

CRYSTAL CREEKMORE
112 Old Standard Hollow Road
Newcomb, TN 37819

RYNE CUMMINS
1248 Indian Mountain Road
Jellico, TN 37762

LISA FIELDS
1049 Deerfield Way
LaFollette, TN 37766

RANDY HEATHERLY
145 Dogwood Lane
Jacksboro, TN 37757

BRANDON JOHNSON
110 Knoll Drive
LaFollette, TN 37766

CAMPBELL COUNTY

Board of Education

172 Valley Street
Jacksboro, Tennessee 37757
Phone: 423-562-8377, Fax: 423-566-7562

Jennifer Fields
Director of Schools

RONNIE LASLEY
1102 Bruce Gap Road
Caryville, TN 37714

BRENT LESTER
180 South Village Lane
LaFollette, TN 37766

JEFFREY MILLER
209 Glade Springs Road
LaFollette, TN 37766

SHARON RIDENOUR
386 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

To: Mrs. Jennifer Fields, Director of Schools
Ms. Lisa Bowlin, Deputy Director/Purchasing Agent
From: Jamie Gillum, School Nutrition Supervisor
Date: March 20, 2025
Re: Contract renewals for food service vendors

I request the contract for Dean Foods/Mayfield Dairy to be renewed as per bid for the 2025-2026 school term. As per attached sheet, the company agrees to the renewal.

I recommend this renewal as advantageous to the system and the program's operation. This renewal meets the conditions of the bid contract.

Mrs. Jennifer Fields, Director of Schools

Date

Mr. Jeff Marlow, Director of Finances

Date

Mr. Jeffery Miller, Board Chairman

Date

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LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

February 5, 2025

DFA Dairy Brands Fluid, LLC
Mayfield Dairy
806 East Madison Ave
Athens, TN 37303

Dear Sir:

The Campbell County Board of Education will be asked to approve the renewal of the present Milk/Milk Products bid with Dean Foods/Mayfield Dairy for the 2025-2026 school term, at the regular meeting on Tuesday, April 8 2025, at 6:00 p.m. at the Campbell County Courthouse.

If this is agreeable to your company, please sign this form and return to Jamie Gillum by 2:00 p.m. Tuesday April 1, 2025.

Enclosed is an approved calendar for the 2025-2026 school term.

Sincerely,

Jamie Gillum, School Nutrition Supervisor
Campbell County School System

DFA Dairy Brands Fluid,
Company Name: LLC/Mayfield Dairy
806 E. Madison Avenue
Company Address: Athens, TN 37303

Signature

Title: General Manager

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LaFollette, TN 37766

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386 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

To: Mrs. Jennifer Fields, Director of Schools
Ms. Lisa Bowlin, Deputy Director/Purchasing Agent
From: Jamie Gillum, School Nutrition Supervisor
Date: March 20, 2025
Re: Contract renewals for food service vendors

I request the contract for Cox's Septic Service to be renewed as per bid for the 2025-2026 school term.
As per attached sheet, the company agrees to the renewal.

I recommend this renewal as advantageous to the system and the program's operation. This renewal
meets the conditions of the bid contract.

Mrs. Jennifer Fields, Director of Schools

Date

Mr. Jeff Marlow, Director of Finances

Date

Mr. Jeffery Miller, Board Chairman

Date

CRYSTAL CREEKMORE
112 Old Standard Hollow Road
Newcomb, TN 37819

RYNE CUMMINS
1248 Indian Mountain Road
Jellico, TN 37782

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CAMPBELL COUNTY

Board of Education

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Director of Schools

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LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

February 5, 2025

Cox's Septic Service, Inc
P.O. Box 1877
Corbin, KY 40702

Dear Sir:

The Campbell County Board of Education will be asked to approve the renewal of the present Septic/Grease Trap Service bid with Cox's Septic Service for the 2025-2026 school term, at the regular meeting on Tuesday, April 8, 2025 at 6:00 p.m. at the Campbell County Courthouse.

If this is agreeable to your company, please sign this form and return to Jamie Gillum by 2:00 p.m. Tuesday April 1, 2025.

Enclosed is an approved calendar for the 2025-2026 school term.

Sincerely,

Jamie Gillum, School Nutrition Supervisor
Campbell County School System

Company Name: Cox's Septic Service Inc. Signature: Byron Ball

Company Address: P.O. Box 1877 Title: President

Corbin, KY 40702 Date: _____

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386 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

To: Mrs. Jennifer Fields, Director of Schools
Ms. Lisa Bowlin, Deputy Director/Purchasing Agent
From: Jamie Gillum, School Nutrition Supervisor
Date: March 20, 2025
Re: Contract renewals for food service vendors

I request the contract for Cook's Pest Control to be renewed as per bid for the 2025-2026 school term.
As per attached sheet, the company agrees to the renewal.

I recommend this renewal as advantageous to the system and the program's operation. This renewal
meets the conditions of the bid contract.

Mrs. Jennifer Fields, Director of Schools

Date

Mr. Jeff Marlow, Director of Finances

Date

Mr. Jeffery Miller, Board Chairman

Date

CRYSTAL CREEKMORE
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Newcomb, TN 37819

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Director of Schools

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Caryville, TN 37714

BRENT LESTER
180 South Village Lane
LaFollette, TN 37766

JEFFREY MILLER
209 Glade Springs Road
LaFollette, TN 37766

SHARON RIDENOUR
396 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

February 5, 2025

Cook's Pest Control
P.O. Box 1789
Powell, TN 37849

Dear Sir:

The Campbell County Board of Education will be asked to approve the renewal of the present Pest Control bid with Cook's Pest Control for the 2025-2026 school term, at the regular meeting on Tuesday, April 8 2025, at 6:00 p.m. at the Campbell County Courthouse.

If this is agreeable to your company, please sign this form and return to Jamie Gillum by 2:00 p.m. Tuesday April 1, 2025.

Enclosed is an approved calendar for the 2025-2026 school term.

Sincerely,

Jamie Gillum, School Nutrition Supervisor
Campbell County School System

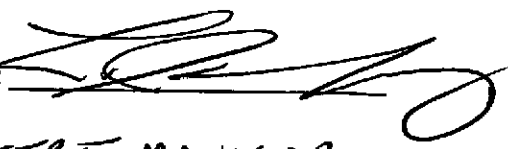
Company Name: COOK'S PEST CONTROL

Company Address: 7533 THUNDER LN

KNOXVILLE TN 37849

P.O. BOX 1789

POWELL, TN 37849

Signature: 

Title: DISTRICT MANAGER

Date: 3-5-2025

CRYSTAL CREEKMORE
112 Old Standard Hollow Road
Newcomb, TN 37819

RYNE CUMMINS
1248 Indian Mountain Road
Jellico, TN 37762

LISA FIELDS
1049 Deerfield Way
LaFollette, TN 37766

RANDY HEATHERLY
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BRANDON JOHNSON
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CAMPBELL COUNTY

Board of Education

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Jacksboro, Tennessee 37757
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Director of Schools

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209 Glade Springs Road
LaFollette, TN 37766

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386 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

To: Mrs. Jennifer Fields, Director of Schools
Ms. Lisa Bowlin, Deputy Director/Purchasing Agent
From: Jamie Gillum, School Nutrition Supervisor
Date: March 20, 2025
Re: Contract renewals for food service vendors

I request the contract for Ice Cream Warehouse to be renewed as per bid for the 2025-2026 school term. As per attached sheet, the company agrees to the renewal.

I recommend this renewal as advantageous to the system and the program's operation. This renewal meets the conditions of the bid contract.

Mrs. Jennifer Fields, Director of Schools

Date

Mr. Jeff Marlow, Director of Finances

Date

Mr. Jeffery Miller, Board Chairman

Date

CRYSTAL CREEKMORE
11/2 Old Standard Hollow Road
Newcomb, TN 37819

RYNE CUMMINS
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386 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

February 5, 2025

Ice Cream Warehouse
108 Service Park Lane
La Grange, GA 30240

Dear Sir:

The Campbell County Board of Education will be asked to approve the renewal of the present Ice Cream Products bid with Ice Cream Warehouse for the 2025-2026 school term, at the regular meeting on Tuesday, April 8, 2025, at 6:00 p.m. at the Campbell County Courthouse.

If this is agreeable to your company, please sign this form and return to Jamie Gillum by 2:00 p.m. Tuesday April 1, 2025.

Enclosed is an approved calendar for the 2025-2026 school term.

Sincerely,

Jamie Gillum, School Nutrition Supervisor
Campbell County School System

Company Name: David Ice Cream Georgia
dba Ice Cream Warehouse

Company Address: 108 Service Park Lane

LaGrange, GA 30240

Signature: Burt D.

Title: President

Date: 3/3/25

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112 Old Standard Hollow Road
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RYNE CUMMINS
1248 Indian Mountain Road
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LISA FIELDS
1049 Dearfield Way
LaFollette, TN 37766

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Jacksboro, TN 37757

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110 Knoll Drive
LaFollette, TN 37766

CAMPBELL COUNTY

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Director of Schools

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Caryville, TN 37714

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209 Glade Springs Road
LaFollette, TN 37766

SHARON RIDENOUR
386 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

To: Mrs. Jennifer Fields, Director of Schools
Ms. Lisa Bowlin, Deputy Director/Purchasing Agent
From: Jamie Gillum, School Nutrition Supervisor
Date: March 20, 2025
Re: Contract renewals for food service vendors

I request the contract for Gold Creek Foods to be renewed as per bid for the 2025-2026 school term. As per attached sheet, the company agrees to the renewal.

I recommend this renewal as advantageous to the system and the program's operation. This renewal meets the conditions of the bid contract.

Mrs. Jennifer Fields, Director of Schools

Date

Mr. Jeff Marlow, Director of Finances

Date

Mr. Jeffery Miller, Board Chairman

Date

CRYSTAL CREEKMORE
112 Old Standard Hollow Road
Newcomb, TN 37819

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LaFollette, TN 37766

CAMPBELL COUNTY

Board of Education

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Jacksboro, Tennessee 37757
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Caryville, TN 37714

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385 Middleboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

February 5, 2025

Gold Creek Foods
325 Washington St SW
Gainesville, Ga 30501

Dear Sir:

The Campbell County Board of Education will be asked to approve the renewal of the present Commodity Processing bid with Gold Creek Foods for the 2025-2026 school term, at the regular meeting on Tuesday, April 8 2025, at 6:00 p.m. at the Campbell County Courthouse.

If this is agreeable to your company, please sign this form and return to Jamie Gillum by 2:00 p.m. Tuesday April 1, 2025.

Enclosed is an approved calendar for the 2025-2026 school term.

Sincerely,

Jamie Gillum, School Nutrition Supervisor
Campbell County School System

Company Name: Gold Creek Foods

Company Address: 325 Washington St. SW

Gainesville, GA 30501

Signature: *Jody Hardin*

Title: Commodity Manager

Date: 2/19/2025

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LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

To: Mrs. Jennifer Fields, Director of Schools
Ms. Lisa Bowlin, Deputy Director/Purchasing Agent
From: Jamie Gillum, School Nutrition Supervisor
Date: March 20, 2025
Re: Contract renewals for food service vendors

I request the contract for Campbell County Fire Equipment to be renewed as per bid for the 2025-2026 school term. As per attached sheet, the company agrees to the renewal.

I recommend this renewal as advantageous to the system and the program's operation. This renewal meets the conditions of the bid contract.

Mrs. Jennifer Fields, Director of Schools

Date

Mr. Jeff Marlow, Director of Finances

Date

Mr. Jeffery Miller, Board Chairman

Date

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112 Old Standard Hollow Road
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386 Middlesboro Road
LaFollette, TN 37766

JAMIE WHEELER
124 School Road
Jacksboro, TN 37757

February 5, 2025

Campbell County Fire Equip
203 Asbury Road
Jacksboro, TN 37757

Dear Sir:

The Campbell County Board of Education will be asked to approve the renewal of the present Fire Ext/Hood System bid with Campbell County Fire Equipment for the 2025-2026 school term, at the regular meeting on Tuesday, April 8, 2025 at 6:00 p.m. at the Campbell County Courthouse.

If this is agreeable to your company, please sign this form and return to Jamie Gillum by 2:00 p.m. Tuesday April 1, 2025.

Enclosed is an approved calendar for the 2025-2026 school term.

Sincerely,

Jamie Gillum, School Nutrition Supervisor
Campbell County School System

Company Name: Campbell Co. Fire Eq.

Signature: Drayce Asbury

Company Address: 203 Asbury Rd

Title: Owner

Jacksboro, TN 37757

Date: 2-24-25

SAMPLE
Director of Schools
Performance Evaluation Instrument

Director of Schools Performance Evaluation Guidelines

1. An annual evaluation of the Director of Schools shall take place in July.
2. The evaluation shall be based on the duties and responsibilities of the Director of Schools as set forth by the laws of the State of Tennessee and his/her contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Director of Schools.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
5. The evaluation will be distributed to all Board members in June in order to be completed and included in the written evaluation to the Director of Schools in July.
6. A satisfactory score will be if the average overall score is 3.00 or above.
7. The Board shall meet with the Director of Schools to discuss the evaluation results at the July Board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Director of School's performance to be unsatisfactory or in need of improvement.
8. The Director of Schools shall have the right to make a written or oral response to the evaluation.
9. A copy of the written evaluation shall be delivered to the Director of Schools two weeks prior to the July Board meeting.

A. Board Relationships

	1	2	3	4	5
1. Seeks and accepts constructive criticism of work from the Board.					
2. Maintains/improves relations with the Board by consistent and appropriate interpersonal and professional interactions.					
3. Keeps all Board members informed on issues, needs and operation of the school system, including employment, promotion, and dismissal of personnel.					
4. Interprets and executes the intent of Board policy through the development of administrative procedures.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Provides supporting documentation for each section of the director's evaluation instrument. - Samples of administrative procedures that adhere with Board policy.	- Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. - Unprepared or disengaged with the Board and professional learning opportunities. - Engages in the evaluation process without evidence of focus on continuous improvement. - Self-reflections do not match the expectations of the Board of the director's evaluation instrument. - Inconsistently contributes to school district growth by failing to assist and mentor administrators.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Uses feedback from the Board to implement personal and professional improvement strategies. - Prepared and engaged with the Board and professional learning opportunities. - Engages in the evaluation process with evidence of focus on improvement. - Contributes to the school district by assisting others, including at least two of the following: - Collaborative planning with administrators and staff to execute Board policies and decisions. - Actively participating in professional learning. - Building capacity for aspiring administrators.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- Uses feedback from the Board to significantly improve performance. - Consistently prepared and highly engaged with the Board and in professional learning opportunities. - Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and the director's evaluation instrument. - Actively and consistently contributes to the school district by assisting and/or mentoring others, including: - Collaborative planning with administrators and staff to execute Board policies and decisions. - Actively leading professional learning. - Leading data-driven professional learning opportunities. - Building capacity for aspiring administrators.

B. District Staff and Personal Relationships

	1	2	3	4	5
1. Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.					
2. Knowledgeable about the curriculum and establishes clear expectations for administrators.					
3. Develops good staff morale, is accessible to administrators, and interacts effectively with district employees.					
4. Supports professional learning activities for teachers and administrators.					
5. Recognizes and celebrates improved school and student performance related to Board vision and goals.					
6. Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.					
7. Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.					
8. Ensures professional learning opportunities align with the Tennessee Standards for Professional Learning and models learning for staff.					
9. Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- District leadership team meeting agendas and notes. - School level summary of principal use of data in determining staffing needs and placement. - Summary of school level use of teacher effectiveness data and teacher leaders. - Samples of staff and student recognition events at each school.	- Limited or no assignment of administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. - Limited or no opportunities to extend impact of high-performing teachers. - Clear criteria for recognition and celebration of schools and student performance and growth. - Shows limited or no use of the evaluation process and does not meet with administrators.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Assigns administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. - Provides opportunities to extend impact of high performing teachers and administrators. - Creates and implements clear criteria for recognition of schools and students. - Ensures administrators provide structured feedback and use the evaluation process for professional learning and growth. - Uses evaluation data to determine trends.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- Engages with administrators to review multiple data sources. - Creates a coherent system to extend impact of administrators. - Supports school rituals, traditions, and initiatives. - Builds and sustains a focused on continuous improvement. - Creates a district-wide plan for professional learning aligned to the Board's vision for professional learning and growth.

C. Community Relationships

	1	2	3	4	5
1. Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.					
2. Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Examples of school district level website, newsletters, and surveys if available. - Examples of meeting agendas and schedules for parental involvement and community engagement. - Provide a community assets inventory based on data provided by each school. - Samples of school partnerships and partnership activities. - Samples of meetings and conversations with community partners and educators. - Donations and contributions to each school or the district.	Shows limited or no evidence of: - Welcoming and engaging families. - Offering timely, relevant, and accessible communication. - Providing district staff with sufficient resources needed to communicate regularly with families. - Creating flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. - Assessing community partners and resources. - Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the Board's vision, mission, and goals.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Welcomes and engages all families. - Offers opportunities for families to participate in school initiatives when applicable. - Provides district staff with sufficient resources needed to communicate regularly with families. - Creates flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. - Conducts an accurate assessment of community partners and resources. - Ensures accepted resources support the Board's vision, mission, and goals. - Allocates fiscal, human, technological, and physical resources to align with the Board's vision, mission, and goals.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 requirements: - Establishes a two-way communication process for families that provides information about student progress and learning. - Supports family and community partnerships that are visible and sustainable. - Assesses potential community partners and secures additional resources that support the district. - Highlights usage of resources and shares district accomplishments by regularly communicating with community partners.

D. Strategic Planning

	1	2	3	4	5
1. Initiates communication and facilitates cooperation and collaboration among staff regarding the district's five-year strategic plan, curriculum, and program initiatives.					
2. Keeps the Board and community informed of progress towards long-range goals.					
3. Ensures the vision shapes the educational programs, plans, and activities of the district.					
4. Uses assessment data related to student learning to effectuate the Board's five-year strategic plan.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Summary of principal observations and growth plans. - Agendas from district leadership and principal professional development. - District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. - District and School Improvement Plans that operationalize the Board's five-year strategic plan.	- Builds limited or no capacity for: - Developing administrators' understanding of state adopted standards and instructional practice. - Demonstrating fidelity to state and district approved standards and curriculum. - Studying, analyzing, and evaluating approved curriculum resources. - Establishing a system for monitoring student achievement. - Establishing collective accountability when making adjustments to build administrator capacity.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Builds capacity among administrators for: - Developing an accurate understanding of state adopted standards and instructional practice. - Demonstrating fidelity to state and district approved standards and curriculum. - Studying, analyzing, and evaluating approved curriculum resources and instructional programs. - Establishing a system for monitoring student achievement. - Establishing collective accountability when making needed adjustments to improve instruction.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- In addition to Level 3 descriptors: - Communicates the Board's five-year strategic plan to all staff. - Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. - Actively monitors, evaluates, advises, and regularly updates the Board on the five-year strategic plan. - Ensures the District and School Improvement Plans operationalize the Board's five-year strategic plan.

E. District Management and Operations

	1	2	3	4	5
1. Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.					
2. Identifies, confronts, and resolves problems in a timely manner.					
3. Recognizes, studies, and applies emerging trends as appropriate.					
4. Uses effective communication skills.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
Provides the Board with: - Director of Schools self-reflection aligned to Tennessee Instructional Leadership Standards or AASA standards. - Director's personal and professional growth support plan in relation to the Board's vision, mission, and goals. - Summary as to what degree the district and schools met previous year's performance targets. - Artifacts of the district's performance aligned to state standards and accountability model.	- Rarely or never improves self-practice by: - Using feedback from sources to reflect on personal leadership practices and does not make any necessary changes for improvement. - Engaging in professional learning: - Aligned to student, educator, and self-need. - Focused on developing an understanding of performance expectations associated with state standards. - Implementing new, relevant learning from feedback and professional learning opportunities.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Uses feedback from a variety of sources to reflect on personal leadership practices and make any necessary changes for improvement. - Engages in professional learning aligned to student, educator, and self-need. - Develops an understanding of performance expectations associated with Tennessee Instructional Leader Standards. - Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 descriptors: - Actively seeks feedback from a variety of sources to reflect on personal leadership practices and makes any necessary changes for improvement. - Connects personal leadership practices to student achievement and administrator and educator performance by sharing his/her performance evaluation results with district staff. - Reflects on leadership alignment with core value and the Board's vision, mission, and goals.

F. Facilities

	1	2	3	4	5
1. Fosters a safe, respectful, and orderly learning environment for all.					
2. Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.					
3. Ensures the maintenance of school property and the safety of personnel and property.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Examples of school safety plans and/or school climate surveys. - Annual school level reporting of attendance rates and discipline referrals, including suspension and expulsion rates. - School district/county audits. - Examples of administrative procedures addressing finance and facilities.	- Expectations for resource allocation are not clearly aligned with the school district vision, mission, and goals. - District policies are not: - Clearly communicated. - Implemented consistently and fairly. - Related to students' safety. - Inadequate support for administrators to: - Analyze behavioral data to assess intervention and discipline effectiveness. - Use of data to adjust routines to maximize learning and decrease distractions.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Expectations for resource allocation are aligned with school district vision, mission, and goals. - District policies are: - Clearly communicated - Implemented consistently and fairly - Related to students' safety - Establishes practices that support: - Analyzing behavioral data to assess interventions and discipline effectiveness. - Use of data to adjust routines to maximize learning and decrease distractions. - Sufficient evidence that ensures administrators are adhering to expectations established in Board policy.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- In addition to Level 3 requirements ensures administrators: - Help set expectations for the learning environment and facilities that aligned with the school district vision, mission, and goals. - Review behavioral and discipline data to assess the effectiveness of interventions, adjusting when needed to ensure a safe learning environment.

G. Finance

	1	2	3	4	5
1. Establishes, communicates, and enforces standard operating procedures and routines aligned with Board policy, state law, and federal requirements.					
2. Provides accurate and timely reports to the Board on the financial condition of the school system.					
3. Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.					
4. Meets and works collaboratively with the Board and appropriate staff to determine budget priorities and the effective allocation of resources.					

Total Mean Score:

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Samples of compliance with all financial audits including local, state, and federal. - Provide samples of both student and employee handbooks. - Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. - Provide sample administrative procedures aligned with Board policy, state law, and federal requirements.	- Rarely or never establishes, communicates, and enforces administrative procedures by: - Aligning them with Board policy, state law, and federal requirements. - Communicating established administrative procedures. - Ensuring administrators are accountable to the administrative procedures. - Rarely or never performs all budgetary responsibilities by: - Allocating resources in alignment with district priorities to increase student achievement. - Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Establishes, communicates, and enforces administrative procedures by: - Aligning them with Board policy, state law, and federal requirements. - Communicating established administrative procedures. - Ensuring administrators are accountable to the administrative procedures. - Performs timely, accurate, and transparent budgetary responsibilities by: - Allocating resources in alignment with district priorities to increase student achievement. - Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- In addition to Level 3 descriptors: - Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. - Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

H. Human Resources

	1	2	3	4	5
1. Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.					
2. Develops good staff morale and loyalty to the school system.					
3. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.					
4. Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.					
5. Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Samples of district level plan for recruiting both professional and noncertified staff. - Samples of school level data regarding induction, support, retention, and growth of staff. - Samples of school level plans to increase the rates of high-performing educators and increase retention rates.	- Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. - Rarely or never develops strategies for: - Retaining high-performing educators and administrators. - Fostering leadership skills in the most effective educators and administrators based on student outcomes. - Utilizing a variety of methods to support the development of administrators.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Designs and implements an induction program for new administrators and staff. - Develops strategies for: - Retaining high-performing educators. - Fostering leadership skills in the most effective educators and administrators based on student outcomes. - Utilizing a variety of methods to support the development of all administrators and staff.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- Engages with the district leadership team to: - Design and implement an induction program for new educators. - Develop strategies for retaining high-performing educators. - Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. - Supports the development of all administrators utilizing a variety of methods.

I. Integrity, Fairness, and Ethics

	1	2	3	4	5
1. Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.					
2. Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.					
3. Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.					
4. Treats people fairly, equally, and with dignity and respect.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Provide samples of meetings and engagement with various stakeholders throughout the community. - Provides samples of professional development or communications with district staff on integrity and ethics. - Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. - Examples of procedures that relate to communication plan for both certified and noncertified staff.	- Does not engage or limit engagement of stakeholder groups and does not seek input or feedback on district improvement. - Does not communicate expected values and beliefs to all staff. - Does not design or implement structures that increase shared ownership in district success. - Fails to establish high expectations for administrators' individual responsibility for district success.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. - Communicates basic values and beliefs to all staff. - Models a commitment to the possibility of success for all students. - Designs and/or implements structures to increase shared ownership in district success. - Clearly and consistently communicates high expectations for administrators' individual responsibility for district success.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. - Clearly communicates basic values and beliefs to all staff. - Enacts procedures that reflect a district-wide commitment to student success. - Clearly and consistently communicates administrators' individual responsibility for district success. - Establishes a culture where all administrators address low expectations about student potential.

J. Student Performance

	1	2	3	4	5
1. Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.					
2. Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.					
3. Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.					
4. Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.					
5. Meets with principals regularly to provide feedback on goal achievement and to assess ongoing school improvement efforts.					
6. Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- Sample of school and district improvement plans with strategies. - District and school level IVAS scores. - Data summary of all district and school level accountability metrics. - Performance and monitoring data of district wide of sub-groups. - District plan for monitoring school improvement plans and student academic performance. - Review of district report card.	- Shows limited or no use of: - Multiple student, educator, school-wide, and district-wide data. - Specific data when analyzing and tracking student progress. - Academic and behavioral growth goals. - Expectations for adjusting instructional programs based on data. - Shared accountability for decisions targeting student achievement and growth goals. - No observable alignment between interventions and student achievement. - Planning that addresses academic growth goals.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Collaborates with administrators to: - Use multiple sources of student, educator, school and district-wide data. - Determine specific data to analyze when tracking student progress. - Establish specific strategies to meet or exceed academic and behavioral growth goals. - Communicate expectations for adjusting instruction programs in response to assessment data. - Establish shared accountability for instructional decisions targeting student achievement and growth goals.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- Ensures administrators analyze and use multiple sources of student, educator, school and district-wide data. - Develops and monitors a district-wide data plan that includes: student progress tracking; strategies to meet or exceed growth and achievement goals; benchmark data; and data based changes to the instructional program. - Shared accountability for instructional decisions targeting achievement and growth goals. - Establishes data-specific growth and achievement targets that result in gains.

K. Student Achievement Data *

	1	2	3	4	5
1. Grades 3-5 Overall Achievement Rate.					
2. Grades 6-8 Overall Achievement Rate.					
3. Grades 9-12 Overall Achievement Rate.					
4. Grades 3-5 Student Sub-Group Overall Achievement Rate.					
5. Grades 6-8 Student Sub-Group Overall Achievement Rate.					
6. Grades 9-12 Student Sub-Group Overall Achievement Rate.					
7. Grades 3-5 ELA Achievement Rate.					
8. Grades 6-8 ELA Achievement Rate.					
9. Grades 9-12 ELA Achievement Rate.					
10. Grades 3-5 Math Achievement Rate.					
11. Grades 6-8 Math Achievement Rate.					
12. Grades 9-12 Math Achievement Rate.					
13. Grades 3-5 Science Achievement Rate.					
14. Grades 6-8 Science Achievement Rate.					
15. Grades 9-12 Science Achievement Rate.					
16. Grades 3-5 Social Studies Achievement Rate.					
17. Grades 6-8 Social Studies Achievement Rate.					
18. Grades 9-12 Social Studies Achievement Rate.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
District summative assessment data.	- Overall applicable Achievement Rate reduced by greater than 3% from previous year. - Overall sub-group Achievement Rates reduced by an average of greater than 3% from previous year.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Overall applicable Achievement Rate remained the same from previous year. - Overall sub-group Achievement Rates remained the same on average from previous year.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	- Overall applicable Achievement Rate increased by greater than 3% from previous year. - Overall sub-group Achievement Rates increased by an average of greater than 3% from previous year.

*Data reported in the District Report and School A-F Letter Grades.

L. Student Growth and Ready Graduate Data*

	1	2	3	4	5
19. Overall District Growth grades 3-5.					
20. Overall District Growth grades 6-8.					
21. Overall District Growth grades 9-12.					
22. Growth Composite by student super sub-group grades 3-5.					
23. Growth Composite by student super sub-group grades 6-8.					
24. Growth Composite by student super sub-group grades 9-12.					
25. Ready Graduate rate.**					
26. District Graduation rate.					
27. Average Composite ACT scores.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
- District growth data. - District Ready Graduate data. - District graduation rate data. - District Average Composite ACT score data.	- Overall District/sub-group Growth Level 1. - Overall Ready Graduate rate reduced by greater than 3% from previous year. - District graduation rate reduced by greater than 1% from previous year. - Average Composite ACT score decreased by greater than 0.2%.	- Overall District/sub-group Growth Level 2. - Exceeds Level 1 rubric but does not meet Level 3 rubric.	- Overall District/sub-group Growth Level 3. - Overall Ready Graduate rate remained the same from previous year. - District graduation rate remained the same from previous year. - Average Composite ACT score remained the same from previous year.	- Overall District/sub-group Growth Level 4. - Exceeds Level 3 rubric but does not meet Level 5 rubric.	- Overall District/sub-group Growth Level 5. - Overall Ready Graduate rate increased by greater than 3% from previous year. - District graduation rate increased by greater than 1% from previous year. - Average Composite ACT score increased by greater than 0.2%.

*Data reported in the District Report and School A-F Letter Grades.

**Graduating student with: 21 or higher on ACT; Early Postsecondary Opportunities (AP Cambridge, CLEP Dual Enrollment, International Baccalaureate, Local Dual Credit, Statewide Dual Credit); Industry Credentials; ASVAB

**Director of Schools
Overall Evaluation Score**

Total Mean Score Board Relationships	
Total Mean Score District Staff and Personal Relationships	
Total Mean Score Community Relationships	
Total Mean Score Strategic Planning	
Total Mean Score District Management and Operations	
Total Mean Score Facilities	
Total Mean Score Finance	
Total Mean Score Human Resources	
Total Mean Score Integrity, Fairness, and Ethics	
Total Mean Score Student Performance	
Total Mean Score Student Achievement Data	
Total Mean Score Student Growth and Ready Graduate Data	
Source: School Data	
Overall Mean Evaluation Score	



Return by May 15 to:
Director of Content
Andrew Johnson Tower, 11th floor
710 James Robertson Parkway Nashville, TN 37243-0379

**Certification of Adoption by
Local Board of Education**

The Campbell County Board of Education approved the City, County,
or Special School District adoption of the textbooks as indicated on the attached Local Adoption Report Abstract
during the meeting of the board on 4/08/2025

Month, Day, Year

If the LEA has chosen to adopt any materials not on contract, then we do hereby certify the following:

The LEA's unique needs require adopting materials not on the state's official list.

The materials adopted by this LEA were screened by a review committee, appointed in accordance with T.C.A. § 49-6-2207 and were determined to be aligned to the standards by evaluating the materials using the screening instrument approved by the Textbook and Instructional Materials Quality Commission.

The adoption abstract, this certification of adoption, and the local panels' reviews will be posted to the LEA's website within 30 days of local board approval.

All materials adopted by this LEA that are not on contract have been approved by waiver (if any waivers were granted, you must attach them to this form).

The LEA agrees to furnish any materials requested by TDOE for review.

Date

Chairman, Board of Education

Date

Director of Schools

Report of Local Adoption of Textbooks*
This form remains in the office of the Local Director of Schools for the 6 year Adoption Period

Report for schools of ☐ County, ☐ City, or ☐ Special District. For the School Year _____

Subject: _____

Recommendation of Local Textbook Selecting Committee

We, the duly appointed members of the Local Textbook Selecting Committee for the Subject of _____, recommend that the _____ (County or City) Board of Education adopt, from the State Approved List, the following textbooks to be used in the public schools of _____ (County or City), as approved by the law and contract:

State Approved	Waiver Approved	Technology Dependent	Grade	Author	Title	Company
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				

We hereby certify that we have returned to the office of the superintendent all the samples of textbooks submitted to us. Signatures of members of the Local Selecting Committee for this subject:

1 *[Signature]*
2 *[Signature]*
3 *Kyana Kevin*
4 *[Signature]*

Oath to Be Administered to Members of the Local Textbook Committee

"I do hereby declare that I am not now directly or indirectly financially interested in, or employed by, any textbook publisher or agency, and that I will not become directly or indirectly financially interested in any of the proposed contracts, nor in any book, nor in any publishing concern handling or offering any books or other publications to the Committee, of which I am a member, for listing and adoption, and I do hereby promise that I will act honestly, faithfully, and conscientiously, and in all respects will discharge my duty as a member of the Committee to the best of my skill and ability."

1 *[Signature]*
2 *[Signature]*
3 *Kyana Kevin*
4 *[Signature]*
5 *[Signature]*

*Complete one (1) form for each local adoption committee.