

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, OCTOBER 4, 2012

Regular Meeting - 7:30 PM

SAU Office Plaistow, New Hampshire

*Dr. Earl Metzler, II, Superintendent*  
*Winfried Feneberg, Asst. Superintendent*

*Robert Collins, Chair*  
*Lori Aubrey, Vice Chair*

## AGENDA

1. **Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
  - a. September 20, 2012 (public and nonpublic)
5. **Delegations or Individuals**
6. **Current Business**
  - a. Eagle Scout Project Proposal - ACTION REQUIRED (10 minutes)
  - b. Montreal Trip Request – ACTION REQUIRED (10 minutes)
  - c. Assessment Update – INFORMATIONAL (20 minutes)
  - d. Policies – ACTION REQUIRED (5 minutes)
  - e. NHSBA Resolutions – INFORMATIONAL (10 minutes)
7. **Administrator’s Report**
  - a. Update on School Activities – INFORMATIONAL
  - b. School Board Video Equipment/Venue Schedule – ACTION REQUIRED
8. **Personnel Report**
9. **Committee Report/Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **Other Business**
  - a. Non-public (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
October 10	SAU Board Meeting	SAU	7:00 pm
October 11	Joint Meeting with Budget Committee	PAC	7:00 pm
October 18	Regular School Board Meeting	SAU	7:30 pm
October 24	SAU Board Meeting (work session)	SAU	7:00 pm
November 1	Regular School Board Meeting	SAU	7:30 pm
November 14	SAU Board Meeting (public hearing)	SAU	7:00 pm
November 15	Regular School Board Meeting	SAU	7:30 pm
December 6	Regular School Board Meeting	SAU	7:30 pm
December 20	Regular School Board Meeting	SAU	7:30 pm

*The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.*

## ADMINISTRATOR'S REPORT

To: Timberlane Regional School Board Members  
From: Dr. Earl Metzler, Superintendent of Schools  
Date: September 28, 2012  
Re: Administrator's Report for October 4, 2012 School Board Meeting

### REGULAR MEETING AGENDA

#### **1-,3. OPEN MEETING**

Self-explanatory.

#### **4. APPROVAL OF MINUTES**

Recommendation to accept minutes: September 20, 2012 (2 sets)

#### **5. DELEGATION OR INDIVIDUALS**

#### **6. CURRENT BUSINESS**

##### **a. Eagle Scout Project – 10 minutes**

Thomas Dawson (TRHS senior and Boy Scout) to present plan to repaint picnic tables, repaint and repair the 2 light posts, weed grass from between tiles, and rake/remove plant debris from the High School courtyard. Additionally, he will propose to construct a small memorial to David Augusta in this area. ACTION

##### **b. Montreal Trip Request – 10 minutes**

Mademoiselle Lacourse (TRMS French) to request permission to offer an 8<sup>th</sup> grade field trip to Montreal in the spring. Requesting two things: permission to take students on overnight trip and approval for students to miss one day of school. See policy IJOA. ACTION

##### **c. Assessment Update – 20 minutes**

Kelli Killen to present a workshop proposal relative to the assessment updates the board wishes to have on a monthly basis consistent with new school board goals. ACTION

##### **d. Policies – 5 minutes**

Michael Mascola to present two policies for first reading. KFB – Assaults on School Property and JRS – Student Education Records and Information. See policy BGB. ACTION

##### **e. NHSBA Proposed 2013 Resolutions – 10 minutes**

Board to review proposed resolutions from NHSBA. The deadline to submit a proposed resolution from Timberlane is October 22<sup>nd</sup>. This item will be placed on the October 20<sup>th</sup> agenda to solicit and approve any proposals. INFORMATIONAL

#### **7-9. REPORTS**

##### **7. Administrator's Report – Dr. Metzler to present**

- a. Update on happenings and activities with each of the district schools
- b. List of needed video equipment proposed. Determination of what district account these items will be purchased from as well as when the board wishes to hold their first off-site meeting. Dean will be available to address any logistical questions.

##### **8. Personnel Report – Mr. Metzler to present (if needed)**

##### **9. Committee Reports and Reports of the School Board**

#### **10. CORRESPONDENCE**

#### **11. VENDOR AND PAYROLL REGISTERS**

#### **12. OTHER BUSINESS**

Non-public (if needed)

#### **13. FUTURE DATES**

## UPCOMING REGULAR MEETING AGENDAS

*This information is provided for informational purposes only. Agenda items are subject to change.  
The official agenda will be distributed one week prior to its scheduled meeting.*

<b>October 18, 2012</b>	
Department Report	<i>Pollard School (hold/TBD)</i>
Department Report	<i>Atkinson Academy (hold/TBD)</i>
Policies	<i>Second reading</i>
Common Core Standards	<i>Monthly Report as required by goals</i>
Puerto Rico Trip Request	<i>Amy O'Leary</i>
NHSBA Resolutions	<i>Submission deadline: 10/22</i>

<b>November 1, 2012</b>	
Policies	<i>First Reading</i>
Department Report	<i>Danville Elementary (hold/TBD)</i>
Assessment	<i>Monthly Report as required by goals</i>

<b>November 15, 2012</b>	
Policies	<i>Second Reading</i>
Common Core Standards	<i>Monthly Report as required by goals</i>
Standards-Based Report Card Update	<i>Following end of 1<sup>st</sup> quarter</i>

### Back-Burner List

Committee Self-Evaluations	<i>Waiting on online evaluation/results</i>
Science NECAP	<i>Fall 2012</i>
Department Report – PPS	<i>Fall 2012</i>
Standards-based Report Card	<i>11/15, 2/7, 4/18, &amp; 6/20</i>

Thomas R. Dawson  
34 Elm St., Plaistow, NH 03865  
603-401-3006 ~ sempai027@comcast.net

September 17, 2012

Dr. Earl Metzler, Superintendent of Schools  
SAU 55, Timberlane Regional School District  
30 Greenough Road  
Plaistow, NH 03865

Subject: Eagle Project Proposal

Dear Dr. Metzler:

I am a senior at TRHS and a Boy Scout and I am working to earn the highest award in scouting, The Eagle Scout. In order to earn this, I must plan and execute a service project that helps my school, community or religious organization. As a member of Boy Scout Troop 9, Atkinson, NH, I want my community's school to benefit from my Service Project. My proposal is to improve the senior court yard and possibly construct a small memorial to David Augusta III, who was a member of my class and passed away recently.

My initial plan is to repaint the picnic tables in the court yard, repaint/repair the two light posts, weed the grass from between the tiles, and rake/remove plant debris. The plan would also include trimming the current foliage and adding plants to the current layout.

The goal of this service project is to make the court yard a more inviting place for all seniors, and to commemorate one of our class who is now gone. All funds and tools will be obtained by myself and the labor provided by my fellow scouts and I, most of whom are students in the Timberlane District. I would require time on one or two weekends to complete this project. We would be assisted and supervised by our assistant scoutmasters/parents. I would like to begin work, with your approval, as soon as possible.

I have proposed this project to Mr. Woodworth and he has given my initial suggestions his support. I am open to discussion of any modifications of my plan to obtain your approval. I hope to be able to make my Eagle Project something that will benefit future Seniors of Timberlane Regional High School, and honor the memory of someone we all miss.

Yours in Scouting,



Thomas R. Dawson

## COST/DETAILS OF EAGLE SCOUT PROJECT

The yard work should be around \$200.00, most of the supplies will be in the form of donations.

The plaque will cost around 350.00 according to the quote that I received.

For the memorial I was planning on installing a plaque in the senior court yard in dedication to David Augusta. The proposed dimensions are as follows:

- 12 x 12 inches
- Bronze on black lettering.
- First line: Dedicate to the Memory of
- Second line: David Martin Augusta, III
- Third Line: April 12, 1995~August 22, 2012
- The rest of the plaque would include the Timberlane Owls logo.

I hope this information helps the school board and the superintendent in their decisions.

Yours in Scouting  
Thomas Dawson



September 2012

To: School Board Members  
From: Christine Lacourse  
French Teacher, TRMS

Bonjour!

My request concerns offering a field trip to eighth grade students enrolled this year in French class.

This field trip would be to Montréal, Québec, Canada. The goals of this trip are as follows:

- ❖ To give an opportunity to the students to practice what they have learned. A trip such as this offers a lot of opportunities to speak the language. Here are some examples: when reading and ordering food in a restaurant; purchasing souvenirs at a gift shop; buying tickets to ride on the subway; or while participating in a «Treasure Hunt» in Old Montréal, to name a few.
- ❖ To have a better understanding of what makes Montréal such an attraction to foreign visitors (famous tourist attractions, for example).
- ❖ To apply the information gathered during the year in other subject areas such as Social Studies and Science to answer questions asked during the Treasure Hunt and the visit to the Biodôme.
- ❖ To make connections between what they already know about French people and what they can discover by observing what's going on around them.
- ❖ To discover what people of their age, in another culture, do in their free time; how they dress, what they eat, etc.
- ❖ This is an overnight trip. The best time to go would be in May (May 17-18)
- ❖ I organized and conducted a similar trip for the past three years. I can't tell you enough about the impact on students and their personal gain after such an experience. Thank you for taking the time to read this request.

Sincerely,

Christine Lacourse

TRIP TO MONTRÉAL 2013  
TENTATIVE SCHEDULE OF ACTIVITIES

**Friday:**

*In the morning:*

5:45 Arrival at TRMS  
6:00 Departure from Timberlane Regional Middle School  
10:30 Time of arrival at the Canadian border  
11:30 Lunch at McDonalds in St-Jean-sur-Richelieu.

*In the afternoon:*

1:00 – 4:00 Visit of the Biodome of Montréal. ([www2.ville.montreal.qc.ca/biodome/site/site.php?langue=en](http://www2.ville.montreal.qc.ca/biodome/site/site.php?langue=en))  
Take the funicular to the Observation Tower  
Relax and play in the park on Sherbrooke Street

4:00– 5:00 Dinner at Scores Restaurant

6:00—7:00 Amphibus Tour in Old Montréal

7:00—8:00 Ice cream and French pastries

8:15—9:15 At the hotel: Auberge de Jeunesse  
Check in

9:15 Late visit of Mount Royal for a scenic view of the city at night

**Saturday:**

*In the morning:*

7:30—9:30: Ride by métro (subway) to the restaurant  
Breakfast at Eggspectations in Old Montréal

9:30—11 :30: Options:  
Visit of Notre-Dame Cathédrale or Notre-Dame-de bon Secours  
Treasure Hunt with the group Guidatour  
Both activities followed by shopping in the Old Montréal for an hour

11:30—12:15 En route to the open air market in La Prairie

1:00—1:30 En route to Cora's in St-Jean for lunch

3:00 Visit of Fort Chambly (1711 fortification)  
Presentation of the fort's history, demonstration of the soldier's uniform and self-guided visit of the museum.

4:30 Leaving for the States

6:30 Stop in Burlington, Vermont at Zachary's Pizza

11:00 Arrive at TRMS Cost: \$200 to \$210 per person, all included.

<b>Timberlane Regional School District</b>	<b>Policy Code: IJOA</b>
<b>Adopted: 10-15-86</b> <b>Revised: 05-02-91</b> <b>Reaffirmed: 02-24-05</b>	<b>Page 1 of 2</b>

## STUDENT TRIPS

Field trips designed to stimulate student interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the school, the building Principal may authorize field trips.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

- (a) value of the activity to the particular class group or class groups;
- (b) relationship of the field trip activity to a particular aspect of classroom instruction;
- (c) suitability of the activity and distance traveled to the age level;
- (d) mode and availability of transportation; and
- (e) cost.

Chaperons for field trips will be assigned at the discretion of the Principal according to the type of trip involved.

### Sanctioning Student Trips

- A. School-sponsored trips are defined as student trips that have been organized, scheduled or otherwise promoted by the School Board, Superintendent of Schools, or building Principal. Examples would be athletic trips, band trips, class trips, etc. Only those trips that are deemed to have significant educational value and that are directly related to existing educational programs shall be sponsored. Any trip involving travel of over 300 miles, overnight travel, or a overnight trip requiring a student's absence from the school building during normal school hours shall require the prior approval of the School Board. Overnight trips and/or trips over 300 miles that are held annually shall require the approval of the Superintendent rather than the school board.
- B. School related trips are defined as student trips organized; scheduled, or sponsored by a school club or other organization connected with the school whose advisor is salaried by the District or whose advisor has been appointed by the school administration. Only those trips directly related to existing educational programs shall be sponsored. Any trip involving fund-raising and/or a student's absence from

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the school building during normal school hours shall require the prior approval of the School Board. The building Principal or Superintendent of Schools, who may consult the Board or request general Board approval for a series of field trips or general type of field trip, may approve other school-sponsored trips.

- C. Any other trips, including those that may involve participation of students from the Timberlane Regional School District or employees of the Timberlane Regional School District that are not explicitly approved by the School Board, the Superintendent of Schools, or the building Principal in accordance with the above procedures, are not school-sponsored or school-related trips and shall not be represented as such. Planning for, recruitment of participants for, or any other activity related to such trips shall not take place within the schools of the District or utilize District facilities unless approved by the Principal. It is the obligation of the planners of such trips to ensure that any literature about such trips, announcements of such trips, or recruiting materials for participants in such trips shall make it clear to parents and guardians, and students that the trip is being organized and sponsored by a private individual or group and not by the Timberlane Regional School District. Parents, guardians, and students must be told explicitly that the District accepts no responsibility, financial or otherwise, for the trip.

Financing Student Trips

- A. The cost of school-sponsored trips shall be the responsibility of the School District and will be provided for in the regular annual budgetary process. In cases where funds are limited, the school administration may assess a fee to participating students in order to recover costs or may permit fund-raising by the student organization involved.
- B. The cost of school-related trips shall be the responsibility of the sponsoring club and/or organization. The process by which funds are raised and expended must be approved in advance by the building Principal and/or Superintendent of Schools.
- C. Solicitation is prohibited within the Timberlane Regional School District facilities or during regular school hours by Timberlane employees or students for funds for any but school-sponsored or school-related trips for which fund-raising is explicitly approved in accordance with this policy.

## Curriculum, Instruction, and Assessment Workshop Proposal for the School Board

The directors of education would like to frame the information and learning about the curriculum, instruction, and assessment for the school board around our set of questions that guide our professional learning communities. This will allow us to give specific information and for the school board to see how the areas are interrelated.

1. What do students need to know and be able to do? (curriculum)
  - a. Workshop session on the Common Core State Standards
2. How will we teach the Common Core State Standards?
  - a. Information after this year's data collection on programs and materials at all levels and how well aligned those are—later in the spring of 2013
3. How will we know if students have learned the curriculum? (assessment)
  - a. Workshop on the purpose and types of assessments we currently use
  - b. Workshop on NWEA and the results thus far, how it is similar to the new state test that will be given on the Common Core and how it is different
  - c. Workshop on how to analyze data and how we use data for instruction
4. What will we do when students have not learned it? What do we do when students have learned it?
  - a. Workshop on our Response to Instruction model, the components and how it looks at each level; elementary, middle, and high school

<b>Timberlane Regional School Board</b>	<b>Policy Code: BGB</b>
<b>Adopted: 03-03-83</b> <b>Revised: 09-17-92</b> <b>Revised: 11-19-09</b>	<b>Page 1 of 1</b>

## POLICY ADOPTION

Except for policy actions to be taken on emergency measures, the adoption of Board policies should follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Reviewed by the Policy Committee
2. Announcement and publication of proposed new or revised policies as an item of information and posted on line.
3. Opportunity offered to concerned groups or individuals to react to policy proposals.
4. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the district.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

### Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new, revise or waive existing policies with a 2/3 majority of those voting. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

Annual Reaffirmation of Policies - Refer to BGC

### Law, Philosophy and Enforcement

The Board will make every effort to ensure that its policies conform to the higher supremacy of state and federal laws, including the provisions of State and U.S. Constitutions. Questions concerning the legality of any policy should be addressed to the office of the Superintendent. Further, while it is not feasible to reiterate the principles of the Board-adopted Educational Philosophy into the language of each and every policy statement, it is to be assumed that the spirit of this document will prevail in the implementation of all policies. Finally, the Board expects compliance with its formally - adopted policies. Failure to comply will be considered cause for disciplinary action.

<b>Timberlane Regional School District</b>	<b>Policy Code: KFB</b>
<b>Adopted: 10-13-98</b> <b>Re-affirmed:</b>	<b>Page 1 of 1</b>

## **ASSAULTS ON SCHOOL PROPERTY**

It is the policy of the Board of Education to encourage the prosecution of any person who commits assault, battery, or assault and battery upon the person of a school employee or student or threatens and places an employee or student of the public schools in immediate fear of bodily harm while the employee or student is in the performance of his duties as a school or student.

“School employee” is hereby defined to include any duly appointed person or employee of a firm contracting with a school system for any purpose, including personnel not directly related to the teaching process and including School Board members during School Board meetings.

**Statutory Reference:**  
RSA 571-C:2

<b>Timberlane Regional School District</b>	<b>Policy Code: JRA</b>
<b>Adopted: 06-06-91</b> <b>Revised:</b>	<b>Page 1 of 4</b>

***NOTE: This sample reflects changes made to the FERPA regulations through 2011. All notes should be deleted before the policy is adopted.***

### ***STUDENT EDUCATION RECORDS AND INFORMATION***

*The Timberlane Regional School District shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.*

***NOTE: Drummond Woodsum generally recommends that school districts restrict directory information to the categories listed in Paragraph A. Schools may adopt a shorter listing of categories of information. FERPA regulations include the following additional categories that may be included at their discretion (but we recommend discussing this with legal counsel first): student address, telephone listing, e-mail address, photograph, date and place of birth, major field of study, grade level, most recent educational agency or institution attended, and student ID number or other unique identifier other than a Social Security number (but only if the identifier cannot be used to gain access directly to education records without one or more factors such as a password).***

#### ***A. Directory Information***

*The Timberlane Regional School District designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school district, honors and awards received, and photographs and videos of student participation in school activities open to the public. The Timberlane Regional School District may disclose directory information if it has provided notice to parents (and eligible students) and has not received timely written notice refusing permission to designate such information as directory information.*

***NOTE: The FERPA regulations were revised in late 2011 to permit school districts to limit the disclosure of directory information to specific parties or for specific purposes, or both. This may be something that local Boards want to consider. We suggest consulting with legal counsel about appropriate language. In addition, school districts should keep in mind that the federal Protection of Pupil Rights Act limits the collection and disclosure of student information for most commercial purposes, and Boards should have a policy that addresses this (ILD – Student Surveys and Marketing Information). Let us know if you need a sample.***

#### ***B. Military Recruiters/Higher Education Access to Information***

<b>Timberlane Regional School District</b>	<b>Policy Code: JRA</b>
<b>Adopted: 06-06-91</b> <b>Revised:</b>	<b>Page 2 of 4</b>

*Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the Timberlane Regional School District must comply with any such request, provided that parents have been notified that they and secondary school students have the right to request that this information not be released without their prior written consent.*

**C. Health or Safety Emergencies**

*In accordance with federal regulations, the School District may disclose education records in a health or safety emergency without prior written consent to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.*

**D. Transfer of Student Records**

*The Timberlane Regional School District sends student education records to a school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled, if the school, school system, or institution or postsecondary education has requested the records, so long as the disclosure is for purposes related to the student's enrollment or transfer. Such records include, but are not limited to, grades and report cards, disciplinary records, attendance records, special education records and health records.*

***NOTE: Local Boards that want to be able to disclose student education records to school resource officers or their local police district should include the following paragraph in this policy. We also recommend that local Boards adopt a policy on relationships with law enforcement or, if the school unit has SROs, a policy on relationships with SROs and law enforcement.***

**E. Designation of Law Enforcement Unit**

*The Board hereby designates [choose one of the following options: its School Resource Officer(s) OR Timberlane Regional Police Department] as the Timberlane Regional School District's law enforcement unit.*

**F. Administrative Procedures and Notices**

*The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.*

<b>Timberlane Regional School District</b>	<b>Policy Code: JRA</b>
<b>Adopted: 06-06-91</b> <b>Revised:</b>	<b>Page 3 of 4</b>

*Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended  
20 U.S.C. § 7908  
RSA 189:1-e, 193-D:8, 194:31-a  
N.H. Code of Administrative Rules Ed 1119*

*Cross Reference: JRA-E – Annual Notice of Student Education Records and Information Rights  
JRA-R – Student Education Records and Information Administrative Procedure  
ILD – Student Surveys and Marketing Information  
EHB – Records Retention Policy*

## **STUDENT RECORDS**

~~The School Board is intent upon maintaining an adequate individual student record system designed to benefit the education of every student and to assist school staff in this process.~~

~~It is the responsibility of school personnel to collect and maintain data to assure such benefit and data required by statute and/or State Department regulations. This data shall be presented in a format which meets the needs of the student. Emphasis is placed upon accuracy in reporting.~~

~~Where the parents of a student are separated or divorced, or for some other reason the student is not in the joint custody of both of his parents, information concerning the student shall be disclosed to both natural parents or persons having legal custody of the student, and to a person having written authority from the legal custodian of the student.~~

~~Student records are to be kept in the custody of the principal of the school the child attends and may not be transferred outside the district without written permission of the parent in accordance with state and federal laws.~~

~~An eligible student and his/her parent, or either one, as applicable, shall have access to the student record, and may have copies of any information in the record payment of a reasonable fee. Authorized school personnel shall have access the student records. Except for Directory Information released in accordance with state guidelines, no information in a student record shall be disseminated with the specific informed written consent of the eligible student and his/her parent, or either one, as applicable. A log shall be kept to record the dissemination of any information in the student record.~~

~~The eligible student and his/her parent, or either one, as applicable, shall have the right to add information or other relevant material to the record. They shall have the right to request deletion or amendment of any information in the record which is inaccurate, misleading, or otherwise in violation of the student's rights to privacy under the Buckley Amendment. The principal, or his designee, will make a decision which may be appealed first to the Superintendent and then to the School Board.~~

<b>Timberlane Regional School District</b>	<b>Policy Code: JRA</b>
<b>Adopted: 06-06-91</b> <b>Revised:</b>	<b>Page 4 of 4</b>

~~If a parent or legal guardian wishes to review his/her child's school records, he must complete the appropriate forms available at the guidance office. The counselor will then supervise the gathering of records and meet with the parents to review the contents. The parent/guardian must give a minimum of 5 days notice before reviewing records.~~

*Appendix JRA-R*



# New Hampshire School Boards Association

**N H S B A**  
NEW HAMPSHIRE  
SCHOOL BOARDS  
ASSOCIATION  
Incorporated 1946

Proposed  
Resolution  
for Consideration  
by the  
2013 NHSBA  
Delegate Assembly

*Please duplicate this form to allow for submission of each proposed Resolution on a separate form.*

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## ***Deadline for Submission to NHSBA: October 22, 2012***

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The \_\_\_\_\_ School Board submits the following proposed Resolution for Consideration at the 2013 NHSBA Delegate Assembly:

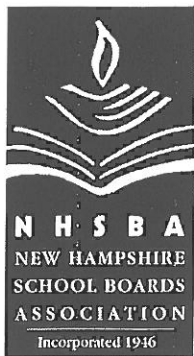
**RATIONALE:** (Please limit your rationale statement to the space provided, single-spaced, typewritten. This is a required part of the process of submitting a Resolution for consideration by the 2013 **NHSBA** Delegate Assembly. This rationale statement will be presented to the Assembly with the proposed Resolution and the recommendation of the **NHSBA** Board of Directors.)

\_\_\_\_\_  
Signature of School Board Chair

\_\_\_\_\_  
Date

*Please remember that proposed Resolutions must be submitted by a majority vote of the local member School Board, not by individual members of the School Board or members of the school district staff.*

\_\_\_\_\_  
For additional information, please contact:  
Theodore E. Comstock, Executive Director and General Counsel  
New Hampshire School Boards Association  
25 Triangle Park • Suite 101 • Concord, NH 03301  
Telephone: 603/228-2061 • NH Toll Free: 1-800/272-0653 • Fax: 603/228-2351  
Web Site: <http://www.nhsba.org> eMail: [sklesq@aol.com](mailto:sklesq@aol.com)



Phone: (603) 228-2061  
or (800) 272-0653  
Fax: (603) 228-2351

<http://www.nhsba.org>

### *Board of Directors*

Christian Lund  
*President, Mascenic Regional*

John Widmer  
*1st Vice-President, Gov. Wentworth Regional*

Dr. Anthony Pastelis  
*2nd Vice-President, Rochester*

Ross Deachman  
*Immediate Past President, Pemi-Baker Regional*

## "CALL" FOR NHSBA RESOLUTIONS

To: All School Board Chairs  
All Superintendents

From: Theodore Comstock, Executive Director

Date: September 17, 2012

Note: This mailing is being distributed to Superintendents and School Board Chairs only. It is also available via the NHSBA web site [www.nhsba.org](http://www.nhsba.org). Please duplicate and disseminate to other members of the school board.

### *Does your school board have a resolution NHSBA should consider?*

Any successes that we realize in the Legislature are due to the participation of our membership throughout the year. It begins with the collection of proposed resolutions in the fall for eventual consideration at our annual Delegate Assembly in January. Proposed resolutions are submitted to the NHSBA Board of Directors for review and recommendations. These suggestions then go to the Delegate Assembly for final action.

NHSBA's positions on major education legislative and regulatory matters are directed by the Official Resolutions adopted by our Delegate Assembly each year. The process of adopting Resolutions is always a major part of our Delegate Assembly (scheduled for January 12, 2013) and represents one of the most important activities of our Association for the entire year.

The purpose of this memorandum is two-fold. First, this is to be considered the "official call" for Resolution proposals from our member School Boards. All member Boards are encouraged to submit proposals for consideration by the Delegate Assembly. Resolution proposals can cover any education topic viewed as appropriate by the School Board and are generally stated as:

NHSBA supports ... or NHSBA opposes...

The Resolution can be directed toward the State Legislature, Congress, the State Board of Education, the State Department of Education, the Association itself, or others as you deem appropriate. Resolutions may be proposed by majority vote of a member School Board, but not by an individual member(s) of a School Board, non-member School Boards, or any School District or SAU staff member.

Executive Director  
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[sklesq@aol.com](mailto:sklesq@aol.com)  
NH School Boards Association  
25 Triangle Park Drive, Suite 101  
Concord, NH 03301

Please be as clear and concise as possible with the wording of your resolution so the intent, as well as the requested action, is understandable. The attached form, using appropriate format, should be used to provide the resolution as well as a brief rationale or explanation of the purpose of the resolution.

All proposed Resolutions must be returned to NHSBA by October 22, 2012 for review by the NHSBA Board of Directors. The proposals, including the Board of Directors' recommendation for action on each proposal, will be redistributed in total to all member districts for review at least 30 days prior to the Delegate Assembly. This will allow ample time for Boards to discuss all proposed Resolutions and give direction to the Board's Delegate to the Delegate Assembly on how to vote on a given proposal.

*Remember, proposed resolutions must be received in the NHSBA office no later than October 22, 2012.*

The second purpose of this memorandum is to provide you with a copy of the NHSBA current set of Resolutions as adopted by the 2012 Delegate Assembly (see attached) and the 2012 NHSBA Policies, Resolutions and Statements of Belief Manual. We encourage you to review the enclosed materials to see whether the subject matter of a resolution that you contemplate submitting is already covered by existing resolutions. This will save you time, and you can then be assured that your idea for a new resolution has already been addressed by actions of previous delegate assemblies. The subject matter (e.g. funding, governance, etc.) of the enclosed resolutions are categorized for your easy reference.

Feel free to call me if you have any questions about the Resolution's adoption process or on any proposed Resolution you may be considering. NHSBA staff is always ready to help your board get the issues of importance to you on NHSBA's agenda. Don't hesitate to call us.

I cannot over-emphasize the importance of this activity to the direction of NHSBA in the year ahead. I hope you consider this a very high priority. It really is important!

Thank you in advance for your consideration.

# New Hampshire School Boards Association

## Resolutions for 2012

Adopted by the 2012 **NHSBA** Delegate Assembly – January 14, 2012

### **Education Funding:**

1. **NHSBA** opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

### **Local Control and School District Autonomy:**

2. **NHSBA** supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)
3. **NHSBA** opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state's rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)
4. The **NHSBA** supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)

### **School Safety:**

5. **NHSBA** supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)

### **Public Pension System:**

6. **NHSBA** supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent, and fiscally

sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency, including legislation to change how an employee's average final compensation is determined. NHSBA supports a calculation using an average of the highest five years for all employees retiring after July 1, 2016. NHSBA further supports legislation requiring that all NHRS rate increases, above those attributable to the \$2.4 billion unfunded liability agreed to by public employers in 2007, be shared equally between employees and employers. (2011)

**Accountability:**

7. The Strafford School Board, on behalf of all school districts in New Hampshire, would like the **NHSBA** to petition to change the date of the NECAP state testing from an October testing date to a date in May. (2012)

*New Hampshire  
School Boards Association*

*Policies, Resolutions  
and  
Statements of Belief  
Manual*

January 2012

By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006  
And Following Action of the January 14, 2012 Delegate Assembly

New Hampshire School Boards Association

25 Triangle Park – Suite 101  
Concord, NH 03301  
603/228-2061 • [www.nhsba.org](http://www.nhsba.org)

*Overview of Action Taken at the 2006 Delegate Assembly*

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

Whereas **NHSBA** takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions, and

Whereas these issues deserve special recognition for their continued importance as long-standing positions,

Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the **NHSBA** Policies, Resolutions and Statements of Belief Manual.

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE  
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

<u>SECTION</u>	<u>TOPIC</u>	<u>PAGE</u>
I	School Choice	1
II	Education Funding	1
III	Health Care Funding	3
IV	Charter Schools	3
V	Local Control and School District Autonomy	3
VI	School Safety	5
VII	Accountability	5
VIII	State Board of Education	6
IX	Federal Legislation	7

# Perennial Resolutions of the New Hampshire School Boards Association

## I - School Choice

- I:A• NHSBA supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)
  
- I:B• NHSBA urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

## II - Education Funding

- II:A• NHSBA proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)
  
- II:B• NHSBA supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)
  
- II:C• NHSBA supports Building Aid at a level of no less than 55% for all School Districts in the State for bonds. (2000)
  
- II:D• NHSBA resolves that the New Hampshire Legislature solve the educational funding crisis in a fair and equitable manner throughout the state and that all education monies so raised be distributed to school districts for the purpose of educational funding. (2001)

**II:E• NHSBA** proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

**II:F• NHSBA** opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

The **NHSBA** opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

**II:G• NHSBA** urges the Legislature to utilize the resources of the NH Department of Education, including the Department’s statistical data, to define a curriculum that comprises an “adequate education” in the State of NH, and further to calculate the actual cost of an “adequate education,” and to develop an Adequate Educational Funding distribution formula which is consistent with the spirit of the Claremont decisions. (2005)

**II:H• NHSBA** urges the State to fully fund any minimum standards which require districts to offer kindergarten. (2005)

**II:I• NHSBA** opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts. (2006)

**II:J•** The **NHSBA** opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court’s ruling and present interpretation of the New Hampshire Constitution. (2008)

**II:K• NHSBA** opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

**II:L** • The NHSBA supports the full and traditional funding, by the NH Legislature and the Governor, of State Building Aid, a program that has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's Constitutional duty to provide an adequate education to all children. (2010)

**II:M** • NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

### *III - Health Care Funding*

**III:A** • NHSBA supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

### *IV - Charter Schools*

**IV:A** • NHSBA proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

**IV:B** • NHSBA proposes that the State Department of Education develop evaluation and accountability criteria for the state's charter schools to ensure their financial stability as well as sound educational objectives. (2006)

### *V - Local Control and School District Autonomy*

- V:A**• NHSBA supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)
- V:B**• NHSBA supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)
- V:C**• NHSBA urges the Legislature to review the practices, decisions, and potential bias against public employers by the PELRB. (2000).
- V:D**• NHSBA supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)
- V:E**• NHSBA supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)
- V:F**• The NHSBA supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)
- V:G**• NHSBA opposes the 2008 change in statute implementing an “Evergreen Clause” in all negotiated contracts. This new requirement mandates the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. NHSBA calls for the repeal of this new requirement, RSA 273-A:12, VII. (2009)
- V:H**• NHSBA opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)

**V:I• NHSBA** urges the NH Legislature to make changes in the language of NH RSA 189:1 and NH RSA 189:24 that will allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. The recommended changes are as stated below:

189:1 Days of School. – The school board of every district shall provide standard schools for at least 180 days in each year, or the equivalent number of hours if approved by the commissioner of the department of education as required by the New Hampshire Department of Education Regulations, at such places in the district as will best serve the interests of education and give to all the pupils within the district as nearly equal advantages as are practicable.

189:24 Standard School. – A standard school is one approved by the state board of education, and maintained for at least 180 days in each year, or the equivalent number of hours if approved by the commissioner of the department of education as required by the New Hampshire Department of Education Regulations, in a suitable and sanitary building, equipped with approved furniture, books, maps and other necessary appliances, taught by teachers, directed and supervised by a principal and a superintendent, each of whom shall hold valid educational credentials issued by the state board of education, with suitable provision for the care of the health and physical welfare of all pupils. A standard school shall provide instruction in all subjects prescribed by statute or by the state board of education for the grade level of pupils in attendance. (2009)

## *VI - School Safety*

**VI:A• NHSBA** supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)

**VI:B• NHSBA** supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)

## VII - Accountability

**VII:A** • **NHSBA** believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for determining AYP. If NH does not adopt gains-score or value-added measures as the principal means for determining AYP, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. (1998)

**VII:B** • **NHSBA** supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated for AYP as defined by NCLB. (2005)

**VII:C** • **NHSBA** supports a review of NH's accountability and performance measures as well as standards established for the NH state assessment program. (2009)

## VIII - State Board of Education

**VIII:A** • **NHSBA** supports the State Board of Education's focus on Attracting and Retaining Quality Educators in New Hampshire, as highlighted in its recommendations reported May 2001. **NHSBA** urges the State Board to continue this effort as well as monitoring all New Hampshire teacher-training programs to ensure that an adequate supply of new and highly qualified educators is available in New Hampshire. (1998)

**VIII:B** • **NHSBA** proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)

- VIII:C** • NHSBA urges the State Board of Education to conduct a statewide study of the “traditional” school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)
- VIII:D** • NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)
- VIII:E** • NHSBA proposes that the New Hampshire State Board of Education require that kindergarten be established as a minimum standard for New Hampshire public schools. (2003)
- VIII:F** • NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)
- VIII:G** • NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)
- VIII:H** • NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that NHSBA can support. (2005)
- VIII:I** • NHSBA supports legislation raising the age of compulsory attendance in school for children who have not graduated from age 16 to age 18. Such change in statute shall also require the establishment, and funding, per NH Constitution, Part Two, Article 28-a, of programs to support students at risk, including dropout prevention programs and other alternative options that allow students to continue a program of study to complete their high school

education. (2006)

**VIII:J** • NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities' relationship to the funding formula. (2009)

### *IX - Federal Legislation:*

#### IDEA

**IX:A** • NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

**IX:B** • Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. NHSBA supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, NHSBA believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. NHSBA believes that for special education to achieve its potential in today's environment, several areas should receive attention. NHSBA proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;
- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation

- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;
- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

**IX:C**• Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. (2009)

**IX:D**• **NHSBA** supports amending New Hampshire's special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law to exceed federal law. (2010)

### No Child Left Behind

**IX:D**• The New Hampshire School Boards Association (**NHSBA**) supports and applauds the stated objectives of the federal No Child Left Behind Act. While welcoming the interest of the federal government in joining school boards in the effort to improve public education, **NHSBA** objects to several key provisions in NCLB that are unworkable, too costly and inconsistent with effective efforts to raise student achievement. Specifically, **NHSBA** supports amendments to NCLB and revisions to Department of Education regulations that will provide full funding as well as flexibility in order to address the barriers facing local educational agencies (LEAs) in the successful and effective implementation of NCLB, including:

- provide federal funding consistent with the levels authorized for education programs and the expanded information systems that are needed;

- permit alternative methodology for determining AYP targets and progress for students with disabilities, and for students with limited English proficiency;
- authorize alternative assessments for students with limited English proficiency and for students with disabilities beyond that of “significant cognitive disability”, and provide flexibility to states as to the number of students whose alternative assessments may be counted for AYP purposes;
- allow students with disabilities to take tests at their actual reading level and then include their scores for calculation with the corresponding grade level;
- provide states more flexibility in measuring AYP in smaller districts with small subgroups. In calculating AYP, students identified in more than one group may be represented in the count for each group as an equal fraction totaling one student, ensuring that a small number of students are not over-represented.
- provide states flexibility to adopt gain score or value-added measures for determining AYP;
- provide for waivers and extensions for LEAs in meeting the qualification requirements for teachers and paraprofessionals;
- when public funds under Title II, Part A are provided by LEAs to private school children, teachers, and other educational personnel for educational services on an equitable basis and in a timely manner, those private schools should be held to the same accountability standards that apply to public schools;
- ensure that the current law and subsequent revisions recognize that education is primarily a state and local responsibility.

If the Congress and the Department of Education do not make the proposed revisions to NCLB and its regulations, then Congress should suspend implementation of the relevant aspects of the law until the changes are made.  
(2003-2009)

## SCHOOL BOARD MEETINGS FROM REMOTE LOCATIONS

Below is a list of components that would provide a basic setup to record board meetings from remote locations.

To start, existing cameras, tripods, and recording equipment would be used. If this turns out to be a successful trial, I would then recommend purchasing some dedicated equipment, so we do not have to borrow items from several locations on a regular basis.

The major component of this purchase is the Edirol AV Mixer, at \$1995.00. This device will switch both audio and video from four sources, including VGA/computer input. This unit would have several other potential uses throughout the district if purchased.

The equipment outline above would allow us to record events for later broadcast. I am looking at additional equipment that would allow us to broadcast live from anywhere with a reliable, wired internet connection. Cost is looking to be at approximately \$500 for these components.

-Dean

## SAU Remote Broadcast (5 Items)

### [Edirol / Roland - VR-3 AV Mixer](#)

B&H# ROVR3 Mfr# VR-3

★★★★★ (5 reviews)

Price: \$1,995.00

In Stock



### [Sony - MDR-ZX100 Stereo Headphones](#)

B&H# SOMDRZX100BK Mfr# MDRZX100/BLK

★★★★☆ (16 reviews)

Price: \$19.99

In Stock



### [Shure - MX393/O - Omni-Directional Boundary Condenser Microphone](#)

B&H# SHMX393O Mfr# MX393/O

★★★★★ (6 reviews)

Price: \$195.99

In Stock



### [Hosa Technology - XLR Balanced Interconnect Cable - 20'](#)

B&H# HOXLR120 Mfr# XLR-120

Price: \$8.50

In Stock



### [Shure - MX412DC - 12" Desk-Top Mounted Cardioid Gooseneck Microphone](#)

B&H# SHMX412DC Mfr# MX412D/C

★★★★★ (2 reviews)

Price: \$229.95

In Stock

