Title I Federal Program is a program that provides supplemental educational and related services to educationally disadvantaged children. The program is provided to the Catholic schools through vans, computers, and third-party on-site instructional services. It is administered through the local public school agency.

TITLE II (02/04)

1420

The Title II Federal Program is designed to strengthen teacher quality through professional development. The program is administered through the local public school agency.

TITLE IV

1430

The Title IV Federal Program is designed to promote, establish and maintain safe and drug-free schools and communities.

The Safe and Drug-Free Prevention program of the Archdiocese of Louisville is funded through these monies.

All schools are provided a curriculum that gives a clear, concise, no-use message. Other programs that are funded are: the Student Assistance program in the high schools, the Children of Alcoholics Support Group program in elementary schools and parenting programs that are offered to all parishes/schools within the Archdiocese of Louisville. The program is administered through the local public school agency.

TITLE V (02/04)

1440

The Title V Federal Program assists schools in obtaining staff development, materials for library and media centers and computer software. The program is administered through the local public school agency.

SCHOOL BUS TRANSPORTATION

1500

KRS 158.115 permits, but does not require, county governments to subsidize from general funds the school bus transportation of children attending non-public schools in accordance with the state's compulsory school attendance laws. In general, non-public school students must meet the same criteria as do local public school students to receive the service. Participation of students enrolled in Catholic schools located in Jefferson County will normally be coordinated by the Office of Lifelong Formation and Education. Participation of students enrolled in Catholic schools located in counties other than Jefferson is coordinated by the appropriate authority at each school establishing a liaison with the appropriate local public educational agency or county government. The Office of Lifelong Formation and Education can assist as a resource in establishing communication with the appropriate local public educational agency.

DEVELOPMENT

1600

Development is a concept that is based on a program of systematic growth. It has three functions: planning, communications and fund-raising.

"The overall concept of development holds that the highest destiny of an institution can be realized only by a total effort on the part of the institution to analyze its philosophy, to crystallize its objectives, to project them into the future, and to take the necessary steps to realize them." This is the definition prepared by Gonser, Berger, Tinker, and Stuhr for development. It is the best explanation of the purposes for development and what is necessary for success.

The focus for development in the schools of the Archdiocese on the Annual Fund and Planned Giving reflects the idea that all schools are encouraged to take part in the development process.

FUND-RAISING ACTIVITIES

1610

Principals should be in close consultation with the pastor, parish school board and PTO regarding fund-raising events. All school fund-raising activities must be approved by the principal and pastor. Fund-raising should not impede the regular school program or parish activities. The school should work within the stewardship guidelines of the parish.

Fund-raising, both professional and ethical, can provide opportunities for good stewardship. There are two types of fund-raising, indirect and direct.

Indirect fund-raising, also called amateur fund-raising because it is done by volunteers, takes place when people purchase goods or services such as candy, games of chance, cookies, etc., and net profits go to the cause or organization.

Direct fund-raising involves a direct request for a gift to an organization. It requires finding people with the potential and interest to give. A relationship has to be built. Direct fund-raising requires: 1) finding prospects with the ability to give; 2) cultivating/building the relationship; and 3) finding someone to make the request.

PUBLIC RELATIONS

1700

MARKETING AND PUBLIC RELATIONS

1720

The Office of Lifelong Formation and Education should be informed of marketing campaigns and public relation efforts in order to provide assistance when possible.

O.L.F.E. PERSONNEL VISITS TO THE SCHOOLS (02/04)

1730

Representatives of the Office of Lifelong Formation and Education will visit schools regularly.

FLAG DISPLAY

1740

The flag of the United States is displayed outside the school building when school is in session and weather permits. Every classroom displays the flag. The salute to the flag is part of the opening exercises each morning.

OPEN HOUSE AT SCHOOLS

1750

Schools are encouraged to have open house annually, during which the public may visit. Occasions such as Catholic Schools Week and American Education Week would be appropriate times.

CATHOLIC SCHOOLS WEEK

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All schools of the Archdiocese will observe Catholic Schools Week with activities for students, parents, teachers and the parish.

RECRUITMENT FOR CATHOLIC SCHOOLS (02/04)

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The Office of Lifelong Formation and Education shall join with the Catholic elementary and high schools to promote and facilitate recruitment programs for Catholic schools. Principals of both elementary and high schools are expected to work cooperatively to assure compliance with these guidelines. The Office of Lifelong Formation and Education insists on the strict observance of the following guidelines and responsibilities.

The Office of Lifelong Formation and Education will:

1. vigorously explore ways to promote Catholic education in a unified fashion;
2. participate in an on-going public relations campaign to promote Catholic education and all events at Catholic schools;
3. work to promote community financial support for Catholic education at all levels;
4. provide schools and parishes all information concerning the placement test for Catholic high schools;
5. encourage the Catholic School Athletic Association (CSAA) to provide positive support for Catholic education in elementary school athletics;
6. provide the names and addresses of fifth, sixth and seventh grade students enrolled in elementary schools and religious education programs to high schools **no later than July 1** and, in the Fall, provide a list of sixth, seventh and eighth grade students enrolled in the elementary school and religious education programs **no later than October 1**;
7. schedule all recruitment visits of high schools to middle schools;
8. address reported violations of recruitment guidelines immediately; and
9. evaluate each recruitment season and share the results with appropriate school personnel;
10. host the High School Parent Forum in September.

The Catholic High Schools will:

1. engage in an on-going public relations campaign, promoting with the public media all events and happenings of our schools;
2. observe all directives of the Catholic School Athletic Association (CSAA) and the Kentucky High School Athletic Association (KHSAA) with regard to contacts with student athletes;
3. discuss recruitment guidelines with all high school personnel and insist on the strict observance of these guidelines;
4. explain the availability of financial assistance to prospective students and their parents and encourage application for financial assistance when appropriate;
5. present all recruiting efforts and materials in a positive manner, explaining the strengths and benefits of their schools, while refraining from all negative comments or comparisons with other schools;
6. approach middle school parents and students to give them information needed to make an informed choice about a Catholic high school;
7. follow the master schedule for middle school classroom visitation and reschedule visits, if necessary, directly with the schools involved;
8. distribute **only appropriate, informational materials** at middle school classroom visits (no novelty items, gifts or prizes);
9. invite seventh and eighth grade students to shadow on days when their school is

not in session and on one additional day - eighth grade students should shadow in the fall and seventh grade students in the spring;

10. initiate **no written or verbal communication** with eighth grade students once they have taken the placement test at their selected schools;
11. forward Catholic school recommendation forms to OLFE by the Tuesday after the placement test. Send public school forms with scores directly to the school. Send forms from private Catholic schools, other private schools, and public schools directly to those schools along with a cover letter and cal-stik label with test scores;
12. send a list of students who took the placement test to all other gender-appropriate high schools the **Tuesday after the placement test**;
13. transfer placement test scores to another school when a written request is made; and
14. report any and all guideline violations immediately to the school in question and the Office of Lifelong Formation and Education.

The Elementary Schools will:

1. promote all efforts for the continuation of Catholic education in a positive manner;
2. discuss recruitment guidelines with elementary school personnel and athletic coaches and insist on their strict observance;
3. communicate these policies to middle school parents;
4. display and/or distribute Catholic high school materials in an equitable manner;
5. decline requests by any other school or school system, public or private, to recruit Catholic school students, to provide students lists, to display or distribute any materials, and/or to provide for visits, etc., to release transcripts and records only at the written request of parents;
6. provide (on disk or e-mail) to the Office of Lifelong Formation and Education the names and addresses of **fifth, sixth, and seventh grade** students in early **May** and **update that list** in the Fall, **no later than September 1**;
7. follow the centralized visitation schedule for recruitment visits and **ensure that students are on time and supervised by a teacher during the visits** and request changes in the visitation schedule directly with the participating school(s);
8. encourage students (**seventh and eighth graders only**) to shadow at Catholic high schools on days when the elementary school **is not in session** and encourage seventh grade students to shadow in the Spring, leaving the Fall opportunities for eighth graders who are trying to choose a high school;
9. complete Recommendations Forms and return to the high schools by **mid-January**, while maintaining the confidentiality of the Placement Test scores that are to be given to students by the high schools; and
10. report any and all guideline violations immediately to the school in question and the Office of Lifelong Formation and Education.

PUBLIC AND CATHOLIC SCHOOLS

1780

Catholic and public schools have as their goals the education of children; therefore, they should work together in every possible way to provide this education in an atmosphere of cooperation.

MEDIA CONTACTS (02/04)

1790

The Archdiocese of Louisville Archdiocesan Communications Center has developed the following guidelines to assist schools in working with the media. The most important thing to remember is that schools have a choice about talking to the media. If you do not wish to do so, politely tell them or call the archdiocesan Communications Office, and they will return the reporter's calls. The Archdiocesan Communications Office always returns reporters' calls. If you have questions or concerns, call the Chief Communications Officer or the Superintendent of Schools. Please refer to the Archdiocese of Louisville Communications Handbook for additional information.

Media Interview Guidelines

1. School and parishes are private property, and you do not have to allow the media access to your buildings. However, you cannot stop them from interviewing people on public access roads or sidewalks.
2. It certainly is appropriate for pastors and principals to talk with the reporters about their school, its history, and its contributions.
3. It also is fine for the pastors and/or principals to recommend other adults (teachers, parents, alumni) for reporters to contact. However, you should obtain the other person's permission before giving out his or her name and phone.
4. Reporters are not to interview children at school. We have always cautioned against allowing reporters to have access to children in difficult or emotional situations. If reporters call parents directly, parents have the right to make their children available for interviews if they wish.
5. Still photos or video can only be taken with the permission of the principal. We prefer that file photos and video be used if possible.
6. If still photos or video footage is taken, the principal should already have photo/video release forms on file for the students. Many principals collect these forms as part of the registration process at the beginning of the school year.
7. We recommend that you only permit photos or video of school activities that feature groups of students, such as school plays, science or social studies fairs, etc. (These are activities that you may have invited the media to attend in any case.) We do not recommend that reporters, photographers, and videographers be permitted to go into classrooms or to move around the school.

If you decide to do an interview, please keep in mind your rights:

1. You have the right to determine the time and location of the interview. Especially in difficult or emotional situations, it is best to find an interview area away from the incident and away from students.
2. You have a right to request in advance the topics to be covered. Reporters will not tell you the exact questions, but they should be willing to inform you about general subject areas.
3. In preparing for the interview, identify 2 or 3 key points or messages that you want to convey. Make sure you have supporting facts for each of these points. You have the right to

“bridge” to any of these points during an interview. For instance, let’s say that a reporter asks about a popular program that has had to be cut at your school. Answer the question and then bridge to one of your main points. “Yes, parents are disappointed that we cannot offer this program next year, but it is important to note that this decision was made after a six month study by a committee of parents and faculty.” The underlined statement is known as a “bridge.” It allows you to honestly answer the question while communicating important information related to the issue at hand.

4. Another good preparation technique is to prepare the toughest questions you can think of related to the interview topic and practice your answers with a colleague. Members of the Communications Center staff also are available to assist with this process.
5. You have the right to set your own pace and give yourself time to think before answering questions. If a television interview is being conducted, you can ask the reporter to stop and repeat a segment if you are not comfortable with a particular question and answer. If a print reporter calls, request information about the topic he or she is investigating and then ask if you can call back after you have had some time to formulate your main points and acquire related facts. If reporters show up on site you can escort them to a suitable location and ask them to wait until you have had time to prepare a statement and think about your main messages.
6. You have the right to respectfully challenge and correct questionable facts, assumptions, and dubious sources of information.
7. You have the right to speak only for your own organization and not the whole Church or other parish communities.

SOLICITATION FROM OUTSIDE ORGANIZATIONS

1800

SOLICITING FUNDS FROM SCHOOL PERSONNEL

1810

A number of civic organizations seek to solicit funds from teachers for charitable causes. Ultimately, the school principals are responsible for judging the validity and priority of each appeal and how they want their school to become involved.

ADVERTISING AND PROMOTION OF COMMERCIAL PRODUCTS

1820

Promotion of commercial and educational products by school personnel is discouraged.

MILITARY RECRUITERS (02/04)

1830

In 2001-02, Congress passed legislation that requires high schools to provide military recruiters, upon request, access to secondary school students and directory information on those students. Both the *No Child Left Behind Act of 2001* and the *National Defense Authorization Act for Fiscal Year 2002* reflect these requirements.

In accordance with those Acts, military recruiters are entitled to receive the name, address, and telephone listing of juniors and seniors in high school. Providing this information is consistent with the *Family Educational Rights and Privacy Act*, which protects the privacy of student education records. Student directory information will be used specifically for armed services recruiting purposes and for informing young people of scholarship opportunities.

Private secondary schools that receive funds under the ESEA are subject to 10 U.S.C. 503. However, private schools that maintain a religious objection to service in the Armed Forces that is verifiable through the corporate or other organizational documents or materials of that school are not required to comply with this law.

Private secondary schools that do not receive funds under the ESEA are not subject to these recruiter requirements. Private secondary schools whose students or teachers receive services under ESEA programs, but the schools do not receive any ESEA funds, are not considered to be recipients of funds under the ESEA and are not subject to the military recruiter requirements.

Catholic elementary and secondary schools in the Archdiocese of Louisville receive services through ESEA, but the schools themselves do not receive funds.

The United States Catholic Conference of Bishops (USCCB) endorses a cooperative working relationship between private schools and military recruiters.

Each secondary school should follow its policy for releasing directory information on its students.